

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

**Посібник з практики усного
та писемного мовлення**

ЧАСТИНА I

Для студентів I курсу факультету перекладачів

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FAMILY



TOPICS

- ❖ **Family in modern society**
- ❖ **What's in a name?**
- ❖ **What is the best age for you?**
- ❖ **My family**
- ❖ **The way I see myself**
- ❖ **My favourite actor / actress**
- ❖ **National character**
- ❖ **English and American national characters**
- ❖ **My idea of a spouse-to-be**
- ❖ **The way people build their relationships**
- ❖ **Wedding traditions in English-speaking countries and Ukraine**

FAMILY AND OTHER RELATIONSHIPS

*A family is a unit composed not only of children, but of men, women and occasionally of an animal...
Ogden Nash*

1

What types of families do you know? Match the pictures with the words in the box. Then, listen to the tape and decide whether the statements below are true or false.

a single-parent family a blended family an extended family
a nuclear family



1. In the past people lived in nuclear families.
2. Nowadays in many countries the extended family is not very common.
3. The number of single-parent families is increasing.
4. A blended family includes only relatives by marriage.

Which kind of family do you think will be typical in the future? Why? Read the article to find out.

THE FAMILY IN MODERN SOCIETY

There are many different views on family life. Some people could not do without the support and love of their families. Others say it is the reason for most of our problems. Whatever the truth is, the family is definitely a powerful symbol. Turn on the television or open a magazine and you will see advertisements of happy, balanced families. Politicians often try to win votes by standing for respect for parents, stability in marriage and care for the elderly.

Sociologists divide families into two general types: the nuclear family, which includes parents and children, and the extended family, which may include three or more generations living together. Twenty years ago, the typical extended family was 'wide', with many children in each 'nuclear family'. People had lots of aunts and uncles but often didn't know their grandparents. Nowadays in industrialized countries, and increasingly in the large cities of developing countries, the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. In fact, according to a new study by the British research group Mintel, the family is changing shape and the number of members in nuclear families is cutting down year by year. The family groups of the future will be 'long and thin', with three or four small generations.

Here are some of their predictions:

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

There are people who say that the traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependant upon a stable family life. They see many indications that the family is in decline in such things as the acceptance of sex before marriage, the increased number of single-parent families, the current high divorce rate and what they see as a lack of discipline within the family.

Some politicians blame social problems such as drug taking and children crime on a disintegrating family life.

Life expectation is increasing for both men and women while the size of the average family is decreasing. This means that the proportion of old people in the community is growing year by year, while there are fewer young people to look after them. At one time elderly people could live with or be cared for by one after another of their children in turn but increased mobility has changed this. When families cannot care for their elderly relatives the responsibility may be taken by other people, or by the community as a whole in a number of ways.

In extended families the children and parents have strong ties and obligations to relatives. It is common in these families to support older family members, to have intense contacts with relatives, and to establish communal housing.

In both nuclear and extended families, traditionally the male has been responsible for financial support of the home and family members. The female has often been responsible for emotional support, childraising, and housekeeping. However, these parental functions are no longer fixed. The prescribed role of the man as 'breadwinner' and the woman as housewife is changing. These changes include working mothers, 'househusbands', and an increasing number of daycare centres for children. Yet, traditional roles may be preserved even in households where the wife is working.

There is no definition of a 'normal' family. Broadly speaking, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide a shelter and food, and to bring up children.

3

Decide whether the statements are true or false. Justify your decision.

1. Politicians try to win an election by standing for care for the old.
2. Nowadays in industrialized countries the extended family is regarded as normal.
3. Future generations will not have many cousins and will know their great-grandparents.
4. 'Boomerang children' will be a thing of the past.
5. In the future different generations may decide to establish communal housing.
6. There are many signs that the family is in decline.

7. Politicians blame stability in marriage on a disintegrating family life.
8. The number of old people in the community is decreasing.
9. Parental functions in a family are undergoing change.
10. The family is a group of people who just live together.

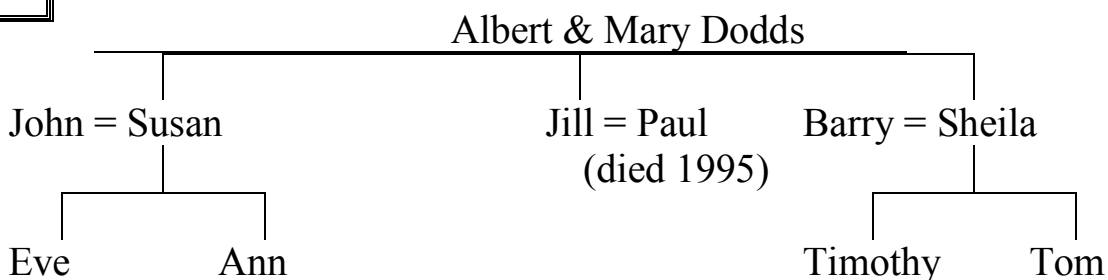
4 Match the definitions with the words from the article.

1. _____ your grandparents' parents
2. _____ a child who doesn't have any brothers or sisters
3. _____ a person who supports the family financially
4. _____ your uncle's or aunt's children
5. _____ the family of your husband/wife
6. _____ families where the mother or father is bringing up the children on his/her own
7. _____ all your relatives including aunts, grandparents, etc.
8. _____ a married woman who doesn't work outside the home
9. _____ your grandparents' grandparents
10. _____ boys who have (for example) the same father as you but a different mother
11. _____ the new wife of your father
12. _____ all the people who were born at about the same time

5 Give English equivalents to the words and phrases given below. Be ready to use them in the sentences of your own.

Неповна родина; брак дисципліни в сім'ї; однокровний брат; стабільність у шлюбі; сім'я, яка складається не лише з батьків і дітей, але й близьких родичів; турбота про людей похилого віку; покоління; пра-пра-дідусь та бабуся; одружуватися вдруге; занепадати; високий рівень розлучень; повага до батьків; родичі чоловіка або дружини; надати притулок; сім'я, в якій живуть батьки та їх діти; зменшуватися; однокровна сестра; бути у кровному зв'язку; звинувачувати; тривалість життя; сімейне життя, що руйнується; батьківські обов'язки; спільне проживання; міцні зв'язки; виховувати дітей; обов'язок перед родичами; годувальник; вітчим.

6 Look at the family tree and complete the sentences below.



- 1 John is Jill's
- 2 Timothy is Jill's
- 3 Eve and Ann are Timothy's
- 4 Eve is Sheila's
- 5 Albert Dodds is Tom's
- 6 Barry is Eve's
- 7 Susan is Timothy's
- 8 As Paul died in 1995, Jill is a
- 9 Tom is Mary's
- 10 The only two people who are not related are and

7 Try this little brain-teaser. Each of the fourteen people below *is married to one of the others*. From the information you are given, find out who is married to whom. Note there are three generations here.

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

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

1. Mrs Jones had.....
 a) trio b) treble c) triplets
2. Mrs Vine had had the week before.
 a) quarts b) quads c) quartet
3. Twins often seem to..... a generation.
 a) hop b) skip c) jump
4. There was a case of twins in our town.
 a) Japanese b) Chinese c) Siamese
5. There's a of twins in our family – on my father's
 a) story b) geography c) history
 d) tree e) side f) line

6. I waschild, though.
 a) an only b) a missing c) a single
7. All the members of our football team are **related**..... marriage.
 a) by b) to c) on
8. When mother **remarried** her second husband, my....., gave me a new bicycle.
 a) **forefather** b) stepfather c) grandfather
9. He said to me, "Look, I know you're not my own....., but let's be friends".
 a) flesh and blood b) blood and guts c) skin and bones
10. My..... **originated** from a tribe of Red Indians.
 a) ancestors b) ancients c) antiques
11. Not many of my own.....relatives are still alive.
 a) blood b) skin c) heart
12. My-grandfather fought at the Battle of Waterloo.
 a) grand-grand-grand b) great-grand-grand c) great-great-great
13. My brother-in law **inherited** \$500.000 in his uncle's.....
 a) will b) testament c) wishes
14. I was left \$50 and a cat by..... relative; I believe it was a cousin – perhaps it was a- aunt.
 a) a distant b) an unclear c) a long-distance
 d) double e) second f) dual
 g) grand h) great i) large
15. Peter is an **orphan**; he was at the age of two.
 a) adjusted b) adapted c) adopted
16. Paul comes from a broken home; he has lived with a number of..... parents.
 a) loan b) foster c) second-hand
17. Mary was from **a single-parent family**; now she is **looked after** by her....
 a) keeper b) warden c) guardian
18. I'm off to have Sunday lunch with my..... now.
 a) outlaws b) by-laws c) in-laws
19. Is Mary any to you?
 a) related b) relation c) relative
20. We are not very close with Peter, because he is my.....
 a) offspring b) forty second cousin c) son
21. Jim is just a/an..... I met on holiday.
 a) colleague b) acquaintance c) figure
22. The people in a family who live together under the same roof are a
 a) community b) generation c) household
23. Parents and teachers have to try hard to understand the younger
 a) generation b) people c) teenagers
24. I'm the I've got an elder and a younger sister.
 a) only child b) middle child c) sibling

9**Match the words with their definitions.**

- | | |
|---|-----------------------|
| 1. the family or race of people that you come from | a) heir |
| 2. a diagram that shows the relationship between members of the family | b) stable home |
| 3. related through the father's side of the family | c) blood relation |
| 4. a person related to somebody by birth rather than by marriage | d) paternal |
| 5. refers to people who are your nearest blood relatives | e) ancestry |
| 6. related as a result of one parent marrying again | f) step- |
| 7. a family in which the parents are divorced or separated | g) confirmed bachelor |
| 8. a strong, loving family | h) broken home |
| 9. a family with a very strong relationship | i) close-knit |
| 10. a person who doesn't intend to marry | j) descendant |
| 11. a woman who has never married and is now no longer young | k) widower |
| 12. a man whose wife has died and who hasn't married again | l) old maid |
| 13. related to a person who lived in the past | m) immediate family |
| 14. a person who has the legal right to receive sb's property, money or title when that person dies | n) family tree |

10**Circle the word that is least related in meaning.**

- a) a descendant an heiress an ancestor
- b) a grandson a grandfather a direct descendant
- c) a brother a sibling an orphan
- d) custody guardianship orphanage
- e) to look after to be related to keep an eye on
- f) to originate to inherit to come from
- g) a stepmother a stepsister a half-brother
- h) an offspring a nephew a niece
- i) a paternal relative a maternal relation an acquaintance
- j) a godmother an heiress a goddaughter
- k) a bachelor a spouse a spinster
- l) a forty second cousin a forefather an ancestor
- m) foster parents adoptive parents household

11**Give English equivalents to the following words and phrases.**

Родове дерево (родовід); сім'я, в якій батьки були одружені раніше і мають дітей від попереднього шлюбу; прийомна дитина; троюрідний брат;

опікун; єдина дитина в сім'ї; пращури; успадковувати майно за заповітом; передаватися через покоління; доглядати за кимось; стара діва; зятій холостяк; трійня; небіж; небога; рідні брат чи сестра; четверня; спадкоємиця; двоюрідний дідусь; прямий потомок; усиновлена дитина; далекі родичі; пасербиця; названі батьки; хрещений батько; знайомий; дуже далекий родич; невістка; прадідусь та прабабуся; пасинок; зять; мачуха; зведений брат; народжувати дитину; неодружений; прийомні батьки; свекор; вдова; сім'я, в якій батьки розлучилися; сім'я з міцними сімейними стосунками; неповна родина, в якій є лише один з батьків.

12

Complete the sentences.

1. They don't have their own children. He is their.....
2. This is my husband's sister. She is my.....
3. These are my parents' parents. They are my.....
4. Your father's brother is your
5. I get on really well with my husband's mother. In fact, she is more like a sister to me than a
6. He lost his wife two years ago. He is a
7. Mrs Smith gave birth to three children at once. She's got.....
8. This poor child has no parents. He is an
9. Mary hasn't got a father. She comes from a
10. Richard was a until his marriage at age of forty-two.
11. When John's mother remarried, he found he had three-brothers.
12. When Harry married Sally he didn't realize what an important part his new would play in his life.
13. Barbara remained a/an until the age of thirty-five.
14. He isn't Claire's relative or close friend. He is just anof hers.

13

Translate the sentences into English.

- 1.- Нас троє в сім'ї. І в мене є багато родичів по материнській лінії.
- А я маю прабабусю, тітку, дядька і двоюрідну сестру по батьківській лінії.
- 2.Мої батьки мають онука та онучку. Вони дуже гарні дідусь і бабуся.
Вони також гарні свекор та свекруха.
3. Анна – моя давня подруга, а зараз вона також і моя зовиця, бо вона побралася з моїм братом.
4. Двійнята народжуються, як правило, через покоління.
5. Містер Сміт, друг нашої родини, 10 років тому всиновив сироту і зараз він його єдиний спадкоємець.
6. У Джека є дві зведені сестри, бо його батько одружився вдруге рік тому.

7. Містер Томсон знатного роду, його пращури були дуже багатими та відомими.
8. Наш друг успадкував великий будинок від далекого родича.
9. Я збираюся попросити батьків мого чоловіка доглянути нашу доньку.
10. Мій двоюрідний брат одружився з жінкою, яка має близнюків, отже він став їх вітчимом.
11. Він пишається усиновленою дочкою, хоча вона не є його кров'ю та плоттю.
12. Хлопець - прямий нащадок королів. Він стане спадкоємцем, згідно з заповітом батька.

14

Read the dialogue and introduce your relatives in the same way. Explain the meaning of the words in bold type and use them in the sentences of your own.

Mr Allen and Mr Burrows are going to Mrs Jones'. They are talking on their way.

Mr A: Well, we are nearly at the Jones' house. I'll be able to introduce you to Mrs Jones and her children.

Mr B: They have five children, haven't they?

Mr A: Yes, three boys and two girls.

Mr B: How old are they?

Mr A: The eldest, John, will be fifteen this year. Then comes Willy, aged twelve. Mary, who is eight, is the third, next comes Betty, aged four, and the youngest is James, who is only two. He is the **baby of the family**.

Mr B: What a large family! I suppose the elder children go to school?

Mr A: Yes, John goes to a boarding school. He has just come home for the holidays. The others go to day schools. I believe Mrs Jones is sending John next week to spend the holidays with her sister and brother-in-law who live in the country. Willy is away with his grandparents.

Mr B: By the way, is your brother Jack back in England?

Mr A: No, he is in the States, but his wife and child came back to England last week. I was very pleased to see my nephew. He will stay in England for his education, but my sister-in-law will join her husband in a few months.

Mr B: How old is your nephew?

Mr A: He is ten. He is a fine boy, but being an only child is rather spoilt. School **will do him good**.

Mr B: Does he **get on well** with your sister's children?

Mr A: Oh, yes! He plays all sorts of games with his cousins, and they never quarrel.

Mr B: Have you got any other brothers and sisters?

Mr A: One sister. She is **unmarried** and spends all her time travelling. Here we are. Let's go in.

15 Translate the sentences into English.

1. Я доглядала свою тітку і згідно з її заповітом успадкувала все її майно.
2. Вона улюблениця сім'ї, і тому дуже розпещена. Я гадаю, спілкування з іншими дітьми піде їй на користь.
3. Сестра Теда народила трійню, і тому в нього з'явилось одразу троє племінників.
4. Цей сирота має дуже багатого опікуна.
5. Хто з ваших родичів походить з індійців?
6. Мені нещодавно розповіли про випадок народження Сіамських близнюків у нашому місті.
7. Вони далекі родичі, тому не часто бачать один одного.
8. Батько Девіда - вдівець, але він вирішив одружитися, тому у Девіда буде мачуха.
9. Вони розлучилися п'ять років тому і обоє досі не одружені.
10. Містер Блек - затятий холостяк. Він ніколи навіть і не мріяв про одруження.
11. Анна добре ладить зі своїми племінниками. Вони граються в різноманітні ігри та ніколи не сваряться.

16 Study the following words and phrases and explain their meaning. Use them in the sentences of your own.

- | | |
|-------------------------------------|---------------------------------|
| -there are sixteen years between us | -to behave oneself |
| -to get on well | -to hand sth round |
| -to reverse | -it's tough |
| -to be inclined | -hand-me-down clothes |
| -to keep an eye on sb | -relatively happy |
| -shortly after | -to deal with things |
| -tremendous friends | -next door to sb |
| -to outweigh | -conscious decision |
| -to live on a shoestring | -to have an impact on sb's life |
| -to envy | -to explore other relationships |

17 I. Listen to the woman talking about living in a big family and answer the following questions.

1. How many children are there in the family?
2. Who is the youngest in the family? How many years are there between the youngest and the eldest children?
3. How did they get on together in their childhood? What has reversed now?

4. What happened to the speaker's sister, Joe?
5. What are the main advantages and disadvantages of living in a big family?
6. Who envied them?
7. In what way do they keep relationships now?
8. How many generations participate in their annual family party? What do they usually do at their family party? What did they do at the last one?

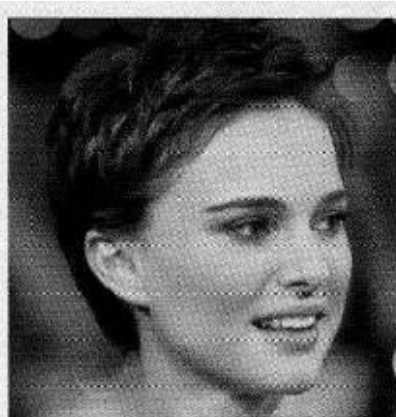
II. Now listen to the speaker who was an only child in the family and answer the following questions.

1. Does the speaker like being an only child? Did she have the same feelings in her childhood?
2. When she was a teenager what problems did she face?
3. Did being an only child have any impact on her adult life?
4. How many children has she got? Was it a conscious decision?
5. Would she recommend being an only child?

18

Look at the quotes below and discuss these questions.

- Do you, or would you, like to be an only child?
- What are the advantages and disadvantages of being an only child?



Natalie Portman

'I don't like being an only child. It's strange to think my children won't have cousins from my side and I won't have anyone to talk about my parents with.'

Sarah Michelle Gellar

'I consider I was lucky being an only child.'





Vanessa Mae

‘As I’m an only child, I don’t think Mum took it well (when I left home), but you have to respect that your child is going to fly off and start their own life.’

19

Translate the sentences into English.

1. Нік – сирота. На щастя, чуйні люди прийняли свідоме рішення усиновити його.
2. Незважаючи на те, що різниця у віці у нас з сестрою 10 років, ми справжні друзі.
3. Мої далекі родичі живуть дуже бідно.
4. Коли живеш у великій родині, тобі постійно доводиться носити поношений одяг та наглядати за молодшими братиками і сестричками.
5. Часто єдина дитина в сім’ї страждає від самотності, хоча у неї можуть бути двоюрідні брати та сестри, які живуть по сусідству.
6. Життя у багатодітній родині має набагато більше переваг ніж недоліків.
7. Подружжя, які не мають власних дітей, щоб вирішити цю проблему, можуть усиновити дитину з дитбудинку.
8. Той факт, що вона була єдиною дитиною у сім’ї, мав великий вплив на її життя.

20

In groups, discuss the questions and then report back to the class.

1. What can couples, who are unable to have children, do to **resolve their problem**?
2. Why might some couples prefer to have children who are biologically their own? Why do other couples choose to adopt?
3. If you want to adopt a child, do you think you have the right to choose your own child (i.e. the age, sex and race)? Would you consider adopting a **handicapped** child?
4. When should parents tell the child that he/she was adopted?
5. Where possible, should the **adoptive parents** maintain contact with the **natural parents**? Should the natural parents be allowed to visit their child?

NAMES

21

Read the text and complete the sentences that follow it.

WHAT'S IN A NAME?

The first exchange between two people – and the first chance to make a good or bad impression – is often an exchange of names.

In the Eastern Hemisphere, a name often shows social or family status and a mistake can be an insult. Using someone's first name before the person gives permission can also be very rude.

In Britain and the US surnames, also called last names or family names, pass from fathers to their children. Traditionally women change their surnames when they marry, replacing their maiden name, the surname they had from birth, with the surname of their husband. In the US especially, some women keep their maiden name as a middle name. Others choose to keep their maiden name as their surname after they are married. A few create a double-barrelled name (*AmE* hyphenated name) from the two surnames, such as Johnson-Brown. In a few cases the husband and children may also take this name. In Britain a double-barrelled surname used to suggest an upper-class background, but this is no longer always so.

In fact people rarely change their surname except after marriage. If people wish to change their name for any other reason they can do so by deed poll, a simple legal procedure.

Ukrainians use three names when being introduced. These are the first name, the patronymic (derived from the father's first name) and the surname. The preferred form of address is Pan or Pani (Mr or Mrs).

As with many languages, there are two forms of address in Ukrainian. The second person plural form is used for all occasions except when addressing children, animals, family members and very close friends. In some parts of Ukraine, however, the pluralized form is used as a respectful form of address for children to parents. Foreigners need to be aware that inappropriate use of the singular form can be regarded as highly presumptuous.

When British and US people introduce themselves they give their first name and then their surname. The opposite order is used only in alphabetical lists. When people are addressed formally a title is put before their last name, usually Mr for men and Mrs, Miss or Ms for women. Married women used to be called Mrs Johnson, etc. In formal situations they used to be referred to as e.g. Mrs Michael Johnson, using their husband's first name rather than their own, but this is now much less common. Unmarried women were known as Miss Johnson, etc. Many women now prefer the title Ms because, like Mr, it does not give any information about whether the person is married. Men especially may be referred to simply by their last name, but addressing somebody in this way can cause offence.

1. The first exchange between people
2. It can be very rude
3. When women get married, they traditionally
4. A double-barrelled surname used to
5. If people want to change their name
6. When being introduced Ukrainians use
7. Pan or Pani is
8. In Ukrainian there are two forms of address:
9. When British and US people introduce themselves
10. Married women, unmarried women
11. It can cause offence

22

Read the quiz and see how easily and quickly you can find the missing names in the sentences below. The answers are printed after the exercise to help you.

1. William F. Cody (1846-1917) was **nicknamed**
2. Mozart's **Christian names** were
3. Queen Elizabeth's youngest son **is called**
4. The Idlewild Airport in New York **was renamed** after this man's death.
5.'s real name is Richard Starkey.
6. A Swedish actress **by the name of** Greta Gustaffson adopted the screen **pseudonym** of
7. Bach's **initials, J. S., stand for**
8. Mrs Mark Phillips' **maiden name** was
9. The newest airport in Paris **is named after**
10. Most Englishmen have pretended at some time in their life to be William Younger, **alias**
11. Samuel Clemens' **pen-name** was
12. The stretch of coastland between Toulon in France and Spezia in Italy **is known as**
13. The tallest building in Paris **takes its name from** the engineer
14. Someone **christened** Adolph Schickelgruber became world-famous **under the name of**
15. The film recognised as the first 'talking picture' **was entitled**
16. During the seventies **a certain** Cassius Clay **changed his name to**

Answers: 1. Buffalo Bill 2. Wolfgang Amadeus 3. Prince Edward 4. Kennedy International Airport 5. Ringo Starr 6. Greta Garbo 7. Johann Sebastian 8. Princess Anne 9. Charles de Gaulle 10. Billy the Kid 11. Mark Twain 12.

The Riviera 13. Eiffel 14. Adolph Hitler – the best known **false name** in the world 15. The Jazz Singer 16. Mohammed Ali.

23

Match the words and phrases with their definitions.

- | | |
|-----------------------------------|---|
| 1. a namesake | a) all your names |
| 2. to call sb names | b) any name your parents gave you other than the one that is placed first |
| 3. a middle name | c) to use one's first name when talking to sb |
| 4. a nameday | d) an informal, often humorous, name for a person that is connected with their real name, their personality or appearance, or with sth they have done |
| 5. a full name | e) a false or different name, especially one that is used by a criminal |
| 6. to call sb by one's first name | f) a person who has the same name as sb else |
| 7. in sb's name | g) showing that sth officially belongs to sb or is for sb to use |
| 8. an alias | h) a name with two parts, sometimes joined by a hyphen |
| 9. a pet name | i) a name that has become very well known |
| 10. a pen-name | j) to use unpleasant words to describe someone in order to insult or upset them |
| 11. a title | k) a name formed from the name of your father or a male ancestor, especially by adding sth to the beginning or end of their name |
| 12. a nickname | l) a day which is special for a Christian with a particular name because it is the day which celebrates a saint with the same name |
| 13. a household name | m) a name used by a writer instead of their real name |
| 14. a patronymic | n) the name of a book, poem, painting, a piece of music, etc |
| 15. a double-barrelled name | o) a name you use for sb instead of their real name, as a sign of affection |

24

Complete the sentences with the words and phrases from the box.

| | | | |
|-----------|----------------|---------------------|-----------|
| stand for | stage name | hyphenated name | full name |
| namesake | in the name of | takes its name from | nickname |
| surname | call him names | maiden name | pen-name |
| pet name | alias | named after | title |

- a) Unlike his more famous, this Gordon Brown has little interest in politics.
- b) His poems were published under the ‘Love and Reason’.
- c) I’ve booked a table Steinman.
- d) The other kids used to
- e) Please leave your and address with reception.
- f) The street the famous South African leader, Nelson Mandela.
- g) The college is George Washington.
- h) What does ATM ?
- i) At school the other boys called him ‘Brains’. It was his.....
- j) My name is Bob Jones. Of course ‘Jones’ is my
- k) As a criminal he used the false name ‘Fred Yates’. That was his
- l) When he writes novels he calls himself Simon Sims. That’s his
- m) She was Miss North before she got married, so ‘North’ is her
- n) My wife affectionately calls me ‘Dimple’. It’s a kind of
- o) As an actress in the theatre she was known as Gloria Gold. That was her
- p) Some people have two parts to their family name, e.g. Mr Smith-Stewart. This is called a

25

Give English equivalents to the following words and phrases.

На ім’я; такий собі; сценічний псевдонім; бути відомим як; прізвисько; бути названим на честь; вигадане ім’я; змінити своє дівоче прізвище на прізвище чоловіка; християнське ім’я; бути відомим на весь світ під ім’ям; обзивати; іменини; друге ім’я; ініціали; означати; звертатися до когось по імені; хрестити; літературний псевдонім; інакше званий; заголовок; замовити стіл у ресторані на ім’я; перейменовувати; ім’я, яке походить від; тетка; зменшувально-пестливе ім’я; ім’я по батькові; широко відома особа (ім’я); повне ім’я.

26

In pairs, discuss the following points.

1. How do parents usually choose a name for their baby?
2. How do we attach emotions to certain names? (e.g. We expect someone named Alexander Charleston Fremont Fairchild to be quite formal)
3. Does a person’s name sometimes fit his personality?

27

Read the text. Answer the questions that follow it.

Throughout history names had often had a kind of magical quality. In some societies, Arab or Chinese, for example, a beautiful child may be called by a

deprecating name – ‘Dog’, ‘Stupid’, ‘Ugly’, - in order to ward off the evil eye. Alternatively, two words may be combined together, e.g. gold and treasure, to produce a unique name, which it is hoped will bring its owner good luck

In the West, names are very rarely unique – many parents still name their children after saints, though some might call a succession of children First, Second, Third (as in Italy). Some fathers simply name their children after themselves (Frank Sinatra junior), others take this to extremes – George Formby, the American heavyweight boxer, named five of his sons ‘George’.

In Africa, however, many children are given unique names, and some have to wait several years before receiving one. Where child mortality is high, children are often treated as visitors to this planet, and are simply given a name which corresponds to how old they are. Then on their fifth birthday they are given a name. Not always a first name and a surname, but just one unique name.

In modern society many artists, especially musicians and actors, actually change their names in the hope that it will bring them fortune Madonna and Prince, for example. Other rock stars have given their children strange names, Frank Zappa called two of his children Dweezil and Moon Unit; and David Bowie introduced the fashion for names like Ziggy.

More recently parents tended to name their children after their idols – stars of the cinema and football – in the hope that some of the magic of these heroes and heroines will somehow be miraculously transferred to their offspring.

1. What quality are some names associated with?
2. What name may some children be given? What for?
3. How do they usually call their children in the West?
4. What names are the children in Africa given?
5. Why do famous actors change their names?
6. Who introduced the fashion for strange names?
7. Why do some parents name their children after their idols?

28

Give English equivalents to the following words and phrases. Use them in the sentences of your own.

Відвертати зле око; впадати у крайнощі; принизливе імя; сподіваючись, що; називати дітей по порядку народження; дитяча смертність; дивовижним чином переноситися на нащадків; започаткувати моду на дивні імена; давати імя, що відповідає віку дитини.

29

In group, discuss the following questions.

1. Why did your parents give you your first name? Do you know the origin of your name? Does it have an equivalent in English?

2. Should we just be given temporary names until we are old enough to choose our own name?
3. Do you like your name? Would you change your name if you could? What famous people have changed their names? Why did they do it? Is the new name better than the original one?
4. What are your favourite names: a) in your own language? b) in English?

30

Read the dialogue and be ready to answer the questions to obtain summary of the text:

1. What is the origin of the word ‘nickname’? What does it mean?
2. What was the reason for family names to appear?
3. What is the **derivation** of some English surnames?

The other day I was sitting at home, enjoying a pipe and a book, when my younger son interrupted me. His name is Christopher; we call him Chris for short.

Chris: I say, Dad.

I: Well, what do you want? Can't you see I'm reading? I wish you'd live me in peace.

Chris: But I want to ask you something.

I: Oh, well, go ahead.

Chris: We were talking the other day about nicknames. It seems a funny word.

I: What does?

Chris: Nickname.

I: Do you really want to know the origin of nickname? Then listen carefully. The meaning of the old English word eke meant ‘also’. And if you say ‘an eke name’ quickly it sounds like a ‘nickname’.

Chris: So it does. A nickname is another name or additional name?

I: You've got it. At first people had only one name, Thomas, John, Richard, etc., but Christian names, we now call them, were not very numerous in England. So to distinguish one John from another, for instance, an additional name was necessary. Sometimes the other name was a place name. John who lived by the church was called John Church, whereas John who lived on the Hill was called John Hill. Some men were given their father's names. Thomas the son of Richard was called Thomas Richardson. Many English family names end in ‘son’.

Chris: What about the name Smith, the commonest among English surnames?

I: Of course, Smith means a blacksmith, and blacksmiths were very numerous in old times, far more numerous than they are now. Very often the second name was given according to the work or occupation of the person. That's how we get the family names of Taylor, Dyer, Farmer or

Clerk. Sometimes a man was called after some characteristic. For instance, the first John Long was certainly a tall man; just as the first Mr Small was undoubtedly a short man.

Chris: But such names are not nicknames, they are family names.

I: You're quite right, but they were nicknames once. Nowadays the word has changed its meaning: it now means a special name, not a real name that is used by a person's friends and familiar acquaintances.

31

Translate the sentences into English.

1. Шпигун на прізвисько Бім відмовився назвати своє справжнє ім'я.
2. Коли дівчата виходять заміж, вони часто змінюють свої дівочі прізвища на прізвища своїх чоловіків.
3. В 60-ті роки було дуже небезпечно писати вірші під справжнім іменем, тому письменники змушені були брати літературні псевдоніми.
4. Я не написала свого повного імені в листі, а вказала лише ініціали.
5. Назва цієї вулиці походить від імені відомого українського письменника.
6. Головний університет Києва названий на честь Т. Шевченка.
7. Не обзивай людей! Це образливо.
8. Мого племінника звать Білл, отожд ми тезки.
9. Моя мрія – написати словник зменшувально-пестливих імен.
10. Вчитель намагався називати своїх студентів по іменах.
11. Останнім часом багато вулиць були перейменовані.
12. “ММ” означає “засоби масової інформації”.
13. Моє прізвище має польське походження.
14. Вона стала широко відомою особою в 60-х.

32

In pairs or groups, discuss the following points.

1. What nicknames have you had, if any? Why did people choose them?
2. What's the derivation of the most popular surnames in your country?
3. What origin does your surname have? Have you had any problems as a result of having the surname you were born with?
4. When is using first names and surnames appropriate in your country?
5. Should women keep their maiden name when they get married?
6. How has the fashion in first names changed in your lifetime?
7. How important do you think a good name is for pop and film stars?
8. How important is a good name for commercial products like shampoo, soap, cars or cigars? Can you think of any examples of names which have ruined a product's success?

RESEMBLANCE

33

Read the short dialogues. Work in pairs, try to find out who your partner resembles asking the similar questions.

- A. You do **look alike** – your brother and you.
B. Yes, we **have a strong resemblance between us**.
A. Who do you **resemble**?
B. We **look like** our father.
- A. Who does your sister **take after**?
B. She is **the very image / picture of** our mother.
- A. Those two brothers are **twins**, aren't they?
B. Yes, they are twins and **as like as two peas in a pod**.
- A. Is there any **likeness** between your parents and you?
B. Yes, we have **a strong resemblance between us**.
- A. How do you manage not to **confuse** your twin-brothers?
B. It's easy **to tell them apart** if they are your brothers.
- A. Do you **have\bear a strong resemblance to** your sister?
B. No, we are **quite unlike**. To be more exact, we are **dissimilar**. My sister is **the spitting image of** our maternal grandmother and I'm **an obvious mixture of both parents**.
- A. Who does his son take after?
B. He is **a male replica of his mother**. (only about men)
- A. Your niece is so cheerful and amiable. Who does she take after?
B. She takes after her mother.

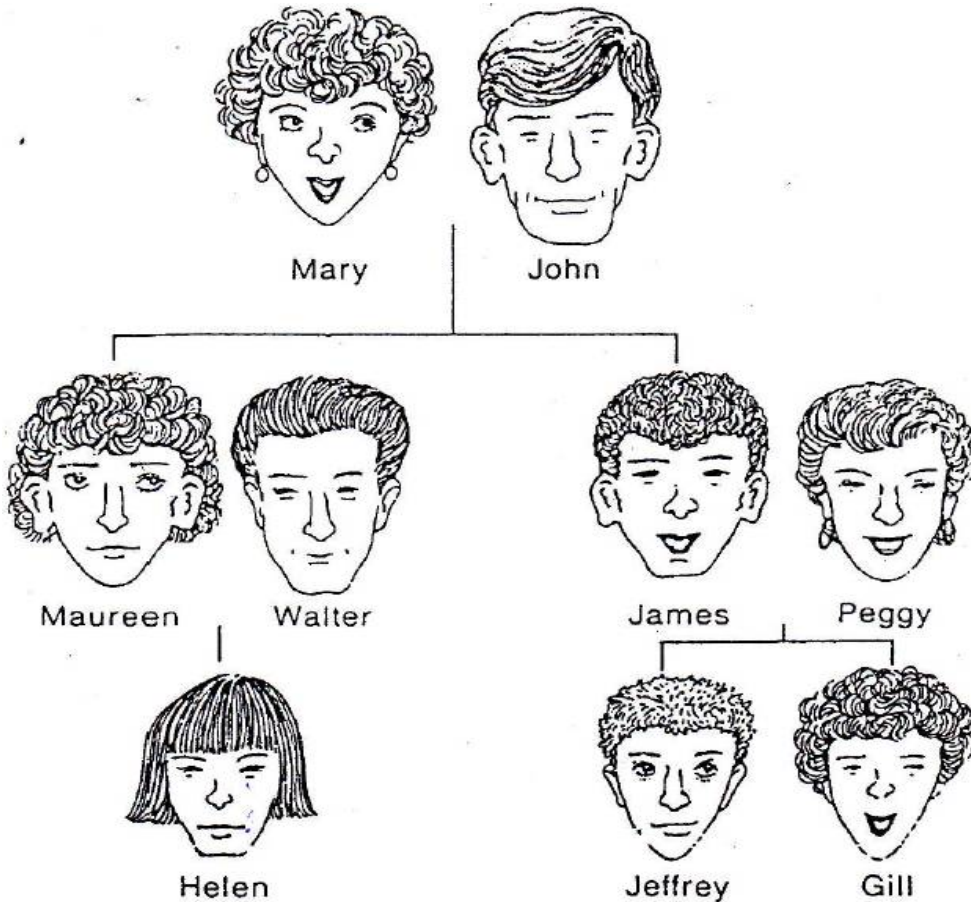
34

Match the beginnings and endings of the sentences.

- | | |
|--|----------------------------------|
| 1. A general misconception lies in the fact that children are always expected to | a) as like as two peas in a pod. |
| 2. Parents like when their children | b) the very image of our mother |
| 3. They are identical twins. You can't | c) a male replica of his mother. |
| 4. All their children are very musical. It | d) resemble their parents. |
| 5. They do look alike. They are | e) resemblance to him. |
| 6. I look like my sister and we are both | f) tell them apart. |
| 7. She looks like her father. She bears a striking | g) take after them. |
| 8. There is a strong resemblance between him and his mother. He is | h) runs in the family. |

35

Study the family portraits of the Starrs. Which members of the family look like each other? Use the words and expressions from the exercises above.



36

Fill in the missing words.

When the child is born, all the relatives wonder, who he/she a) _____ like. Of course, it is very interesting to spot some b) _____ features, especially fathers go crazy about looking for some strong c) _____ between his appearance and his child's. You can often hear suggestions like: 'No, darling, he d) _____ like me'. 'Oh, no, sweetie, he e) _____ after me!' but when a family has f) _____, parents and relatives often g) _____ them, because they are as like h) _____. In fact, it's not the main point who your child i) _____ after, all loving parents just wish him good health and happy future.

37

Give English equivalents to the following words and phrases and use them in the sentences of your own.

Бути дуже схожими між собою; бути схожим на; плутати; бути несхожими; бути схожими як дві краплі води; розрізняти; піти в когось характером; схожість; помічати схожі риси; бути точною копією матері; бути схожим на обох батьків; бути точною копією; мати дуже сильну схожість.

38**Listen to the interview and answer the following questions.**

1. Who does Akane look like now?
 - a) Her brother
 - b) Her mother
2. Martin and his father _____.
 - a) have similar personalities
 - b) don't get along very well
3. Naomi most resembles _____.
 - a) nobody
 - b) her sister
4. Simon and his dad have the same _____.
 - a) eyes
 - b) smile
5. Greg thinks he looks like _____.
 - a) his dog
 - b) his mother
6. Asako thinks she shares _____ with her mom.
 - a) appearance
 - b) personality

39**Translate the sentences into English.**

1. У тебе є брати чи сестри? Вони схожі один на одного? А на кого схожа ти?
2. Кажуть, що я схожа на батька, але характером я пішла в маму.
3. Ми з моїм старшим братом не схожі, в нас зовсім не має спільних рис.
4. Я маю сестер-близнюків. Вони схожі, як дві краплі води.
5. Твоя сестра схожа на когось у вашій сім'ї? На кого вона схожа?
6. Я завжди плутаю твого брата з дядьком, хоча вони зовсім різні.
7. Анна – копія матері, а її менша сестра схожа на обох батьків.
8. Я думаю, що діти Петренків – зведені брати: вони абсолютно різні.
9. У Вас така гарна онука. Вона копія своєї бабусі.
10. Ви дуже сожі між собою! Як людям вдається вас розрізнити?
11. Батькові надзвичайно лестить, якщо його дитина на нього схожа.
12. Том дуже схожий на свою матір. Кажуть, він – її копія.
13. Ти можеш побачити хоч якусь схожість між ними?
14. -Ти така працююча. В кого ти пішла?- Я пішла в своїх батьків, хоча ми зовні не схожі.

AGE

40

Read the text, be ready to dwell upon the peculiarities of each decade.

AVERAGE AGE

Ten is the year of the closest friendship – though not with the opposite sex. It is also a year when relationships with particular people or group are strongest. The ten-year-old usually gets on well with parents but needs more time alone. Personal talents begin to show.

In the United States **twenty** is the average age for the first marriage for women, although probably only a third marry at this age because they want to, the others marry because of social pressure. The human brain is at its finest at twenty. It is the age when people can vote in Denmark, Japan, Norway and Switzerland. And in Japan it is the minimum age for buying alcohol.

For optimists **thirty** is one of the happiest ages, for pessimists it marks the end of feeling young. At this age you need to take a little more care with your body than when you were younger. Young people who enjoyed an all-night party at twenty will feel much worse the next day at thirty. In Britain it is the youngest you can become a bishop.

Forty is the age of the ‘middle-aged’, although nobody who is forty wants to admit the fact. Bob Hope said that you are middle-aged when your age starts to show around your middle. In fact, the body starts to get smaller at forty and continues to do so until you die.

Fifty is the age when old friendships get closer and relationships with colleagues and relatives warmer. According to old proverbs, fifty is the age when you should be rich. George Orwell said, ‘At fifty everyone has the face he deserves.’ People need to wear glasses and some food loses its strong taste.

41

Read through these expressions relating to how old we are and what age does to us.

1900

a new-born baby

ten months old

nearly eighteen months old

a toddler

four next birthday

coming up to school age

at infant’s school

a schoolgirl

What ages are your children?

they are of the same age

1910

all those in the 9-11 **age group**
he had a happy **childhood**
he's a **nice kid**
a teenager (an adolescent)
he is **at an awkward age**
the agonies of **adolescence**
she is **under age**
still a **minor**, legally speaking
a juvenile delinquent
age of discretion
in his youth
she is still **in her teens**
congratulations on your **coming of age**

1920

a major
an adult (a grown-up)
you have to be **over 21**
Miss June Hoskins, **aged 22**
in his mid-twenties
at the age of 26 she got married
by the age of 26 she had lived in different countries
she is **under 30**

1930

don't be so **childish**
he's **turned thirty**
I guess his age is 30
thirtyish
a thirtysomething
not a **youngster** any more
in his prime
My aunt is 35 but **she is taken for 25**
36 years **of age**
not as young as she was
approaching middle age
the **Under 40s Social Club**

1940

on the wrong side of forty
a **middle-aged** man
my mother is **5 years my father's junior**
he **looks young/old for his age**
beginning to look his age

an ageing playboy
beginning to feel her age
I prefer **mature** people
she's still got her **girlish** sense of humour
she is **ageless**
in his late forties
he is **long past forty**
on the right side of fifty
she's **older than she looks**
nervous people age fast

1950

still playing his **schoolboy tricks**
in her early fifties
he's **aged a lot lately**
he's **getting on (in years)**
one of the **older generation**
I'm **twice your age**, young man
the same age as her husband
he looks **much older than 50**
heading for retirement

1960

he's **over the hill**
Sunday Excursion for the **Over 60s**
growing old gracefully
he's **retired**
a pensioner (an old age pensioner, OAP)
a senior citizen
he's **coming up to seventy**
he **bears age well**
he is **ageing well**
you are **old enough** to know better
you are **as old as you feel**
an elderly lady

1970

a septuagenarian
Help the Aged
she's 70, but she **looks not a day older than 60**
she's **still going strong**
in her seventy-fifth year
his **elder** brother's death
his **eldest** sister's death
becoming senile

old age comes to all of us

he **outlived** his wife **by (for) 5 years**

1980

his **eightieth birthday**

an octogenarian

he's **lived to a ripe old age**

I'm **four times your age**

he is **of long-living stock (a long liver)**

and his wife was **of short-living stock**

he is noted for **longevity**

he's **as old as the hills**

in her second childhood

he's **got one foot in the grave**

he'll **soon be pushing up the daisies**

she's **kicked the bucket**

she's **passed away (on)**

42

Fill in the prepositions where necessary.

- | | |
|--------------------------------|--|
| 1. ... the wrong side of forty | 12. to be middle age |
| 2. ... his prime | 13. to live ... a ripe age |
| 3. ... the age of 40 | 14. to head ... retirement |
| 4. to look one's age | 15. ... her second childhood |
| 5. to approach ... 60 | 16. 'Life begins ... forty.' |
| 6. ... his youth | 17. he is ... short-living stock |
| 7. to come ... age | 18. he is 8 years ... my mother's senior |
| 8. to come 50 | 19. to look young ... one's age |
| 9. an awkward age | 20. to be one's early forties |
| 10. to be the hill | 21. the right side of sixty |
| 11. to be age | 22. to get in years |

43

What stage of life are these people at? Use expressions from exercise 41.

1. My brother was just born. He is a
2. She is still in her teens. She is an
3. Frances has two children, a..... of two and a baby of six months.
4. Albert was a bus driver for 40 years but stopped work two years ago, so he's now.....
5. Susan is 25, so she is in her
6. Caroline is 48 this year, so she is now
7. Ron is 33 and his wife is 32, so they are both in their
8. Joan is 76, so he is a

9. Jane is 18 this year, so she will come of
10. Fifteen is often a difficult age for boys going through
11. In most countries, you can't vote until you are an
12. My father likes to be called a 'senior citizen', not an old age
13. John is under the age at which a person legally becomes an adult and is responsible for his actions. He is still a
14. All the family are long-lived, in fact three of my grandparents have turned eighty. They are
15. Mary changed her job in order to be closer to her parents.

44 Copy and complete the chart using the words below. Do any of the words refer to only females or only males? Say which of the words in italics have *neutral, pleasant or unpleasant* connotations?

young juvenile adolescent baby teenager toddler *mature*
 retired infant *grown-up* lady youngster *elderly* girl kid
 OAP boy child woman *senile* senior citizen man *adult* lad
immature *youthful* *childish* peer

| infancy | childhood | youth | adulthood | middle-age | old age |
|---------|-----------|-------|-----------|------------|---------|
| | | | | | |

45 Choose the most appropriate word to complete the following sentences.

1. The level of crime is beginning to worry police.
 a) childish b) immature c) juvenile
2. Joan would be a good candidate. She is acampaigner.
 a) seasoned b) grown-up c) old-aged
3. I wish politicians would stop this name-calling.
 a) childish b) immature c) juvenile
4. She enjoys the respect of her
- a) peers b) grown-up c) old-aged
5. Why don't you, you silly boy!
 a) come of age b) mature c) grow up
6. Don't worry about his loud behaviour. It's just exuberance.
 a) childish b) immature c) youthful
7. I wish you'd grow up! You are so!
 a) young b) childish c) mature
8. She's only seventeen but she seems much older. She's very.... for her age.
 a) immature b) mature c) young

46

Give English equivalents to the following words and phrases and use them in the sentences of your own.

Бути перехідного віку; неповнолітній правопорушник; немовля; наближатися до шкільного віку; вік, з якого людина несе повну відповідальність за свої вчинки; дитина, яка починає ходити; довгожитель; старіти з роками; досягти повноліття; неповнолітній; нестаріючий, без віку; тридцятилітній; наближатися до пенсійного віку; виглядати молодше свого віку; вісімдесятирічна людина; виглядати на свій вік; поводитися відповідно свого віку; бути пристаркуватим; старіти непомітно; бути старим як світ; впадати в дитинство; старечий; дожити до глибокої старості; бути у розквіті сил; зріла людина; середнього віку; дорослий; одноліток.

47

Listen to the interview with an elderly lady and answer the questions:

1. How old is Vivian? When is her birthday?
2. How does she find being elderly?
3. What are the advantages and disadvantages of getting older?
4. When was Vivian born?
5. What things was she the witness to?
6. When did she get married? What was peculiar about her first two years of marriage?

48

Translate the sentences into English.

1. Моїй двоюрідній тітці трохи більше тридцяти, і вона виглядає на свій вік.
2. Цей довгожитель дуже постарів за останні роки.
3. Дядьку Мету далеко за шістдесят, але він не виглядає і не відчувається на свій вік.
4. Бред одного віку зі мною, але йому подобається спілкуватися із зрілими людьми.
5. Ця літня жінка повільно старіє. Незважаючи на свій похилий вік, вона має дівоче почуття гумору.
6. Моєму батькові під п'ятдесят, і він на 6 років старший за маму. Вони одружилися, коли їм обом було за двадцять.
7. Тім Беррі в розквіті сил, йому приблизно 45.
8. - Мої найкращі вітання з повноліттям. - Дякую, та я все ще відчуваюсь неповнолітнім.
9. Моєму двоюрідному діду сімдесят років, а його дружина вдвічі молодша за нього.

10. Не дивлячись на свій вісімдесятирічний вік, наша бабуся все ще бадьора і навіть допомагає доглядати новонароджену дитину.
11. Мій двоюрідний брат схожий на свого тата в юності.
12. Хоча мій син ще немовля, я можу сказати, що він схожий на мене.
13. Моя молодша сестра – дитина, яка починає ходити, старший брат – перехідного віку.
14. Моя прабабуся була довгожителькою, вона пішла в інший світ у 95 років.

49 Study the cultural note about legal rights enjoyed by people of different ages in Britain and the USA and answer the following questions:

1. When is a young person considered to be an adult by law in Britain and the USA?
2. What are young people allowed to do at the age of 18?
3. At what age do young people usually obtain a driving licence?
4. Till what age are there restrictions on alcoholic drinking?

In Britain a person who is 16 years old is allowed to get married if his or her parents agree to it, and is also allowed to have sex (*age of consent*). Children under 16 are not usually allowed into pub. At 17 people can learn to drive a car. At 18 people come of age, and are considered to be adults by law. They are allowed to vote in elections, to buy and drink alcohol, and to watch films containing sex and violence. They can get married without the agreement of their parents.

In the USA, 18 is also the age when a person is considered to be an adult by law. At 18 a person can vote in elections and no longer needs permission from their parents to do things, e.g. get married. Driving licences are usually obtained at age of 16, in some states 15. However, in most states there are restrictions on alcoholic drinking until the age of 21, with only beer and wine allowable from the age of 18 at the earliest.

Many people celebrate their 18th birthday with a party. Some people also celebrate their 21st birthday, which used to be the age at which a person became an adult.

In both Britain and the USA, it is thought that adults should be able to control their feelings and behaviour, for example by not losing their temper, not showing feelings such as jealousy, and behaving in a reasonable way.

(from *Longman Dictionary of English Language and culture*)

50 This chart gives information about the ages at which young people in Britain are allowed to do certain things. Make the same chart about your country and discuss it in class.

| | AGE | | | | | | | | | |
|-------------------------------|-----|----|----|----|----|----|----|----|----|----|
| | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Buy pets | √ | | | | | | | | | |
| Get a part-time job | | √ | | | | | | | | |
| Go into a pub or bar | | | √ | | | | | | | |
| Drink alcohol in a pub or bar | | | | | | | √ | | | |
| Leave school | | | | | | √ | | | | |
| Buy cigarettes | | | | | | √ | | | | |
| Vote in elections | | | | | | √ | | | | |
| Become a member of parliament | | | | | | | | | | √ |
| Become a soldier | | | | | | √ | | | | |
| Get a driving licence | | | | | | | √ | | | |

51 What are the right ages for the following activities?

- *Be responsible for a crime*
- *Buy a pet*
- *Buy cigarettes*
- *Come home at whatever time you want*
- *Drink alcohol in a public bar*
- *Drive*
- *Have a child*
- *Marry with parents' consent*
- *Own a gun*
- *Vote*

52 Describe the ages of your relatives. Make use of the words and word-combinations given above.

53 This is an extract from a Shakespeare's play *As You Like It*. It is a famous speech, known as *The seven ages of man*, by the character called Jacques. Read it and say what the seven ages that Jacques describes are. The glossary will help you.

AS YOU LIKE IT

(by W. Shakespeare)

All the world is a stage,
 And all the men and women merely players:
 They have their exits and their entrances;
 And one man in his time plays many parts,

His acts being seven ages. At first the infant,
 Mewling and puking in the nurse's arms.
 And then the whining schoolboy, with his satchel,
 And shining morning face, creeping like snail
 Unwillingly to school. And then the lover,
 Sighing like furnace, with a woeful ballad
 Made to his mistress' eyebrow. Then a soldier,
 Full of strange oaths, and bearded like the pard,
 Jealous in honour, sudden and quick in quarrel,
 Seeking the bubble reputation
 Even in the cannon's mouth. And then the justice,
 In fair round belly with good capon lin'd,
 With eyes severe, and beard of formal cut,
 Full of wise saws and modern instances;
 And so he plays his part. The sixth age shifts
 Into the lean and slipper'd pantaloon
 With spectacles on nose and pouch on side,
 His youthful hose well sav'd a world too wide
 For his shrunk shank; and his big manly voice,
 Turning again toward childish treble, pipes
 And whistle in his sound. Last scene of all,
 That ends his strange eventful history,
 Is second childishness and mere oblivion?
 Sans teeth, sans eyes, sans taste, sans everything.

Glossary

Mewling and puking – crying and being sick

Whining – making a complaining, miserable noise

Creeping like snail – moving slowly

Furnace – enclosed fireplace for heating metal

Woeful – sad

Oaths – swear words, rude words

Bearded like the pard – with a beard like a priest

Justice – judge

Belly – stomach

Capon – male chicken fattened for eating

Saws – saying or proverbs

Lean – thin

Slipper'd – with slippers on

Pantaloons – trousers

Hose – kind of trousers

Oblivion – forgetfulness

Sans – without (French word)

54**Read the poem again and answer the following questions.**

1. What are *exits* and *entrances*, *parts* and *acts* in the theatre? What are they in a person's life?
3. Does the baby seem attractive? What doesn't the schoolboy want to do? What is the lover doing? Do all of these words describe the soldier?
violent quick-tempered clever
What does the judge like doing? How old is the man in the sixth age?
What can't a man in the seventh age do?
4. There is a negative criticism of each of the seven people.
Who...
 - keeps on complaining?
 - wants fame so much that he'll probably kill himself?
 - looks rather ridiculous?
 - sounds and smells awful?
 - probably wouldn't notice either a sound or a smell?
 - will probably mature with age?
 - sounds a real bore?
5. The lover writes a ballad "to his mistress' eyebrow". What point is Shakespeare making about the lover?
6. Explain the phrase *bubble reputation*.

55**In pairs, discuss the following points.**

- Do you know anyone who resembles one of the characters?
Is it good getting older?
What are the signs of ageing?

56**Translate the sentences into English.**

1. Мама розповіла мені, що коли мені було майже 17 місяців, ми переїхали до Києва.
2. Не так давно моя донька була ще крихіткою, а тепер вона дошкільного віку і вже скоро стане школяркою.
3. Яка гарна дитина! Хоча їй ще тільки 4 роки, можна помітити, що вона схожа на батька.
4. Ти ще неповнолітній, тому дорослі мають допомагати тобі вирішувати деякі питання.
5. Вітаю з повноліттям. Тобі вже 18, тому ти можеш голосувати на виборах.
6. Він одружився у 35, якраз коли був у розквіті сил.

7. Ти ж вже не юнак! Як ти можеш бути таким легковажним? Тобі вже пішов третій десяток, а ти все ще жартуєш як школяр.
8. Вона вже не така молода, як була. Їй вже за сорок, і вона виглядає на свій вік.
9. Хоча він пенсіонер і йому вже скоро буде 70, він все ще бадьорий, бо людині стільки років, на скільки вона почувається.
10. Старість приходить до всіх. Не дуже приємно називатись літньою дамою і у свій 90 день народження і розуміти, що ти стара, як світ.
11. Місіс Дарк з літами стала старечою, пережила “друге дитинство”, і коли їй виповнилось 80 років, померла.

57

1. Look at the eight photographs below. How old would you say each person is? (Each represents a different decade.) Find out what other students think.

A



C



E



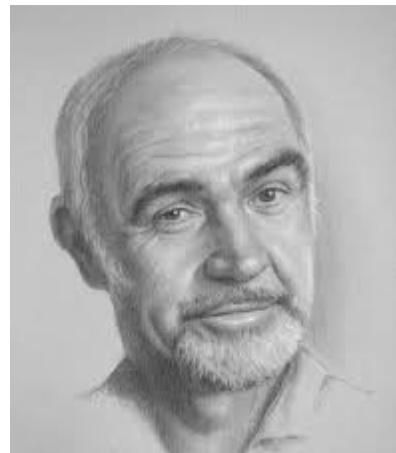
B



D



F



G**H**

2. Did you find that any of your guesses were very different from those of other students? If so which ones?
 - a) On the whole, we seem to be able **to assess age very accurately**, even from a poor photograph. How do we do it? Discuss with a partner the factors that we take into account.
 - b) What changes does the process of ageing bring about? Consider the whole body. With a partner, make a list of the various effects in the following areas:
skin senses posture balance body shape hair appetite
 - c) What can we do **to disguise the effects of ageing**? Discuss with your partner. Do you think we should try to disguise the ageing process? Why/why not?
3. From the title of the text, what would you expect to find mentioned in it? What are the secrets of a long and healthy life? Work with a partner to make a list.
4. Explain the meaning of the following words:

| | | |
|------------------------|--------------------------------|---------------------|
| <i>to authenticate</i> | <i>to swell</i> | <i>to launch</i> |
| <i>wispy</i> | <i>to contemplate</i> | <i>longevity</i> |
| <i>wrinkled</i> | <i>to dilute</i> | <i>a zest</i> |
| <i>vigorous</i> | <i>to press a drink on smb</i> | <i>sedentary</i> |
| <i>to cease</i> | <i>a bout of pneumonia</i> | <i>an incidence</i> |

58

Read the text, see how many of your ideas are mentioned and answer the questions that follow it.

SECRETS OF THE OLDEST MAN IN THE WORLD

On Saturday, Shigechiyo Izumi will be 120 years old, the highest human age ever authenticated. But Izumi is only the most spectacular illustration of a trend that has now made the Japanese the longest living people in the world. What is the secret? To find out, Oliver Gillie, Medical Correspondent, visited Izumi at his remote coral island home, Tokunoshima, which hangs off the tip of Southern Japan.

Shigechiyo Izumi walked forward to greet us. He was bent almost double, with watery eyes, wispy white beard and deeply wrinkled skin. His mind is still vigorous. Talking in the local dialect through interpreters, he could remember both his childhood more than 100 years ago and the people he had met the day before. Most important he still enjoys life, which, he said, has never ceased to be a pleasure.

His eyesight is still functional although one eye was damaged by a flying chip of wood when he was in his 60s. He also hears well although it is necessary to speak loudly and distinctly. Since his 80s he has had no teeth. He obtained a denture 30 years ago but has never used it.

In Izumi's lifetime, Japan has changed from a traditional agricultural economy to one of the world's leading industrial countries. But life on Tokunoshima has changed little. Izumi, who has always worked as a small farmer, says the monotonous life is good. His day generally begins with a walk round the garden. As recommended by Buddhist sages, he contemplates nature as he walks. But he is practical too: if he sees a weed, he roots it out.

In the past six years Izumi's heart has weakened. But he has little cholesterol or fats in his blood and no signs of atherosclerosis, the condition that causes heart disease in Western people. Izumi's doctor for the past 30 years says, 'He has difficulty in breathing, and swelling of his legs. This is because his heart is ageing and is no longer pumping well. However, Izumi has had few serious illnesses. In 1982 he had a bad bout of pneumonia but rapidly got better with antibiotics and oxygen. An old man like this is very responsive to drugs.'

Izumi smoked three or four cigarettes a day until he was 116 when he gave it up on doctor's advice. Until he was 70 he drank very little. Then he developed a taste for *shochu*, a type of white rum made from sugar cane, which contains 40% alcohol. Each evening he drinks a third of a pint, always diluted, six or seven parts of warm water to one part spirit. The local *shochu* manufacturers have launched a special brand of 'Longevity Liquor' bearing Izumi's portrait. But Izumi's doctor says, 'Izumi's kidneys are not strong. I have advised him to stop drinking. I don't think *shochu* provides a recipe for long life.' Izumi, however, says, 'Without *shochu* there would be no pleasure in life. I would rather die than give up drinking.' And he presses more of the drink on his visitors with a smile.

Why has Izumi lived so long? Clearly his zest for life has helped. But his physical fitness as a young man and his diet throughout life are probably the key. As a young man Izumi was very fit. He was a local champion in sumo wrestling. But he did not have to train specially. His fitness came through hard work on the farm and tasks such as carrying potatoes to market on his back. Such hard exercise is now known to be very effective in lowering harmful types of cholesterol in the blood. And population studies have shown that sedentary

people have an increased mortality from heart disease. Exercise helps to retard ageing processes.

As for diet, for most of his life Izumi has lived on vegetables from his farm – potatoes, sweet potatoes, beans, tomato, aubergine, cucumber, carrots, spinach and cabbage. Izumi ate meat only on festival days. There was, anyway, little meat to be had on his island and his simple, largely vegetarian diet, changed little during his first 100 years.

But Izumi's age is only the spectacular peak of a trend towards longevity in Japan. The life expectancy of the Japanese has risen by eight years since 1960. It is now the highest in the world: 74 for men, 80 for women. This compares with UK figures of 71 for men and 77 for women. The Japanese now live longer on average than people in Sweden, Canada, Iceland and France, which formerly led the world in longevity. The reason for Japanese improvement is almost certainly a low incidence of coronary heart disease. Some 27% of people in Britain die of coronary heart disease compared with only 6.7% of people in Japan.

Izumi himself doesn't like to be asked what the secret is of his longevity. He feels that he just happens to have had a long life and that there is no special reason for it. Pressed for an answer he says, 'Only God knows. God will decide how long I am here.' When I asked if he had a message for the world he sang another island folk song which instructs people what to do at each stage of life. The song kept returning to a theme, 'So long as we live, as far as we survive, we can do anything. Life is more precious than anything else.'

1. What are the Japanese famous for?
2. What does Izumi look like?
3. What are the secrets of Izumi's long life?
4. In what ways is Izumi still in good health?
5. What health problems does he have?
6. What bad habits has he had?
7. Would you like to live that long? Why or why not?

59 Do the following exercise without looking back in the text. The first letter of each word is given to help you. Which words or phrases were used:

- a) to describe Izumi's eyes (adj) w....
beard (adj) w....
skin (adj) w....
- b) to describe his reaction to drugs (adj) r.....
- c) to describe what happened after he first tried shochu (phrase)
he
- d) to describe what shochu manufacturers did with a new brand of the liquor (vb) l.....

- e) to mean 'living to a great age' (n) *l*.....
 f) to describe his enthusiasm for life (n) *z*...
 g) to describe people who are inactive, or who spend a lot of time sitting down (adj) *s*.....
 h) to describe what exercise does to the ageing process (vb) *r*.....
 i) to mean 'a high point' (n) *p*.....

60 In the text, find English equivalents to the following words and phrases.

Набряк ніг; за останні роки; за порадою лікаря; споглядати природу; бути чутливим до ліків; жага до життя; виривати бур'ян; тривалість життя; буддиський мудрець; цукрова тростина; надати рецепт довголіття; наполегливо пропонувати відвідувачам випити; люди, що дотримуються малорухливого способу життя; святкові дні; бути у світі першим; навчати людей; харчуватися лише овочами; приступ пневмонії; на кожній стадії життя; в середньому; засвідчувати; розпочати виробництво; змусити відповідати; фізична форма; призвичаїтись до смаку; вражаюча вершина.

61 Translate the sentences into English.

1. В наш час важко визначати вік людини точно, бо люди вміло приховують результати процесу старіння.
2. Фізичні вправи знижують холестерин в крові та допомагають затримати процес старіння.
3. Довгожителі кажуть, що секретом їх довголіття є бажання жити. Життя для них не перестає бути насолодою, незважаючи на слабюче здоров'я і старіюче тіло.
4. Середня тривалість життя серед японців зросла на 8 років і сягає вісімдесятирічного віку. Це пояснюється низьким рівнем схильності до серцевих захворювань.
5. Ми всі маємо пам'ятати, що немає нічого ціннішого за життя.
6. Він був зігнутим майже вдвоє, його шкіра була вкрита глибокими зморшками, він мав тонке волосся, зубний протез й очі, сповнені сліз та, розум його був жвавим.
7. Її життя ніколи не було монотонним, а навпаки сповнене подій.

62 In groups, discuss the following points.

1. How has your relationship with your parents and other members of your family changed as you have grown older?
2. At which age would you most like to stop the world for ten years so you could enjoy it? Has that age passed or is it still to come?

3. Some people say there are a lot of similarities between childhood and old age. Do you agree?
4. Do you think young people are growing up faster these days? If so, give examples.
5. Do you agree or partly agree with the saying 'Life begins at forty'?
6. Which three things do you most look forward to about old age?
7. Which three things do you least look forward to about old age?

63 Write a short essay about what has been, is or will be the best age for you and why?

APPEARANCE

BUILD

64 Read the following passage and decide whether the statements that follow it are true or false.

Mr. and Mrs. Smith were a very average couple. His name was John. Her name was Mary. They lived in an average-sized house and had two children – a daughter and a son.

Were they tall? Mr. and Mrs. Smith were neither tallish nor shortish. They were both average height. He was average height for a man and she was average height for a woman.

Were they corpulent? Mr. Smith was certainly not puny-looking or skinny, but he was not muscular or well-built either. He was just medium build and his shoulders and chest were neither very broad nor narrow. His wife, too, could never be described as petite or slim, but then again, she was not overweight or obese either. She was not narrow-waisted. Her waist was just average size.

It was very easy for Mr. and Mrs. Smith to buy clothes because every part of their bodies was average size too. Their feet were neither very big nor very small. They were neither slim-hipped nor long-legged.

Yes, the Smiths were a very average couple. Except for one thing. They were the only couple in the country who were average in so many different ways at the same time. The Smiths were in fact ... unique.

1. Mr. Smith was extremely tall.
2. Mrs. Smith was below average height.
3. The Smiths were well-fed people.
4. Mrs. Smith had a very small waist.
5. Mr. Smith had average-sized feet.
6. The Smiths were completely average.

Read the following words and expressions and decide which of them can be used to describe your *build* and *height*.

he is a giant (of a man)
 she's an Amazon (of a woman)
 extremely tall
 tallish
 above average height
 he's got a good figure
 she's got a well-toned figure
 he's/she's well-built
 she's got an erect bearing
 he's got an upright posture

stocky
 plump
 squat
 corpulent
 stout
 built like a barrel
 he's as square/big/
 round as he's tall
 obese
 overweight
 dumpy
 well-fed
 paunchy/pot-bellied
 muscular
 broad-shouldered
 stooped/round-
 shouldered
 hump-/hunch-backed
 clumsy/awkward
 pigeon-toed



petite
 thin
 delicate
 graceful
 skinny
 like a pipe cleaner
 there's nothing of her
 like a lamp-post
 puny-looking
 slight
 slim and slender
 shapely
 leggy
 lanky
 all skin and bones
 as thin as a rake
 there's more fat on a
 chip
 narrow-waisted
 slim-hipped

below average height
 on the short side
 short
 tiny
 diminutive
 a midget
 an ant
 knee-high to a grasshopper

66

Describe the build of the people in the pictures. Use the words and expressions from the exercises above.



67

Complete the text with the words from the box.

| | | | | |
|-------------------|-----------------|--------------------|-----------------|---------------------|
| bald | straight | double | narrow | good-looking |
| huge | beard | sighted | thin | stooped |
| heavily | look | glasses | casually | late |
| overweight | broad | intelligent | angular | flat |

I'm in my _____ fifties. I'm not very tall, and quite _____-built, and I have rather _____ shoulders. I'm a little _____ and flabby.

I have _____ medium length _____ hair, but I'm going _____, so there isn't a lot of it left. I have a grey _____ and a moustache. My eyes are short-_____ and I wear _____. I've got a rather long _____ face, with a _____ chin, a _____ nose and _____ ears. I have _____ lips, and I have a high _____ forehead; I like to think that it looks _____.

Clothes are not very important to me, and I'm usually very _____ dressed.

I don't think I'm very _____, but I'm not all that bad-looking either. I probably _____ a bit younger than I am.

68

Complete each sentence with the appropriate word from the list below. Note that they are all adjectives made from parts of the body.

hairy cheeky eyeful handy leggy
nosey hearty skinny heady chesty

1. congratulations on your success!
2. I could watch those..... women high jumpers for hours.
3. That sounds like a rather cough you've got.
4. The shops are quite - only two minutes' walk.
5. No, you can't borrow my girlfriend for the evening! Don't be so
6. It's nothing to do with you what we're doing tonight! Don't be so.....!
7. She's so..... that when she turns sideways, she's almost invisible!
8. Did you know he's got a chest? Like a doormat, it is!
9. I've been told that she was quite an in her youth.
10. I feel quite..... after getting all those right. Or perhaps it's the champagne.

69

There are a lot of compound adjectives in English. Here are some common ones which are formed from the parts of the body. Mind these adjectives are used with verb to be. Look at the list of similar compound adjectives below and guess what they mean. Then read sentences 1-10. Complete each sentence with the appropriate adjective(s).

left-handed double-breasted narrow-waisted cold-blooded
big-headed pot-bellied red-faced round-shouldered
sour-faced cross-eyed knock-kneed slim-hipped
light-fingered strong-willed empty-handed bow-legged
dark-skinned broad-minded fair-haired right-footed

1. My boss is terribly....., walking around as if he were holding his salary cheque between his knees. His wife's quite the opposite:....., as if she had just got off a horse.
2. I used to wear suits until I decided that one button was far more suitable for..... people such as myself.
3. My sister is so and..... she reminds me of one of those long thin wine bottles.
4. He's Scandinavian, so he's..... and....., and looks far better in jeans than I do.
5. It looked as if United were going to return home..... until Bradfield scored with an incredibly powerful..... shot from outside the penalty area.

6. Off we go on holiday with visions of returning..... and beautiful, forgetting that we always come back..... and with peeling backs.
7. Hoskins, if you go on staring at that magazine any longer, you'll go Now either be....., dear boy, and put it away or give it to me until the end of the lesson.
8. My boss is so, always looking as if he knew tomorrow was going to be the end of the world. And his wife is so; I have to keep a careful eye on my things when they come round to the house, or they just disappear.
9. Most tennis players seem to win more easily against right-handers. Talking of tennis players, aren't those professionals a bunch, shouting all the time about how great they are?
10. A lot of liberal, people find it difficult to accept that there is such a thing as a murder.

70

Match the words with their definitions.

- | | |
|--------------------------------|---|
| 1. stocky | a) having a body that has an attractive shape |
| 2. lanky | b) short and fat, in a way that is not attractive |
| 3. stooped | c) thin in an attractive and graceful way |
| 4. puny-looking | d) short with a strong, solid body |
| 5. obese | e) small, thin and weak |
| 6. pot-bellied | f) standing or walking with one's head and shoulders bent forwards and down |
| 7. shapely | g) having long thin arms and legs and moving in an awkward way |
| 8. squat | h) having feet that point towards each other |
| 9. slender | i) with a large round unattractive stomach that sticks out |
| 10. knee-high to a grasshopper | j) very fat, in a way that is not healthy |
| 11. pigeon-toed | k) (<i>inf</i>) very small; very young |

71

Give English equivalents to the following words and phrases.

Вище середнього зросту; дуже високий; кволий; худий як тріска; ставний; як карлик; товстий як бочка; стрункий; кремезний; гарна фігура; велетень; сутулий; огрядний; худорлява; витончена; з зайвою вагою; худюща; присадкуватий; гладкий; мускулистий; повненький; пряма осанка; шкіра і кістки; кривоногий; дрібненька; низенький і товстий; мініатюрна; горбатий; незграбний; міцної статури; вгодований; граціозна; догов'язий; тендітна; пузатий; клишоногий; з вузькою талією; низька і дебела.

72**In pairs, discuss the answers to these questions.**

1. Which of the above adjectives and phrases would suit a student in your class, a member of your family or a famous pop star?
2. Do you think your build sometimes determines your character? If so, how?
3. What sort of build should gymnasts, footballers, swimmers and weight lifters have?
4. Which word in each pair of words would you prefer people to use about you? Why?
 - a) skinny / slim
 - b) well-built / corpulent
 - c) overweight / obese
 - d) all skin and bones / there's more fat on a chip
 - e) plump / stocky
 - f) short / below average height
 - g) a midget / an ant
5. What is the average height for men and women in your country? Is it changing?
6. What are the advantages and disadvantages of being either very tall or very short?
7. How tall are you? (What is your height?). How would you describe your build? How much do you weigh? (What is your weight?)

FROM THE NECK UP**73**

Read different descriptions of hairstyles in the two life stories below. Decide which of the following words and expressions can be used to describe your hair.

| | <i>Him</i> | <i>Her</i> |
|-----------------|---------------------------------------|--|
| <i>at birth</i> | thick (jet) black hair | a few mousy strands |
| <i>aged 3</i> | curly dark brown hair | sleek hair in bunches fastened with slides, grips and ribbons |
| <i>at 13</i> | a crew cut – an early skinhead | luxuriant hair in plaits, otherwise completely straight |
| <i>at 16</i> | long sideboards, spiky | glossy hair in a bun |
| <i>at 19</i> | silky, shoulder-length hair | abundant, back-combed, with a ponytail |

| | | |
|--------------|---|---|
| <i>at 23</i> | wavy, swept-back, with a side parting | January: she's a blonde March: she's a brunette May: she's a redhead (she's got auburn hair) July: she's an ash-blonde October: she's dyed in pink |
| <i>at 28</i> | neat style with a fringe | frizzy, slightly streaked |
| <i>at 35</i> | coarse, a few grey hairs | cropped, combed forward, a few highlights |
| <i>at 40</i> | his hair is receding | she's greying, wears her hair parted in the middle |
| <i>at 45</i> | he's balding | her lank hair is thinning, so she's experimenting with a wig |
| <i>at 50</i> | he's got a bald pate, he's trying a toupee | her straggly hair is going white fast |
| <i>at 55</i> | completely bald | the wig's matted, unmanageable so she has a blue rinse |

74 Read the following dialogue. Decide whether the statements below the dialogue are true or false.

Jill: You know, Lisa, I love your hair. It's so thick dark and curly. Are those curls natural or did you get your hair permed?

Lisa: Are you kidding? I can't afford a perm. This is all natural. But I'll tell you something funny. As a kid, I hated curly hair. I always wanted to have straight hair, or wavy hair like yours. And I always wished I were a blond like you.

Jill: Really? You must be crazy. Your hair's great. I wish my hair weren't so fair, and I wish it were curlier. And your hair is so thick and mine's so thin. Oh dear, I just never know what to do with my hair. Should I have it cut really short, or should I have it medium length?

Lisa: How about a punk haircut? You could have it very short at the sides and long at the back and on top, and then you could put some red, green and blue in it.

Jill: Very funny. But you're right about one thing, Lisa, I really should dye my hair. Do you know I have a few grey hairs already and I'm only twenty-six.

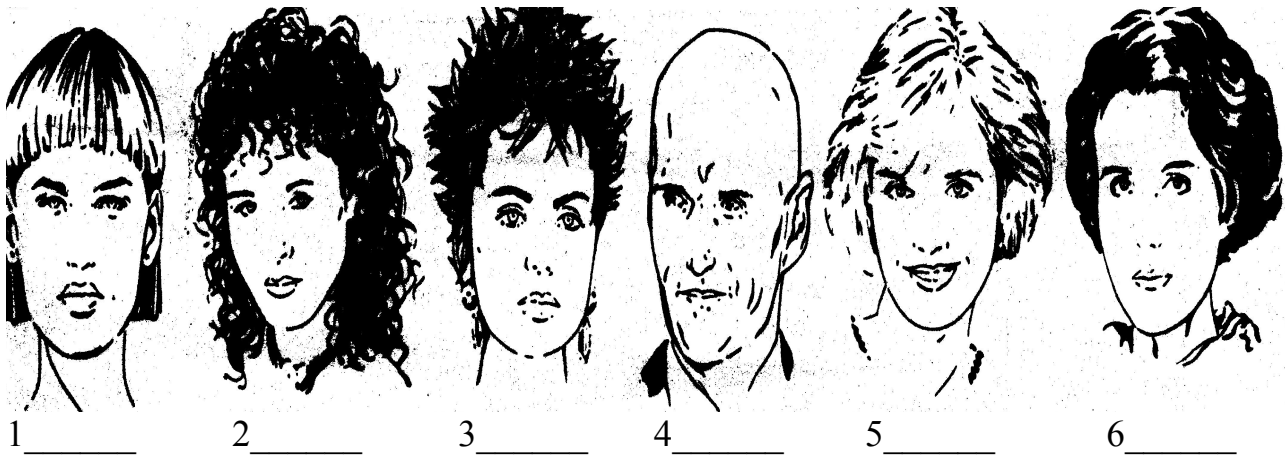
Lisa: Well, at least we women don't have to worry about going bald. There's baldness in my family, you know. My father hasn't got hair on his head. He went bald at thirty.

Jill: Hmm, I don't know. Maybe I'd look nice bald, what do you think?

1. Lisa has a perm.
2. Jill has wavy hair.
3. Jill has thick hair.
4. Jill thinks she would look nice with a punk haircut.
5. Jill wants to change the colour of her hair.
6. Lisa's father is bald.

75 Match these different types of hair and hairstyle with the pictures.
Describe the pictures using the words and phrases from the exercises above.

- a) bald b) punk c) permed d) dark hair e) fair hair f) straight hair



76 What do we say when:

- a) a person's bearing is far from being good
- b) a person has lost all his hair
- c) a person greatly resembles one of his parents
- d) a person is very short
- e) a person's hair is very short
- f) a person is too much overweight
- g) a person is very skinny
- h) a person is extremely tall
- i) a person is neither tall nor short
- j) a person's legs curve out at the knees
- k) a person's legs are long
- l) a person has a lot of curls
- m) a person is tall and thin tending to move awkwardly
- n) a person is fat and round

77

In pairs, look at the pictures below and find out what kind of hairdo or haircut is to your partner's liking.



78

Complete the following columns.

| hair colour | hair length | hair type | hairdo |
|-------------|-------------|-----------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

79

Read the advertisements and translate them. Using them as examples write an ad of your own.

ADVERTISEMENTS

CLOVER SHAMPOO

For **dry, normal** and **greasy** hair gets rid of **split ends**.

Flyaway hair will be a thing of the past; fights **dandruff**; gives your hair **body**.

5 good reasons to start using CLOVER!

AHEAD OF TIME

Unisex Hair Salon

suggests:

Trim

Cut and Blow Dry
Perm(anent Waving)

Razor cutting

Highlights

80

Give English equivalents to the following words and phrases.

Коса; чорне як смола волосся; пофарбоване волосся; кучерявий; волосся, що випадає; бакенбарди; коротко підстрижене волосся; зачесане назад волосся; волосся довжиною до плечей; масне; скуйовджене; хімічна завивка; перука; з яскравими прядками; шиньйон; неслухняне; стрижка; зачіска; посічені кінці; лупа; каштанове; заплетене; розкішне; робити зачіску; перукарня; шовковисте; надавати об'єму; дуже густе; зачесане наперед волосся; в хвостиках; розпущене волосся; рудоволоса; брюнетка; золотисто-каштанове; темно-русе; з чубчиком; зав'язане стрічками та бантами; з косим проділом; сплутана перука; стригти волосся; з проділом посередині; коротке з боків; жорстке; безладно спадаюче.

81

Match the words with their definitions.

- | | |
|----------------|--|
| 1. lank | a) a style of a woman's hair, in which it is cut all the way round |
| 2. dishevelled | b) smooth, shiny and healthy-looking |
| 3. ginger | c) a hairstyle, in which the hair is put into lines of plaits along the head |
| 4. sleek | |
| 5. chestnut | |

- | | |
|---------------|---|
| 6. a bob | d) raised in a higher position |
| 7. put up | e) growing or hanging in a way that doesn't look tidy or attractive |
| 8. cornrows | f) the front part of sb's hair that is cut so that it hangs over their forehead |
| 9. layered | g) having hair that is grey or partly grey |
| 10. grizzled | h) cut to several different lengths |
| 11. a fringe | i) reddish-brown in colour |
| 12. a parting | j) a line on a person's head where the hair is divided with a comb |
| 13. straggly | k) thin, straight, dull and not attractive |
| | l) looks untidy, unkempt |
| | m) a light brownish-orange colour |

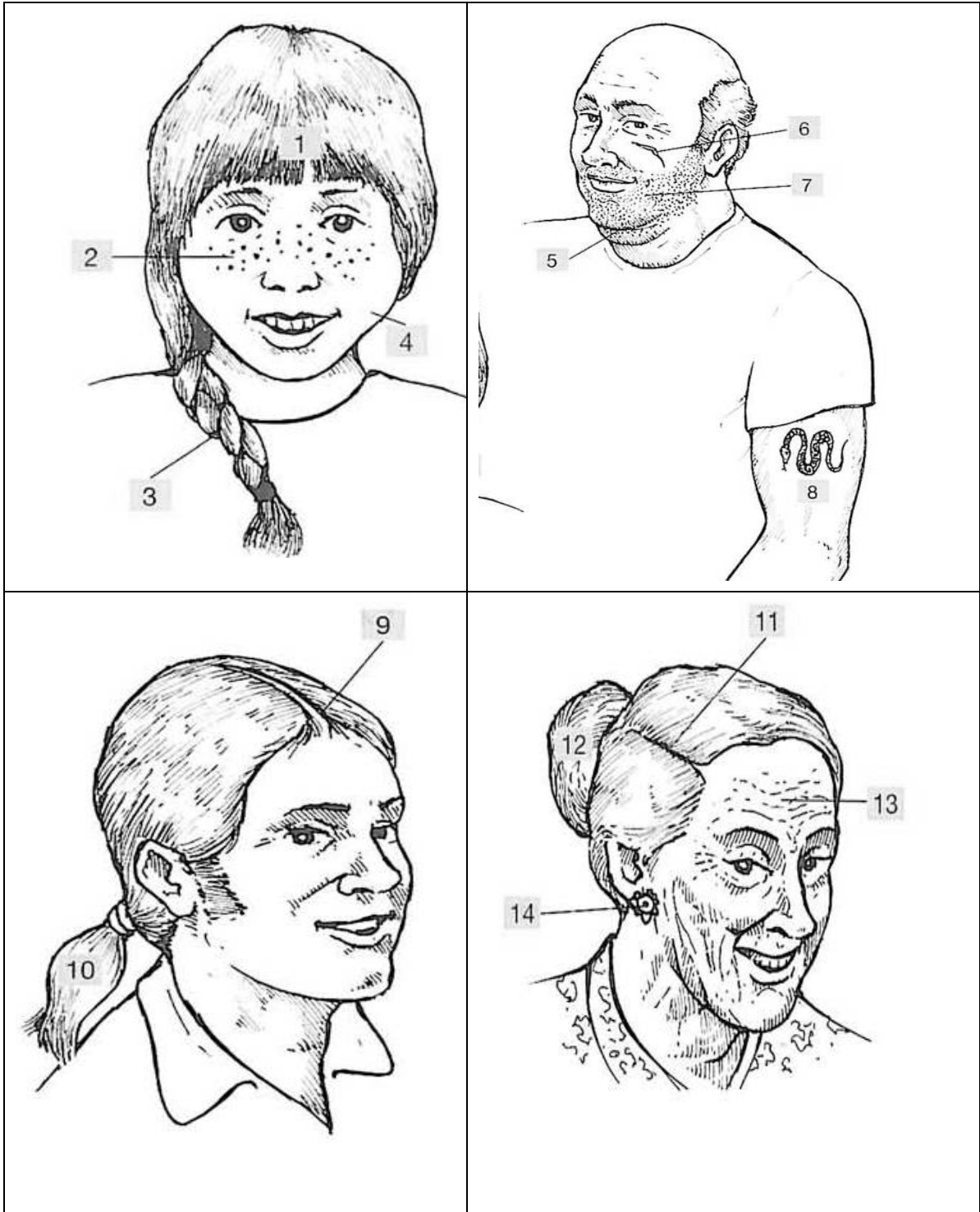
82

Translate the sentences into English.

1. Це була худенька струнка дівчина з великими блакитними очима та розкішним русим волоссям, заплетеним в косу.
2. Мої племінники - двійнята, схожі як дві краплі води, але один із них має густе чорне волосся з косим проділом, а інший має рідке русяве волосся з чубчиком.
3. Марина худа як тріска і мініатюрна. В неї кучеряве волосся, тому вона носить його зав'язаним стрічками.
4. Мій тато - велетень і огрядний. Він темноволосий, але його волосся вже з сивиною.
5. -Як виглядає твій приятель? Може я його знаю?
-Він середнього зросту, з прямою поставою, кремезний, але не товстий.
6. У місіс Фетті був худючий, кволий, сутулий, кривоногий чоловік.
7. Ця чоловікоподібна жінка трохи вище середнього зросту, повна і носить зачіску "кінський хвіст".
8. Сем з дитинства був нечистим на руку. Коли став повнолітнім, почав здійснювати злочини, і через свою слабку волю не міг зупинитися.
9. Джон вище середнього зросту, з невеликим черевцем і клишоногий, а його волосся починає сивіти.
10. Майк не любить своє кучеряве волосся, тому підстригся під "їжачка".
11. Цей лисий чоловік дуже високий, ставний, широкоплечий і довгоногий.
12. Якщо у вас лупа, тонке волосся з посіченими кінцями, вам треба користуватися цим шампунем.
13. Ваше волосся сухе та тьмяне? Його важко розчісувати? Спробуйте "Тімотей для тонкого та неслухняного волосся з помаранчем і м'ятою".

Label the pictures with the correct words.

| | | | |
|---------------|----------|------------------|----------------|
| a double chin | freckles | a middle parting | a side parting |
| lines | a fringe | an earring | stubble |
| a bun | a scar | a pony tail | a tattoo |
| chubby cheeks | a plait | | |



84**Complete the sentences using the words from the box.**

| | | | | | | |
|--------------------|---------------|---------------|---------------|---------------------|-----------------|--------------|
| <i>sideburns</i> | <i>strand</i> | <i>beard</i> | <i>fringe</i> | <i>clean-shaven</i> | <i>pigtails</i> | <i>loose</i> |
| <i>grey-haired</i> | <i>pate</i> | <i>auburn</i> | <i>darker</i> | <i>receding</i> | <i>spiky</i> | <i>wig</i> |

- I have a long _____ which sometimes gets in my eyes and makes it hard to see.
- She has a nervous habit of twisting one _____ of hair round and round her finger.
- Ron is a middle-aged man who is beginning to lose hair from the top of his forehead – he has a _____ hairline.
- He must shave every day because he is always _____.
- Her mother plaited her hair into two _____ and tied them with ribbon.
- He was born with blonde hair but it gradually went _____.
- He decided to grow a _____ but unfortunately the hair on his chin just doesn't seem to grow.
- He looks very theatrical with those long _____ which go half way down his cheeks.
- The pop singer has short, _____ hair which stands up on the top of his head.
- Since she lost all her hair, she has started to wear a _____.
- My aunt dyes her hair because she doesn't like being _____.
- She has deep _____ hair and it seems to match her fiery character.
- She sometimes wears her hair _____.
- Mark has already a bald _____, which isn't surprising as his father lost all his hair at an early age.

85**In pairs, discuss the answers to these questions.**

- What kind of hairstyle do you have now? Can you describe the different hairstyles you had in the past?
- Which hairstyles can you suggest for your group-mates and friends?
- Which hairstyles are fashionable at the moment?
- Do you approve of people dyeing and bleaching their hair? shaving their heads? men wearing long hair? Explain.

86**Keep the right-hand column covered. On the left there are some definitions of facial features. Write or say what they are. Then find the appropriate word on the right.**

- | | |
|--|-----------------------------|
| 1. openings in the nose | a) the tongue |
| 2. the soft lower parts of the ears | b) the iris |
| 3. flat parts | c) the bridge of the |
| 4. hair that grows on the chin and jaw | nose |

- | | |
|--|--------------------------|
| 5. the bony case that protects the brain | d) eyelids |
| 6. the tissue our teeth are in | e) a moustache |
| 7. the passage from the mouth towards the stomach | f) the complexion |
| 8. the semi-poetic name for the forehead | g) nostrils |
| 9. the colour and state of the skin on the face | h) the brow |
| 10. hair that grows above the upper lip | i) eyelashes |
| 11. the movable skin which opens and closes eyes | j) gums |
| 12. the small round black area at the centre of the eye | k) a beard |
| 13. the organ used for tasting, swallowing and speech | l) lobes |
| 14. the round coloured part that surrounds the pupil of your eye | m) temples |
| 15. the hard part at the top of the nose, between the eyes | n) the pupil |
| 16. hair that grows on the edge of the eyelids | o) the throat |
| | p) the skull |

87 Decide which word is odd.

- | | | | |
|--------------|---------|---------|------------|
| 1. eyes | teeth | tongue | lips |
| 2. moustache | nose | eyelash | eyebrow |
| 3. jaw | chin | eyelid | beard |
| 4. mouth | cheeks | ears | eyebrows |
| 5. skin | wrinkle | tooth | cheek |
| 6. gums | throat | lobes | tongue |
| 7. pupil | eyelid | iris | complexion |

88 Match the phrases with their definitions. Demonstrate the actions listed below. Use the expressions in the sentences of your own.

- | | |
|-------------------------------|--|
| 1. to smack one's lips | a. to listen carefully, especially because you have just heard sth interesting |
| 2. to raise one's eyebrows | b. to move your eyes to make yourself look attractive to someone |
| 3. to prick up one's ears | c. to clear your nose by blowing strongly through it into a tissue or handkerchief |
| 4. to mouth something | d. to refuse sth, especially because you do not think that it is good enough for you |
| 5. to flutter one's eyelashes | e. to move your eyebrows together, to show that you are thinking hard, feeling angry, etc. |
| 6. to purse one's lips | f. to move your eyebrows to a higher position to show that you disapprove of or are surprised by sth |
| 7. to blow one's nose | g. to look down |

- | | |
|----------------------------------|--|
| 8. to puff out one's cheeks | h. to contract the muscles of your eyes or face because the light is too strong, you are in pain, etc |
| 9. to turn one's nose up at smth | i. to make sth bigger and rounder, especially by filling it with air |
| 10. to screw up one's eyes | j. to make a short loud noise with your lips, especially before eating or drinking sth to show that it is good |
| 11. to knit one's eyebrows | k. to form your lips into a small tight round shape, for example to show disapproval |
| 12. to drop one's eyes | l. to move your lips as if you were saying sth, but without making any sound |

89

Read the quotations taken from essays where students were asked to describe their family members and match the words in bold to their definitions.

A. My father is a **portly** man. He has a round face with **chubby** cheeks and a **droopy** moustache. My mother, a short **dumpy** woman, has a more pointed face and a straight nose. My sister has an oval face and an upturned nose. My elder sister is like a model and has a **striking appearance**. She has a slim figure and a slender waist. She has a lovely complexion and beautiful sleek, shoulder-length hair, and she is always **immaculately groomed**. Her charm is irresistible. I feel so ordinary next to her – I've got coarse **bleached** hair and rather broad hips, but she always says I look nice.

B. My father and my two elder brothers are well-built with broad shoulders. My father is going bald but he still has a very youthful appearance for someone who is on the wrong side of forty. My brothers both have thick hair and bushy eyebrows. My younger brother is only two – he's just a **tiny tot**, but he's very cute. My mother's side of the family mostly have dark hair – in fact my mother had jet-black hair when she was younger, before she went grey – but on my father's side some have fair hair and some have ginger hair.

1. a person's appearance is always tidy and looked after with great care
2. long and hanging down heavily
3. a small child
4. fat and round; usually used of middle-aged and older men
5. fat in a pleasant and attractive way
6. used more often of short and fat women
7. made white or pale by using chemicals or the sun
8. an unusual appearance, in a positive, attractive sense

90 Fill in the gaps with appropriate collocations. You are sometimes given the first letters.

I hadn't seen Will since he was just a (1) t_____ t_____, so I was surprised to see that he was now a tall young man. He was (2) im_____ gr_____, smart and elegant. He was with a pretty young woman with (3) j__ - ___, (4) sh__ - ___ hair and a (5) l_____ com_____. She could have been a model, she had such a (6) str_____ ap_____. He had his arm round her (7) s_____ wa_____. With them was a (8) p_____ g_____, who looked as though he enjoyed good food, and who was probably her father. When I introduced myself to Will, he smiled. 'Of course, I remember you,' he said. 'You used to work with my father. But you haven't aged at all! You have a much more (9) y _____ a _____ than my father does. Dad has (10) _____ very grey. I felt very pleased when he said that; he obviously didn't notice I was beginning to (11) _____ bald. Everyone likes to think they look young when they get older.

91 On the left there are some adjectives often used to describe a particular part of the face or head. Cover the right-hand column and see if you can tell which part in each case.

| | |
|--|------------------------|
| 1. angular, fleshy, heart-shaped, chubby, plump, puffy, charming, oval, round, clean-shaven, unshaven, gaunt | <i>a face</i> |
| 2. fair, dark, olive, swarthy, tanned, sallow, clear, spotty | <i>a complexion</i> |
| 3. delicate, clean-cut, massive, regular, irregular, coarse | <i>facial features</i> |
| 4. high, low, lined, domed, broad, narrow | <i>a forehead</i> |
| 5. high, prominent | <i>cheekbones</i> |
| 6. rosy, ruddy, hollow, stubbly, plump, pale, wrinkled, dimpled | <i>cheeks</i> |
| 7. snub, hooked, turned-up, aquiline, flat, fleshy, broken, crooked, Roman, straight, Grecian, high-bridged | <i>a nose</i> |
| 8. double, pointed, protruding, round, cleft, dimpled | <i>a chin</i> |
| 9. curvy, false, straight, long, thick, bushy | <i>eyelashes</i> |
| 10. arched, bushy, pencil-thin | <i>eyebrows</i> |
| 11. almond, bulging, sunken, piercing, deep-set, close-set, wide-set, slanting, hazel, striking blue, long-sighted | <i>eyes</i> |
| 12. cauliflower, pierced, huge, sticking out | <i>ears</i> |
| 13. wide, mean, soft, vivid, stern | <i>a mouth</i> |
| 14. thick, cherry, well-cut, full, painted, parched, compressed, pursed, sensual | <i>lips</i> |
| 15. square, upper, lower | <i>a jaw</i> |
| 16. even, uneven, pearly, tiny, milk, molar, sparse | <i>teeth</i> |

Match the words with the pictures.

A. a chin



a) protruding



b) cleft



c) double



d) pointed

B. eyes



a) almond



b) slanting



c) round



d) narrow

C. a nose



a) aquiline



b) hooked



c) upturned



d) straight

1. Copy the table. Then listen to the descriptions of the five people and fill in the details. Here are some of the words and expressions you will hear. Find out their meanings and explain them to the class.

printer's reader; to work with racehorses; part-time; striped; short-sleeved

| NAME | Keith | Sue | John | Alexandra | Jane |
|----------|-------|-----|------|-----------|------|
| AGE | | | | | |
| MARRIED | | | | | |
| CHILDREN | | | | | |
| JOB | | | | | |
| HEIGHT | | | | | |
| HAIR | | | | | |
| BUILD | | | | | |

2. Now give a short description of every person.

94 Look at the words in the box. Which adjectives can you use to talk about a person's *appearance (looks), smile, skin*.

| | | | | | |
|----------------|---------|----------------|---------|------------|-----------|
| a real beauty | heartly | weather-beaten | sweet | attractive | pleased |
| well-groomed | ugly | appealing | plain | enigmatic | beautiful |
| cream-white | coarse | artificial | lovely | sunburnt | elegant |
| lady killer | pretty | enchanted | faint | disguising | strained |
| engaging | broad | handsome | homely | mysterious | pimplly |
| distinguishing | rough | good-looking | glowing | calloused | gorgeous |

95 Supply the remarks with the opposite description.

A. I thought you said he was short, chubby one.

B. No, quite the opposite, he was _____

A. Was his brother the dark-skinned and wavy-haired one?

B. No, quite the opposite, he was _____

A. Her hair is always elaborately dressed, so I've heard.

B. What! Who told you that? Every time I see her, her hair is _____

A. So Kate is that rather plump woman with fair hair, is she?

B. No, you are looking at the wrong one. Kate's _____

A. Tell us about the new boss: good-looking?

B. No, I'm afraid not; rather _____

96 Read and translate the description.

This is William. He isn't **well-known**, he isn't **well-off**, and I've never heard anyone say he was **good-looking**.

But he is a very nice man – kind, friendly and **easy-going**. In this picture he is wearing a **short-sleeved** shirt and a **brand-new** hat.

Tom is a **curly-haired**, **sun-tanned**, **blue-eyed**, **rosy-cheeked**, **thin-lipped**, **broad-shouldered**, **left-handed**, **slim-hipped**, **long-legged**, **flat-footed** young man, wearing an **open-necked** shirt, **brand-new**, **tight-fitting** jeans and **open-toed** sandals.

97 Use compound adjectives instead of the italicized words.

1. The woman had *auburn hair* and *blue eyes*. 2. He was a man of *middle size* with a *red nose*, *ruddy cheeks* and *scanty hair*. 3. The boxer was *thick in the neck* and *broad in the shoulders*. 4. The girl had rather *small features*, a *snub nose* and a *fair complexion*. 5. A tall man with a *round face* and *heavy muscles* met us in the doorway.

98

In descriptions we must follow the adjectival word order which is given in the chart below. Put the adjectives in the correct order.

| Opinion adjectives | | Fact adjectives | | | | | | | | Noun |
|--------------------|----------|-----------------|----------------------------|-----|-------|--------|--------|----------|----------------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| general | specific | size | length height weight | age | shape | colour | origin | material | type/ usage | |

Model: comfortable leather riding boots; big square brown wooden table.

a Chinese / little / pretty / **girl**

straight / dark / sleek / shoulder-length / luxuriant / **hair**

a(n) tall / handsome / young / stout / Italian / **man**

uneven / white / sparse / milk / **teeth**

a(n) fair-haired / tallish / attractive / middle-aged / slim / **lady**

blue / piercing / beautiful / almond / big / **eyes**

a(n) dark-skinned / ugly / brown-eyed / hunch-backed / old / **man**

a turned-up / small / nice / **nose**

a wispy / grey / long / matted / **beard**

a round / broad / charming / plump / **face**

hollow / pale / stubbly / **cheeks**

facial / regular / clean-cut / delicate / small / **features**

bushy / curvy / long / **eyelashes**

cherry / thick / well-cut / sensual / **lips**

99

Study the words and draw the picture of a person you imagine. He/she has to have all these horrible things on the face.

1. lines, wrinkles, furrows

2. laughter lines (crow's feet)

3. a wart

4. bags under the eyes

5. dark circles

6. a beauty spot

7. freckles

8. a five o'clock shadow

9. a mole (a birthmark)

10. a cold (sore)

11. a sty

12. spots, pimples

13. dimples (in one's cheeks)

14. a boil

15. a scar (a blemish)

16. a bruise (a black eye)

100

A film director is trying to decide on two actors (one male, one female) for the leading roles in his new film. Look at the pictures, then listen and find the two people.

**101**

Choose the word which best completes the sentence.

- He has a _____ complexion.
a) white b) clear c) spotted d) brown
- Last year cycling accident left him with a large _____ on his left cheek.
a) mark b) wound c) cut d) scar
- People with red hair often come out in _____ when they sunbathe.
a) stubble b) freckles c) moles d) blemishes
- She was born with a small dark _____ on her cheek.
a) cut b) mark c) mole d) blemish
- Marcia is a teenager with a _____ complexion. She uses special creams to get rid of her spots.
a) clear b) spotty c) spotted d) tanned
- She has such beautiful long _____ that she never needs to wear eye make-up.
a) fringe b) freckles c) eyebrows d) eyelashes
- The Chinese have _____ eyes.
a) almond b) piercing c) round d) slanted

102

Complete the descriptions.

Emma has long w____ gingery-brown hair, with a centre p____
____ *BrE*/ center part *AmE*. She has f_____, h_____ eyes and wears her
hair pushed back behind her e_____.

Roland has short **s**_____ fair hair. He's got thick **b**_____ eyebrows, a five o'clock **s**_____ and **s**_____.

Kaori has **s**_____ shoulder-length hair, a **s**_____ parting *BrE/ s*_____ *p*_____ *AmE* and a **f**_____ *BrE/ short b*_____ *AmE*. She has dark **b**_____ eyes and high **c**_____.

Eduardo is clean-**s**_____ with **g**_____ hair and a **r**_____ hairline. He has a small **s**_____ on his **j**_____ and a **d**_____ in his chin. His wife has **l**_____ straggly dark **h**_____.

Sue has **b**_____ hair with a wispy fringe. She has a **b**_____ **s**_____ on her cheek and a **p**_____ chin.

John is slightly **t**_____ with wavy **g**_____ hair and a **R**_____ nose. He has **s**_____, a **d**_____ chin and wears half moon spectacles *BrE/ reading glasses AmE*.

Nick has lank **a**_____ hair, a pale **c**_____, and is growing a goatee **b**_____.

103

Give English equivalents to the following words and phrases.

Череп; вуса; ніздрі; повіки; скроні; ясна; мочки вуха; смаглий колір обличчя; рубець; прищики; цятки; ячмінець; бородавка; родимка; ластовиння; виразка; мушка; зморшки; неголена квадратна щелепа; широке зморшкувате випукле чоло; м'ясисте обличчя; засмаглий; високі вилиці; приплюснутий кривий ніс; вирячені очі; пронизливі мигдалевидні очі; запалі бліді щоки; загнуті густі вії; тонкі брови дугою; звичайна зовнішність; привабливий; добре доглянутий; проколоті вуха, що стирчать; вишукана; чарівна; подвійне підборіддя з ямочкою; орлиний ніс; рівні зуби як перли; облудна зовнішність; кістляве (вуглувате) обличчя; глибоко посаджені карі очі; кирпичний ніс; круглолиций; вставні зуби; гарної форми чуттєві губи; правильні чітко окреслені риси обличчя, вкриті щетиною підборіддя, що видається; вилиці, що виступають; косоокий; широко посаджені яскраво блакитні очі; обвітрена груба шкіра; криві рідкі зуби; шульга; плоскостопий; прищуватий; кошлаті брови; схудле обличчя.

104

Look at the 'WANTED' notice. You will hear three people calling the police station and describing the murderer. Decide who was right.

WANTED
FOR MURDER
PETER ROLAND ANDERSON
DESCRIPTION:

AGE: 30, but looks younger
 HEIGHT: 1m 90
 WEIGHT: 80kg
 BUILD: medium
 HAIR: black
 EYES: blue
 COMPLEXION: pale
 DISTINGUISHING FEATURES: a scar under right eye, long nose
 NATIONALITY: British
 OCCUPATION: mechanic

105 Write a short police ‘Wanted’ notice for one of the ‘criminals’.
 Draw an accompanying picture if you can.

106 Complete the passage using the following words.

| | | | | |
|---------------|--------------------|-------------------|----------------|--------------|
| <i>uneven</i> | <i>surgery</i> | <i>wig</i> | <i>drooped</i> | <i>shape</i> |
| <i>flabby</i> | <i>facelift</i> | <i>greasy</i> | <i>pimples</i> | <i>bags</i> |
| <i>double</i> | <i>knee-joints</i> | <i>straighten</i> | <i>dry</i> | |

John Brown looked at his reflection in the mirror. He didn’t like what he saw. His skin was (1), he had several (2) on his chin and there were (3) under his eyes.

He was unshaven and his hair , what little there was of it, was (4) His teeth were (5) and he was developing a (6) chin. The rest of him wasn’t any better. His shoulders (7), his stomach was (8) and his (9) ached if he sat down for too long. He opened his wardrobe to look at his clothes – old shirts with frayed collars and buttons missing, shabby suits with wide lapels, ties covered with stains, socks with holes in and old-fashioned pullovers. What could he do to improve matters? A more nutritious diet, perhaps, or try something really drastic like plastic (10) A (11) might make him look younger and perhaps his dentist could (12) his teeth. Maybe he should take up weight-training to improve the (13) of his body. He certainly needed some cream on his face. There wasn’t much he could do about his hair except wash it more often, unless he wanted to wear a (14)..... .

All these things would take a lot of time and effort and money. Perhaps it wasn’t worth bothering, he thought, pulling on a pair of patched trousers. After all, he still looked better than a lot of other twenty-five year olds.

107**Fill in the blanks with prepositions or adverbs.**

1. She wore her hair parted ... the middle and done ... a knot. 2. Whenever she laughed or smiled two pretty dimples appeared ... her cheeks. 3. I didn't like the sad expression ... the child's face. 4. Stick ... your tongue, please. I want to see if it is furred. 5. They spoke ... very loud voices and I could not help hearing every single word. 6. Do you want me to part your hair ... the left side? 7. Her manner of talking reminds me ... her father. 8. Two years ago she had to stand ... tiptoe to reach the doorbell. 9. The baby lay quietly ... his nurse's arms. 10. Why must you shout? Can't you talk ... a whisper? 11. Your uncle looks young ... his age; one would not give him more than 50. 12. The father wanted his little daughter to take... her mother. 13. You look fine and it seems to me that you have put ... weight.

108**Translate the sentences into English.**

1. Зараз дуже модною є чоловіча стрижка “їжачок”, хоча інколи можна побачити чоловіка з довгими бакенбардами та волоссям до плечей.
2. У цього підлітка справді жахливе обличчя: вугрі та прищі, ластовиння, виразки та бородавки, а на лобі величезний рубець. Дякувати Богу, немає ще зморшок, мішків та темних кіл під очима, і він завжди має щиру посмішку.
3. Вам слід підстригтися і пофарбувати волосся в попелястий колір, але не завивайте його, а носіть прямим.
4. Хлопець дуже схожий на свого батька. У нього такі ж правильні, чітко окреслені риси обличчя і високий випуклий лоб.
5. Старий був низького зросту і кволий. Його обличчя було все в зморшках, з кошлатими бровами і довгою рідкою сивою бородою.
6. Після хвороби вона була худюща, бліда, із запалими щоками та вуглуватим обличчям.
7. Ця нова зачіска з проділом посередині тобі дуже до лица.
8. Мадонна має дуже привабливу зовнішність: струнку, мускулисту фігуру, мигдалевидні сині очі, вигнуті брови, гарної форми чуттєві губи та світле волосся.
9. Я думаю, що дівчина, яка виграє в конкурсі “Обличчя місяця”, повинна бути дуже красивою і мати такі риси: яскраві блакитні очі, прямий ніс, червоні губи та розкішне світле хвилясте волосся.
10. Маленьке овальне обличчя, оливкового кольору шкіра, кирпатий ніс і розкосі очі - типова зовнішність китаянки.
11. Якщо ти хочеш, щоб твої зуби були білі як перли та рівні, ти повинна відвідувати дантиста з раннього дитинства.

12. Ця жінка дуже красива: з блискучим гладеньким шовковистим прямим чорним як смола волоссям, тонкими бровами, довгими пухнастими віями, повними губами і прямим маленьким носом.
13. У салоні-перукарні “Мрія” вам зроблять звичайну стрижку, укладку, хімічну завивку. Чоловікам запропонують стрижку “їжачок” та гоління.
14. При неправильному догляді за довгим волоссям нормального типу, воно може почати випадати, а його кінці – сіктися.
15. Моя старша сестра – справжня красуня. Вона вище середнього зросту, струнка, тендітна, довгонога, із вузькою талією. Вона має густе золотисто-каштанове довжиною до плечей волосся, яке часто носить зачесаним назад і у “кінському хвості”.

109

When we describe someone we tend to follow this order in our description: *height, build, age, hair, complexion, distinguishing features, dress.* Study the following examples and pick out the words and phrases used to describe them.

A

My cousin, Paul, is a tallish man in his mid thirties. He is a bit plump and has long straight hair which he wears combed back in a pony tail. He has a round friendly-looking face with a little scar on his cheek from a childhood accident. He has got striking blue eyes and wears glasses. He has got a beard. He isn't very smart and tends to wear shabby clothes.

B

The first thing everyone notices about him is his height – he is tall, almost two metres. The second thing is how skinny he is. He is as thin as a rake. He looks as if he has not eaten for months and yet he is always eating. He never bothers much about his appearance, except for his hair. I joke about him looking like an angry hedgehog when he gets out of bed in the morning – his short, brown hair is all spiky and sticking out. He spends hours trying to comb it flat but with no success.

C

Eve was a small woman with a tiny waist and slender elegant legs. Her face was wide at the cheekbones and narrow at the chin, her forehead was high, her upper lip was short and her mouth was full and lovely. Slightly tilted, her pretty nose was a little too small for her face. She had large hazel-green eyes and black eyebrows like Chinese brush-strokes, and her thick, shiny dark hair reached to the middle of her back. But she was very small, no more than five feet or five feet one at best

110

Describe the people in the pictures.



111 Translate into Ukrainian.

1. His large head was pink, his brown hair thin and dry. His face was boyish in sleep, despite his wrinkles. He was not fat, but he was exceedingly well-fed, his cheeks were plump and the hand which lay helpless on the blanket was slightly puffy.

2. My father was of a dark complexion, with a very great forehead and dark hazel eyes, overhung by eyebrows which remained black long after his hair was white. His nose was aquiline, his smile extraordinary sweet. He was of a rather low stature, not been above five feet seven inches in height; but small as he was, he had a perfect grace and majesty of deportment.
3. This treasure possession of his life was of medium height and colour, with short, dark-chestnut hair; her wide-apart brown eyes were almost dreamy under very white black-lashed lids, held over them in a sort of suspense. She had a charming profile, and nothing of her father in her face save a decided chin.
4. She was slender and graceful, so that she seemed taller than she was; she had beautifully shaped arms and a brightness in her face. Her hair, very slightly reddish hair flowed back from her low broad forehead; the colour under her delicate skin was bright and quick, and her mouth always smiled faintly

112 Describe the appearance that comes to mind when you imagine a typical:

1. headmaster/headmistress
2. boxer
3. second-hand car salesman
4. English king
5. Chinese girl
6. ballerina

FROM SHOULDER TO FINGERTIPS

113 Cover the right-hand column. Which parts of your arm would these people be most concerned with?

1. a fortune teller
2. a bridegroom
3. a driver who notices a student hitching a lift
4. a karate expert
5. a boxer
6. a detective searching for clues
7. a policeman carrying handcuffs
8. a manicurist
9. a soldier on rifle parade
10. passengers on a crowded tube train
11. someone keen to see if you're ticklish
12. a mother whose son has been in a fight

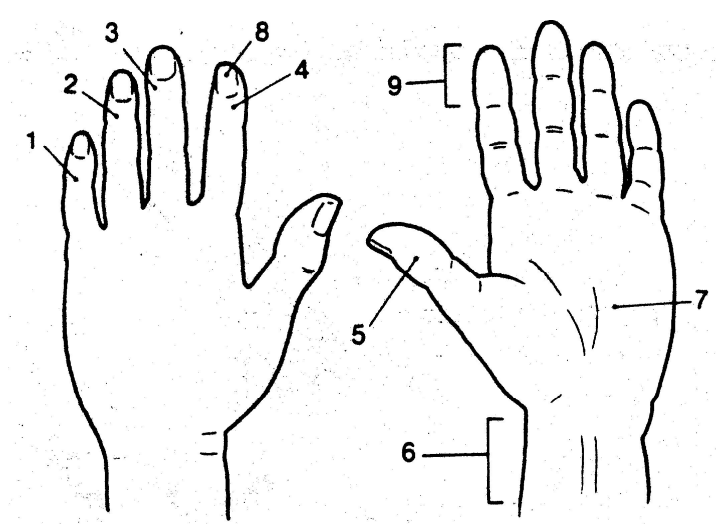
the client's **palm**
 his bride's **ring finger**
 the student's **thumb**
 his opponent's **forearm**
 his opponent's **fists**
 some **fingerprints**
 the suspect's **wrists**
 the client's **fingernails**
 his **shoulder**
 other people's **elbows**
 your **armpit**
 his **knuckles**

13. a Mr Universe judge
14. someone trying to see what you're pointing at
15. a pianist playing top notes

the contestants' **biceps**
your **index finger**
on the right **hand**

114 Name the parts of the hand in the pictures.

| | | | |
|----------------------------------|----------------------|--------------|--------------------|
| <i>index finger (forefinger)</i> | <i>middle finger</i> | <i>palm</i> | <i>ring finger</i> |
| <i>fingertip</i> | <i>fingernail</i> | <i>wrist</i> | <i>thumb</i> |
| <i>pinky (little finger)</i> | | | |



115 See if you can do these things with your hands. Then compare your actions with other people's.

- a) touch your wrist with your thumb;
- b) hold all fingers of your hand straight up. Bend the pinky down without moving the other fingers;
- c) bend the top part of your index finger, keeping the rest of the finger straight;
- d) make a loud noise by pressing your middle finger against your thumb.

116 Read the following passage and name the parts of leg and foot.

LEGS AND FEET

At the hospital, Bill took off his sock and pulled his pants leg up over his knee onto his thigh. The doctor looked down at the injured foot which was already getting bigger and changing colour.

'Hmm, nasty accident,' he said. 'What happened?'
'A skier smashed into my foot,' explained Bill.
'Oh, dear, very nasty. Well, let's see what's wrong, shall we?'

The doctor gently picked up Bill's foot, and taking the heel in the palm of his hand, he slowly moved the toes, testing each one. The big toe looked the worst. The toenail was badly broken and it was bleeding a little. Then, putting his right hand under Bill's calf and still holding the heel in his left hand, he moved the foot gently from side to side.

'Does your ankle hurt when I do that?' the doctor asked.

'Not too much,' Bill answered.

The doctor looked up. 'Good. Well, Mr. Harvey, you are very lucky. Nothing is broken and you should be fine again in a few days' time.'

'Will I be able to ski then?' asked Bill.

'Oh, yes, of course, you will,' answered the doctor.

'That's good,' said Bill, 'because I don't know how to ski now!'

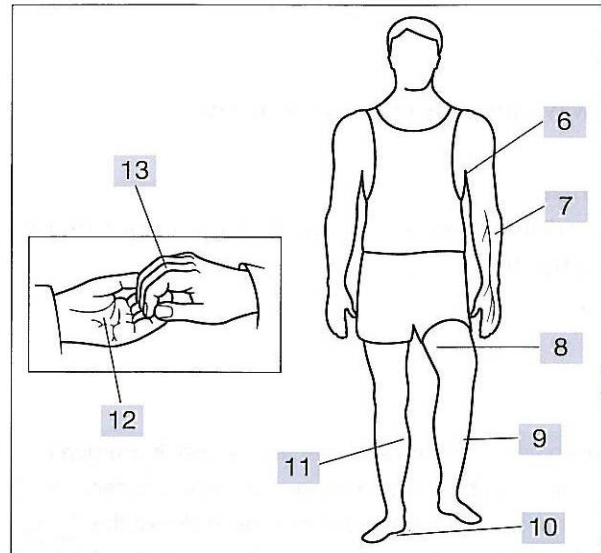
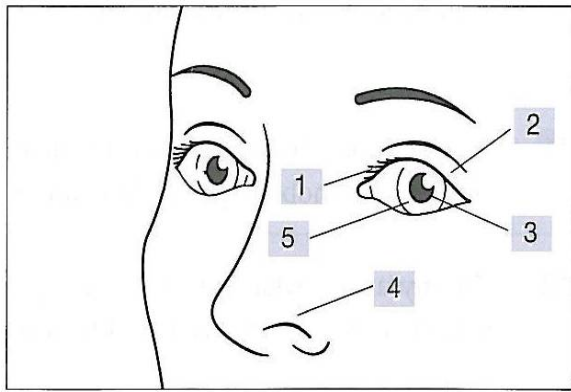
117 There're 16 words hidden in the puzzle. The words are written forwards, backwards, diagonally, up or down. How quickly can you find them?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| F | E | P | I | H | W | A | I | S | T |
| A | L | I | M | T | W | R | I | N | T |
| R | C | P | L | O | B | M | U | H | T |
| E | E | A | B | E | G | N | I | S | K |
| G | B | L | E | L | L | G | I | A | T |
| N | E | M | B | E | H | K | K | A | F |
| I | E | T | U | E | K | N | N | L | F |
| F | O | O | T | H | E | H | I | A | A |
| C | A | L | F | E | T | A | M | H | C |
| T | R | A | C | E | N | N | I | H | S |

| | |
|-------|--------|
| Calf | Palm |
| Wrist | Nail |
| Thumb | Finger |
| Heel | Toe |
| Elbow | Shin |
| Knee | Foot |
| Ankle | Thigh |
| Waist | Hip |

118 Label the pictures with the correct words.

| | | | |
|---------------|----------------|----------------|--------------|
| armpit | eyelid | nostril | shin |
| vein | eyelash | palm | sole |
| calf | knuckle | pupil | thigh |
| iris | | | |



119 What do you think these idioms mean? Give the Ukrainian equivalents and use them in the sentences of your own.

- a) to keep your feet on the ground
- b) to have everything at your fingertips
- c) to be all thumbs
- d) to be the apple of one's eye
- e) to elbow your way

120 What do we say when:

- a) a person has a lot of spots on the skin
- b) a person needs shaving
- c) a person has been in the sun too long
- d) a person's eye is red and swollen
- e) a person has dimples in the cheeks
- f) a person finds it easier to use the left hand to write, etc. than the right
- g) a person has dark skin
- h) a person has a natural crack in his chin
- i) a person's eyebrows grow thickly
- j) a person's chin sticks out from his face
- k) a person's cheekbones stick out from his face

121 You will hear four people describing their friends. Copy and complete the table. Using the notes, describe each friend.

| Name | Donna | Colin | Janet | Robert |
|-------------|-------|-------|-------|--------|
| Age | | | | |
| Height | | | | |
| Hair colour | | | | |

| | | | | |
|-------------------------|--|--|--|--|
| Hair style | | | | |
| Face | | | | |
| Eyes | | | | |
| Complexion | | | | |
| Distinguishing features | | | | |
| Dress | | | | |
| Personality | | | | |

122

Translate the sentences into English.

1. Не варто вам фарбувати волосся. Вам до лиця його природній колір. Мені подобається, коли ви заплітаєте волосся у дві коси та зав'язуєте його стрічками.
2. До того як мити, зачешіть волосся наперед та тримайте його так впродовж всього миття. Шампунь проти лупи краще наносити двічі: перше миття видаляє бруд, друге дає можливість корисним речовинам проникнути у шкіру.
3. Польові трави, такі як ромашка, чабрець, меліса і розмарин, добре відомі кожній жінці як такі, що зміцнюють та живлять корені волосся, роблять шкіру голови здоровою та чистою, а волосся – об'ємним.
4. Після застосування правильно підбраного шампуню волосся має здоровий вигляд, легко розчісується і стає слухняним.
5. Цій бабусі скоро буде 90 років. Вона стара як світ. Все її обличчя вкрите глибокими зморшками, вона має прямий ніс, стиснутий рот і гостре підборіддя. Волосся, яке колись було густим та чорним як смола, стало сивим і рідким, тому вона завжди носить його у вузлі.
6. Її дворічний син має хвилясте руде волосся, близько посаджені зелені очі пухкенькі рожеві щічки, кирпатий носик з ластовинням, маленький виразний ротик і ямочку на підборідді.
7. Моя подружка – перукар, вона вміє робити звичайну стрижку, укладку, хімічну завивку та зачіску “каскад”.
8. Він має облудну зовнішність, м'ясисте широке обличчя з обвітреною шкірою, пронизливі глибоко посаджені темно-карі очі, над якими нависають кошлаті брови, вкриті щетиною щоки, нерівні зуби та ніс гачком, із бородавкою на ньому. Він також має жахливу звичку насуплювати брови, чмокати губами та надувати щоки.
9. Вона була цінним скарбом в житті її батька. Їй була притаманна надзвичайна грація та величність постави, а її темно-каштанове волосся спадало назад з її високого чола. Вона мала вольове

підборіддя, розумні карі очі під білими повіками з чорними віями, її ніжна шкіра сяяла, а на її вустах завжди була ледь помітна посмішка.

10. Джон був присадкуватим, огрядним і трохи клишоногим. У нього було жорстке кучеряве коротко підстрижене світло-русе волосся, широко посаджені мигдалевидні сірі очі, кругле смагляве обличчя з приплюснутим носом, подвійним підборіддям, родимкою біля лівого ока і ямочками на щоках.

11. Моя троюрідна сестра висока та худюща. Вона майже ніколи не носить своє густе, неслухняне волосся розпущеним, а зав'язує або заплітає його. В неї правильні чітко окреслені риси обличчя.

123

Read the texts and translate them into Ukrainian. What words and phrases do the authors use to describe the characters':

1. *build, figure and bearing*

4. *face and facial features*

2. *hair*

5. *appearance*

3. *skin and complexion*

6. *upper and lower limbs*

1

George Meadows was a man of fifty, and his wife was a year or two younger. They were both fine, upstanding people, and their children, two sons and three girls, were handsome and strong. But the master of the house was not George Meadows; it was his mother. Her word was law in the house and on the farm.

One day Mrs George stopped me on my way home. (Her mother-in-law was the only Mrs Meadows we knew; George's wife was only known as Mrs George.)

'Whoever do you think is coming here today?' she asked me.

'Uncle George Meadows'.

'Why, I thought he was dead'. I heard the story of Uncle George Meadows a dozen times, and it had amused me. Uncle George Meadows and Tom, his younger brother, had both courted Mrs Meadows when she was Emily Green, fifty years and more ago, and when she married Tom, George had gone away to sea. Mrs asked me to look in and see him. Of course I accepted.

I found the whole family assembled. When I arrived, they were sitting in the great old kitchen, Mrs Meadows in her usual chair by the fire, very upright, and I was amused to see that she had put on her best silk dress. On the other side of the fireplace sat an old man. He was very thin and he had lost nearly all his teeth. I shook hands with him. It was strange to look at them, these two old people who had not seen one another for half a century, and to think that all that long time he had loved her and she had loved another. 'Have you ever been married, Captain Meadows?' I asked. 'I said I'd never marry anyone but you, Emily, and I never have'. 'Well, one thing you've not done, George, as far as I

can see', said Mrs Meadows, 'and that's to make a fortune'. 'I'm not one to save money. But one thing I can say to myself: if I had the chance of going through my life again I'd take it.' I looked at him with admiration and respect. He was a toothless, crippled, penniless old man, but he had made a success of life, for he had enjoyed it. Next morning when I came to the garden I saw Mrs Meadows picking flowers. 'How's Captain Meadows?' I asked her. 'When Lizzie took him a cup of tea this morning she found him dead.' 'Dead?' 'Yes. Died in his sleep. Well I'm glad he came back' she said. 'After I married Tom Meadows, George went away; the fact is I was never quite sure that I'd married the right one'.

(W. Somerset Maugham)

2

She was a handsome woman, Deborah, she was big. With high heels she stood at least an inch over me. She had a huge mass of black hair and striking green eyes sufficiently arrogant and upon occasion sufficiently amused to belong to a queen. She had a large Irish nose and a wide mouth which took many shapes, but her complexion was her claim to beauty, for her skin was cream-white and her cheeks were coloured with a fine rose, centuries of Irish mist had produced that complexion. It was her voice however which seduced one first. Her face was large and all-but-honest; her voice was masterwork of treachery. Clear as bell, it slipped like a deer, slipped like a snake. It may have been the voice of a woman you wouldn't trust for an instant, but I did not know if I could forget it.

(Norman Mailer)

3

Oddly enough the woman who sat there had by her fantastic appearance attracted my attention the moment I was ushered into the crowded drawing room. I thought I noticed a gleam of recognition in her eyes, but to the best of my belief I had never seen her before. She was not a young woman, for her hair was iron-grey; it was cut very short and clustered thickly round her well-shaped head in tight curls. She made no attempt at youth, but she was conspicuous in that gathering by using neither a lipstick, rouge nor powder. Her face, not a particularly beautiful one, was red and weather-beaten; but because it owed nothing to artifice had naturalness that was very pleasing. It contrasted oddly with the whiteness of her shoulders. They were really magnificent. A woman of thirty might have been proud of them. But her dress was extraordinary.

At that moment she was speaking. Her friend was turned up towards her with an anticipatory smile. A baldish white-haired man with a sharp intelligent face, who sat on her left, was leaning towards her eagerly, and the couple who sat opposite, ceasing her say and they all, with a sudden movement, threw themselves back in their chairs and burst into a wild laughter.

(W. Somerset Maugham)

4

George was tall and slim, his curly hair, of a palish brown, was so fine, his eyes were so blue, he was the perfect type of the young Englishman. He had the engaging candour of the breed. His nose was straight, though perhaps a little fleshy, and his lips were perhaps a little full and sensual, but he had beautiful teeth, and his smooth skin was like ivory. George was the apple of his father's eye. He did not like Harry, his second son, so well. He was rather stocky, broad-shouldered and strong for his age, but his black eyes, shining with cleverness, his coarse dark hair, and his big nose revealed his race. Freddy was severe with him, and often impatient, but with George he was all indulgence. Harry would go into business, he had brains and push, but George was the heir. George would be an English gentleman.

(W. Somerset Maugham)

5

Mrs Forestier was a very nice woman. Kindly people often say that of a woman when they can say nothing of her, and it has come to be looked upon as a cold praise. I don't mean it as such. Mrs Forestier was neither charming, beautiful nor intelligent; on the contrary she was absurd, homely and foolish; yet the more you knew her, the more you liked her, and when asked why, you found yourself forced to repeat that she was a very nice woman. She was as tall as the average man; she had a large mouth and a great hooked nose, pale blue short-sighted eyes and big ugly hands. Her skin was lined and weather-beaten, but she made-up heavily, and her hair which she, wore long, was dyed golden, tightly marcelled and elaborately dressed. Her voice was a woman's voice, but you were always expecting her to break into a deep bass, and tearing off that golden wig, discover a man's bald pate.

Yet this awful exterior sheltered a tender, romantic and idealistic soul. It took some time to discover this, for when first you knew her you took her for a figure of fun, and then when you knew her better (and had suffered from her clumsiness) she exasperated you; but when you did discover it, you thought yourself very stupid not to have known it all the time, for then it looked out at you through those pale blue, near-sighted eyes, rather shyly, but with a sincerity that only a fool could miss. You forgot that she broke your china and looked like a man dressed up as woman, you saw her as she saw herself, as indeed she really was if reality were visible, as a dear little thing with a heart of gold.

(W. Somerset Maugham)

6

The Indian smelled. He smelled clear across the little reception room when the buzzer sounded and I opened the door to see who it was. He stood just inside the corridor door looking as if he had been cast in bronze. He was a big man from the waist up and he had a big chest. He looked like a bum.

He wore a brown suit of which the coat was too small for his shoulders and his trousers were probably a little tight. His hat was at least two sizes too small. Around his bare and magnificent throat, above the dirty collar, he wore a wide piece of black ribbon, like an old woman trying to freshen up her neck.

He had a big flat face and a high-bridged fleshy nose that looked as hard as the prow of a cruiser. He had lidless eyes, drooping jowls, the shoulders of a blacksmith and the short and apparently awkward legs of a chimpanzee. I found out later that they were only short.

If he had been cleaned up a little and dressed in a white nightgown, he would have looked like a very wicked Roman senator.

His smell was the earthy smell of primitive man, and not the slimy dirt of cities.

‘Huh,’ he said. ‘Come quick. Come now.’

I backed into my office and wiggled my finger at him and he followed me making as much noise as a fly makes walking on the wall. I sat down behind my desk and pointed to the customer’s chair on the other side. He didn’t sit down. His small black eyes were hostile.

‘Come where?’ I said.

He snorted and his nostrils got very wide. They look like mouseholes.

‘What can I do for you?’

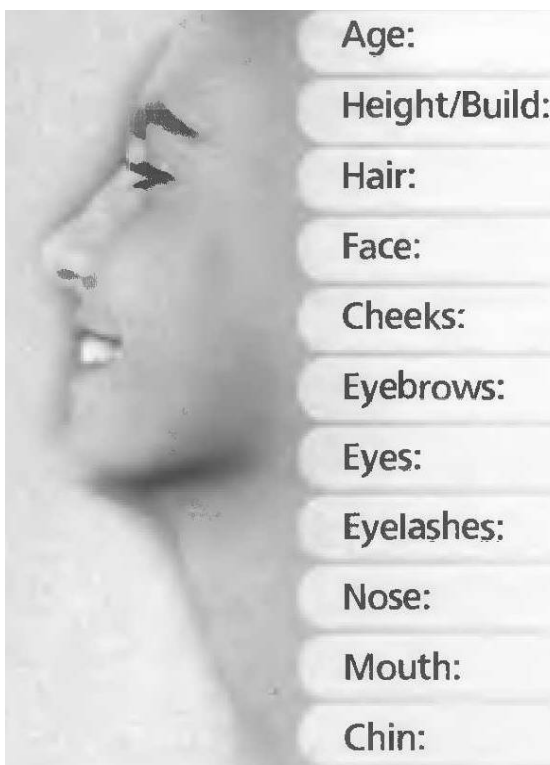
We sneered at each other across the desk for a moment. Then he threw a fold of a tissue paper on the desk and pointed at it angrily, with a well-chewed fingernail.

124

In the texts, find the English equivalents to the following words and word combinations.

Посміховисько; шедевр віроломства; кульгавий; безглуздий; беззубий; вишукано зачесане волосся; щирість; з яскравим макіяжем; холодна похвала; зваблювати; жахлива зовнішність; некрасива; короткозорий; бути змушеним повторювати; туго завите волосся; приховувати романтичну душу; дороге створіння; зривати золотаву перуку; навпаки; лиса маківка; дратувати; лише одна поблажливість; розбагатіти; претензія на красу; обвітрена шкіра; вилитий з бронзи; згризені нігті; запопадлива посмішка; помітний (що кидається в очі); зібрання; відвертий; при нагоді; залитися гучним сміхом; наскільки мені відомо; хитрість; достатньо гордовитий; сталєво-сірий; помахати пальцем на когось; обвисла нижня частина щік.

125 In pairs, complete the table with as many adjectives or phrases as possible. Then use the words to describe yourself, your bosom friend.

| | | |
|--|---------------|-------------------------|
|  | Age: | <i>in her mid teens</i> |
| | Height/Build: | <i>broad-shouldered</i> |
| | Hair: | <i>wavy</i> |
| | Face: | <i>heart-shaped</i> |
| | Cheeks: | <i>ruddy</i> |
| | Eyebrows: | <i>arched</i> |
| | Eyes: | <i>striking green</i> |
| | Eyelashes: | <i>bushy</i> |
| | Nose: | <i>snub</i> |
| | Mouth: | <i>wide</i> |
| | Chin: | <i>pointed</i> |

126 Think about one of your classmates, give a detailed description, let other classmates guess who the person is.

Points to remember

When describing physical appearance you should give details in the following order: **height/build/age, facial features, hair, clothes** moving from the most general adjectives to the most specific ones, e.g. *Ann is a tall, thin woman. She has got a long face, blue eyes and an upturned nose. She wears her long blond hair loose and half-falling. She is often casually dressed in a T-shirt and jeans.*

127 Continue this paragraph: ‘Suddenly the door opened and the strangest-looking man I have ever seen came into the room.....’

CHARACTER AND PERSONALITY

128

Read the text. Explain the words in bold as in the model.

Model: *Responsible people are those who you can always trust to do what you ask them to do.*

READ MY LIPS

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5000-year-old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality...

People with full lips are usually **responsible**. You can always trust to do what you ask them to do. They are also **decisive**; they make decisions quickly. On the other hand, they tend to be rather **bossy**. They like telling other people what to do!

People who have a thin upper lip and a full lower lip are **energetic**. They work very hard and like participating in a lot of activities. They are **ambitious** as well; they want to be successful in life. However, these people tend to be **self-centred**. They seem to only care about themselves and they sometimes forget about other people's feelings.

People with thin lips are **determined**; they know what they want and do everything they can to get it. They are **careful** people who do their work with a lot of attention and thought. However, they tend to be **reserved**; they don't like showing their feelings or expressing their opinions. They can also be **mean**; they don't like sharing things or spending money.

People who have lips with down-turning corners are very **generous**. They love giving things to other people and helping them. They are also **intelligent** and understand difficult subjects quickly and easily. On the other hand, they can be **sensitive** at times; they get upset easily, so be careful of what you say to them.

129

Look at these famous people's lips and talk about their characters.

Model: *Sylvester Stallone has thin lips with down-turning corners. It means he is generous, careful and determined.*



130 Listen to the descriptions of five people. Note down their characteristic features.

131 1. Make a class survey and find out how many people believe in horoscopes and their Zodiac Signs.

2. Read about the qualities which are said to be typical for your Star sign. Is it true? Write a few sentences about yourself, about your parents, and friends.

Model: *It is true that I am energetic, but I do not think that I am bossy, and I do not agree that I am often bad-tempered. I look calm, but actually I am rather nervy.*

The Rat: energetic, jolly, sociable, humorous, generous, intellectual, honest, persistent, aggressive, greedy, narrow-minded, suspicious, tiresome.

The Ox: hard-working, capable, proud, reserved, polite, patient, rigid, jealous, stubborn, spontaneous, merciful, open-minded, intelligent, well-read, touchy.

The Tiger: courageous, generous, passionate, vain, rash, disobedient, undisciplined, rebellious, organized, strong-minded.

The Rabbit: cautious, clever, hospitable, outgoing, friendly, affable, ambitious, timid, thin-skinned, fussy, outspoken, efficient, humble.

The Dragon: showy, artistic, enthusiastic, generous, sentimental, independent, demanding, irritable, loud-mouthed, obstinate, naughty.

The Snake: wise, sympathetic, sophisticated, calm, decisive, perceptive, lazy,

compassionate, possessive, vindictive, well-educated, discreet.

The Horse: gifted, quick-witted, hard-working, conscientious, skilful, hot-headed, selfish, ruthless, tactless, purposeful, restless.

The Goat: gentle, artistic, good-natured, amiable, courteous, creative, amorous, intelligent, insecure, pessimistic, unpunctual, irresponsible.

The Monkey: merry, witty, clever, affectionate, vivacious, inventive, vain, unfaithful, untruthful, untrustworthy.

The Rooster: proud, enthusiastic, lively, amusing, generous, adventurous, industrious, conservative, pompous, boastful.

The Dog: faithful, noble, modest, devoted, respectable, selfless, dutiful, cynical, critical, moralising, protective, flexible, fair-minded, dependable.

The Pig: scrupulous, loyal, sincere, loving, communicative, sensitive, peaceful, naïve, gullible, unreliable, realistic, good-humoured, versatile.

3. Decide which of the adjectives given above are used to denote positive traits of character and which negative ones.

132

Are we the kind of people we are because of the time of the year we were born? Read about your Star sign in the text below. Try to guess which star signs belong to other people in your class.

♈ *Aquarius* (January 20 – February 18)

You are practical and realistic about what is important in life – you **have your feet on the ground**. You are intelligent and love thinking up new ideas but you sometimes **have a memory like a sieve**. Once you have made a promise, you never **go back on it**. You like change, and often wear outrageous clothes that make you **stand out from a crowd**. You do not show your emotions. You are quite ambitious, but make good friends. You have an outgoing personality and a good sense of humour.

♉ *Pisces* (February 19 – March 20)

You are sensitive, creative and have a vivid imagination, but also very emotional – **your heart rules your head**. You are not ambitious or materialistic and often **have your head in the clouds**. You are indecisive because you don't always **know your own mind**, but you are good at putting yourself in other's people shoes.

♈ *Aries* (March 21 – April 20)

You are a born leader and like to dominate people. You are very active and rather impulsive, so you tend **to do things on the spur of the moment**. You lose your temper very easily, but you get over it quickly and can be quite charming. You are not good at following other people's advice, but you are quick to give advice to them. You are highly intelligent with a razor sharp mind.

♉ *Taurus* (April 21 – May 20)

You are practical, reliable and determined. You set high standards for yourself. You **have a mind of your own** so it is very difficult to make you do something you don't want to. This means you can be stubborn at times. You like the security that comes from routine so you don't like change. You are fiercely loyal and generous to your friends and will **stand by them** whenever possible.

♊ *Gemini* (May 21 – June 20)

You are intelligent, interested in everything, and have an excellent general knowledge. You think and talk fast and you are full of restless energy. You are versatile and good at doing several things at the same time. You have a strong sense of humor and often **have your friends in stitches**. Your independence is important to you and you work better on your own than in a team. You are sociable, get bored easily and love change. The best aspect of your personality is the way you always put others first.

♋ *Cancer* (June 21 – July 21)

You are very sensitive and easily hurt. If someone says an unkind word to you, **you take it to heart**, but you are also very forgiving. Your family life is very important to you. You are sincere in love, but often take things too seriously. You are a loyal friend and have a good memory, but you can be moody sometimes. Although you can be painfully shy in social situations, at work you give the impression of being supremely confident.

♌ *Leo* (July 22 – August 21)

You have a confident and attractive personality, but you tend to be proud. You like **to be in the public eye** and **you are easily flattered**. You love the sun and are very generous – indeed, you **have a heart of gold**. You like to organize other people, and you are quick **to stand up for someone** who you think is being attacked. You have a tendency to make **snap decisions**.

♍ *Virgo* (August 22 – September 21)

You are quiet and shy and don't like crowds. You tend to be a loner and **keep yourself to yourself**. You are a perfectionist – you want everybody and everything to be perfect and this makes it difficult for people **to live up to your high standards**. You prefer to play a supporting role at work and in relationships. You have a strong sense of responsibility and always keep your word.

♎ *Libra* (September 22 – October 22)

You are sympathetic, tolerant and a good listener, so when a friend needs a **shoulder to cry on**, they turn to you. Love is important for you and you are always falling for people. However, you are indecisive. You spend a lot of time weighing up all the possibilities before you **make up your mind**. You are a

happy balance of many opposites: imagination and hard work, patience and speed. You are good at keeping secrets and never **bear a grudge**.

♏ *Scorpio* (October 23 – November 21)

You have strong likes and dislikes and tend **to see things in black and white**. As a result, you tend to make instant judgements and rarely change your mind about things or people. You are ambitious, but love is more important to you than success. You are very secretive and hide your true feelings. If you are hurt you always **take revenge**. With your natural intelligence, you understand situations quickly and know what to do next. You find it hard to keep your temper if you think someone is making a fool of you.

♐ *Sagittarius* (November 22 – December 20)

You are friendly, extrovert, and outspoken. You rebel against authority and have a tendency **to speak your mind** when it would be better to remain silent. You can be **brutally honest** and sometimes hurt others' feelings. You hate pretence and deception. You are intelligent and like to show off your knowledge to other people. You love travel and danger and **you have a hot temper**.

♑ *Capricorn* (December 21 – January 19)

You are a strong-minded person who takes life and work very seriously. Your talent and determination make you successful and you usually get to the top. In your relationships you are faithful and loyal, but you are also possessive and like to be in control. You are very cautious and tend **to bottle up your feelings** rather than release them. You are **good company** but you may have a **selfish streak**.

133

Match the definitions with the words and phrases in bold in the text. Use them in the sentences of your own.

1. about a person who becomes angry very easily;
2. to fail to keep a promise;
3. to be a very kind person;
4. to avoid meeting people socially or becoming involved in their affairs;
5. to do sth suddenly, without planning in advance;
6. to forget things very easily;
7. to have ideas, plans, etc. that are not realistic;
8. to have a sensible and realistic attitude to life;
9. to be different from and better than other people;
10. used to describe a person who listens to your problems and gives you sympathy;
11. to be pleased because sb has made you feel important or special;
12. to see in a way that makes people or things seem completely bad or good;

13. to have your own opinion and make your own decisions without being influenced by other people;
14. to support or defend sb;
15. to help sb or be friends with them, even in difficult situations;
16. to be confident and have firm ideas about what you want and like;
17. to tell people exactly what you think, even if it offends them;
18. to act according to what you feel rather than to what you think is sensible;
19. to be very upset by sth that sb says or does;
20. to do sth in order to make sb suffer because they have made you suffer;
21. to deliberately not allow yourself to show a strong feeling or emotion;
22. to do as well as sb was expected to do;
23. to decide which of two or more choices you want, especially after thinking for a long time;
24. to make someone to laugh a lot;
25. sometimes to act in a selfish way;
26. to be seen or heard a lot on television, radio, etc.
27. people enjoy being with you;
28. quick decisions;
29. to resent for a long time bad things others have done to you;
30. to be honest in a way that may hurt.

134

Read the text and choose the correct adjective.

My elder brother, Tom, is a singer. He is also my best friend. He is a(n) **1) active/caring/helpful** brother. I remember him sitting up with me all night once when I had a fever and could not sleep. Tom is very **2) generous/sensitive/decisive** and often brings us presents from the countries he visits. When Tom is not working, he is a(n) **3) confident/lazy/active** person who enjoys climbing, sailing and cycling. He also has a really **4) outgoing/loyal/cooperative** personality and loves meeting new people. Tom is a **5) reserved/determined/self-centred** person and once he decides to do something, nothing can stop him. He is also very **6) ambitious/careful/responsible** and practices every day because he wants to be a successful singer. However, he tends to be a bit **7) shy/stubborn/disorganized** at times, refusing to admit that he may be wrong about something. He can also be rather **8) bossy/arrogant/selfish**, he likes giving orders to others. All in all, Tom is very special to me as he is always there when I need him.

135

Translate the sentences into English.

a) У моїй родині троє дітей. Моя старша сестра – підліток. Вона дуже начитана, артистична, з витонченим смаком, розумна та старанна. До того ж, вона дуже вихована та ввічлива. Мій молодший брат – ще дитина.

Йому лише 3 роки, але він дуже товариський, веселий, допитливий та відвертий як і всі діти.

b) Є багато рис характеру, які ніхто не хотів би мати. Заздрісні, безжалісні, егоїстичні люди не подобаються нікому. Важко здогадатись, якою насправді є замкнена в собі, нетовариська, сором'язлива людина. Ми завжди поважаємо освічених, розсудливих, працелюбних, добросовісних і доброзичливих людей, але іноді їм заздять.

c) “Ти проколов вуха, ніздрю, пофарбуй ще своє волосся в фіолетовий колір, і ти будеш виділятися з натовпу”, – батько сварить сина-підлітка.

d) Марія – дуже правдива і щира. Вона завжди відверто висловлює свою думку. Вона також дуже надійна і завжди дотримується свого слова.

e) Джон – веселий та дотепний, завжди смішить своїх друзів. Людям подобається його товариство.

136

a) Do the personality quiz to discover what sort of person you are. Write *Y* for *Yes*, *N* for *No*, and *S* for *Sometimes*.

1. Are you usually smiling and happy?
2. Are you generally aware of other people's feelings?
3. Do you find it difficult to meet new people?
4. Do you frequently make people laugh?
5. Does your mood change often and suddenly?
6. When decisions should be made, do you think first of yourself?
7. Can your friends trust you and rely on you?
8. Do you generally like other people's company?
9. Are there lots of things you want to do in your professional life?
10. Can you usually understand other people's point of view, even if you don't support it?
11. Do you worry and think too much about details?
12. Do you sometimes not tell the truth because you don't want to hurt someone's feelings?
13. Are you interested in other people and their business?
14. Do you usually talk a lot?
15. Do you often give presents?

b) Match the adjectives with the questions above.

| | | | | |
|------------------|--------------|-----------------|--------------------|----------------|
| <i>talkative</i> | <i>moody</i> | <i>sociable</i> | <i>sensitive</i> | <i>witty</i> |
| <i>generous</i> | <i>shy</i> | <i>reliable</i> | <i>ambitious</i> | <i>selfish</i> |
| <i>tolerant</i> | <i>fussy</i> | <i>cheerful</i> | <i>inquisitive</i> | <i>tactful</i> |

137

Complete the following text with the correct derivative of the words in italics.

Bruce is definitely a (0) (*social*) man. He has a lot of friends because he is always (1) (*cheer*), (2) (*rely*) and ready to help anyone in need. When it comes to (3) (*danger*) situations, Bruce always acts quite (4)..... (*brave*). For example, a few weeks ago he saved a little boy's (5) (*live*) by pulling him out of the path of a speeding truck. When it comes to giving advice, he is always very (6) (*help*) and (7) (*support*). However, he can be rather (8) (*aggression*), especially when he is driving – sometimes he drives so (9) (*careless*) that his friends are too (10) (*fright*) to get in the car with him.

138 A. Match the question with the answer.

- a. What does she like?
- b. What is she like?
- c. What does she look like?
- d. How is she?
- e. Who does she look like?

- 1. She is not very well, actually. She's got a bad cold.
- 2. She's really nice. She is very friendly and open, and good fun to be with.
- 3. She likes swimming and skiing, and she is a keen football fan.
- 4. She's quite tall, average build, with straight brown hair.
- 5. She's the spitting image of her father.

B. Which question asks about:

appearance preferences character resemblance health

139 Choose the best option for each sentence.

- 1. Johnson never has anything new to tell. It's so boring to talk to him. He is _____.
(a) *disinteresting* (b) *uninteresting* (c) *interesting* (d) *tolerant*
- 2. My wife is always ____ when she becomes angry with me for no reason at all.
(a) *jealous* (b) *talkative* (c) *sociable* (d) *bad-tempered*
- 3. Cameron always comes up with the brightest ideas at work. She's so talented and _____!
(a) *imaginative* (b) *unimaginative* (c) *imaginating* (d) *impulsive*
- 4. Sometimes I get the feeling that Mark is not telling the truth to his clients. I think he is _____.
(a) *unhonest* (b) *honest* (c) *dishonest* (d) *trustworthy*
- 5. Alexis always has time to help her employees if they have a problem. I can say she is _____.
(a) *helpful* (b) *unhelpful* (c) *helpless* (d) *friendly*

6. Ann is a(n) _____ person who is always in good spirits and full of enthusiasm.

(a) *friendly* (b) *lovely* (c) *lively* (d) *fussy*

7. Glenn is so _____. He always helps poor people in our community.

(a) *creative* (b) *greedy* (c) *sociable* (d) *generous*

8. Never ask Paula to dance while her husband is looking. He always gets so _____ of her.

(a) *tolerant* (b) *responsible* (c) *attentive* (d) *jealous*

9. My grandfather is a _____ person. It is his style to reason with people and they usually come around to his point of view.

(a) *honest* (b) *persuasive* (c) *patient* (d) *friendly*

10. The manager is quite _____; he dictates strict orders to the employees in a rude manner.

(a) *friendly* (b) *bossy* (c) *reserved* (d) *bad-tempered*

11. Barry loves to chat a lot, doesn't he? In fact, I don't think I know anyone quite as _____ as him.

(a) *reserved* (b) *talkative* (c) *polite* (d) *lovely*

12. Mary's husband is so _____. He never helps her with any of the chores around the house.

(a) *brave* (b) *reliable* (c) *lazy* (d) *tolerant*

140

The following adjectives describe people's traits of character. Read the sentences and fill in the correct adjective.

| | | | | | | |
|-------------------|------------------|-----------------|-----------------|-----------------|------------------|-------------------|
| <i>optimistic</i> | <i>vivacious</i> | <i>reliable</i> | <i>helpful</i> | <i>sensible</i> | <i>sensitive</i> | <i>obstinate</i> |
| <i>generous</i> | <i>honest</i> | <i>patient</i> | <i>friendly</i> | <i>jealous</i> | <i>ambitious</i> | <i>persistent</i> |

1. Mr James is a man; he gives a lot of money to the children's hospital.

2. Joe seems at times; he never changes his mind and he always does what he wants to.

3. Seb is a(n) person; he always sees the positive side of even the most difficult situation.

4. John is; he never gives up and always finishes what he starts.

5. He's very If he says he'll do something, then he does it.

6. She always tells the truth. She is very

7. My son's very He doesn't want to work in an office all his life. In fact he keeps telling me that one day he's going to be Prime Minister.

8. She won't take any silly risks. She is a girl.

9. She is warm and You always feel welcome at her house.

10. He makes her when he looks at other girls.

11. Don't tease her . She is very and you might make her cry.

12. If your homework is difficult, you can ask Helen. She is always very and she'll explain it to you.

13. He's a very teacher. If we don't understand something, he goes over it again and again until we do.
14. She always has fun at parties because she's so bright and

141 Listen to a psychologist talking about the influence your position in the family has on your personality. Copy and complete the chart by writing adjectives of personality in each column.

| <i>oldest children</i> | <i>middle children</i> | <i>youngest children</i> | <i>only children</i> |
|------------------------|------------------------|--------------------------|----------------------|
| | | | |
| | | | |

142 Agree with the opinions below using a word with the same meaning. The first two letters of each answer are given.

- A: The trouble with Jane is that one minute she's laughing, the next she's sulking. You don't know where you are with her.
B: Yes, she is so *mo*.....
- A: He never thinks about other people's feelings, does he?
B: No, he's very *in*.....
- A: If you have a problem you know you can go to Pamela and she'll listen to you and try to help you as she can.
B: Yes, one of the things that I like about her is that she's so *sy*.....
- A: Jane's husband never sees her point of view. He has his opinions and nothing she says will ever change them.
B: I know, he's so *ob*.....
- A: The problem is that she can't change any of her ideas and adapt to new ones.
B: No, she's very *in*.....
- A: Peter never drinks and drives.
B: I know, he's too *se*..... to do silly things like that.
- A: They are very rich but always give wonderful presents.
B: Yes, they are really *ge*..... with their money.
- A: I see Clive's passed all his exams with flying colours.
B: Yes, it must be wonderful to be so *in*.....
- A: My friend Tom never says bad things about me.
B: No doubt, he's very *lo*.....
- A: Susan is always smiling and telling jokes.
B: Yes, indeed. She's the most *ch*..... person I've ever met.
- A: Ronald's the most boring person in my class.
B: Yes, he's really *du*.....
- A: Sometimes you don't know Luke is there.
B: No doubt, he is very *q*.....

See if you can complete the adjectives below. Each one has a clue beside to help you and a dot for each letter that you need to add.

ARIES (Mar 21 – Apr 20)

You won't find him in the corner at the party
 That's her doing the can-can on the table
 She has no problems
 He never frowns
 She tells no lies
 He has few secrets
 He'll tell you if he doesn't like your make-up
 She'll tell you if she doesn't like your after-shave
 He's the person to ask for that five pounds you are owed

o.tg.i.g
ex...v.rt
c..ef.ee
l...t-h.a.t.d
t.u.hf..
o..n
c.n.id
f...k
e..y-g...g

TAURUS (Apr 21 – May 20)

He knows what he wants and he usually gets it
 She never gives up without a fight
 He knows he is good
 She knows she's as good
 She likes to be the boss, the one on top
 He wants to be even bigger, even better – the best
 and expects high standards of performance from others
 He works 18 hours a day, jogs, and plays squash
 She hates to lose, in business or at tiddlywinks

s.r.n.-wi..ed
d.t.r.i.ed
s.l.-as.u..d
s.l.-co..i..nt
d.m.n.nt
am..t.o.s
d.m.n.i.g
e.e.ge..c
c.mp...t..e

GEMINI (May 21 – Jun 20)

She thinks she's good
 He thinks he's superior to everyone
 'As the most experienced and sensible person present, I...'
 'Of course, I could have beaten him even more easily,
 but I wanted to give him a chance'
 She won't share her presents with her sister
 He spends half the day in front of the mirror
 She thinks the whole world revolves around her
 He thinks he's the centre of the universe
 She looks down on anyone who hasn't got a heated indoor
 swimming pool at home

p.o.d
a.r.g..t
p.mp..s

b..stf.l
s..f...
v..n
s..f-c.n.r.d
e.oc..t..c

s.o.b..h

CANCER (Jun 21 – Jul 20)

She seems to enjoy finding fault with others
 He'll take off marks if you don't dot your i's
 She can only ever see one side of things
 He always likes the fat taken off his bacon
 He's like a donkey

c.it...l
p.t.y
na...w-m.n..d
f.s.y
s.u.b.r.

She's like a mule
He loves money, loves having 'things'
Oh yes, he'll help you – if you make it worth while
She never lets her husband out of her sight

o.s.in.t.
m.t.r.a.i.t.c
m.r.en.ry
p.ss.ss..e

LEO (Jul 21 – Aug 21)

You never know what he's going to do
He never knows what he's going to do
There are two things I don't like about her - her face
Be careful what he's saying about you behind your back
Be careful what she's doing while your back is turned
He behaves like the weather in April
She behaves like the proverbial primadonna
He says what I want to hear, not what he thinks
He never does all the things he says he'll do

u.p.ed.ct..le
i.d.c.s.ve
t.o- f...d
h.po.r.t.c.l
d.sh.n..t
cha.g.a.le
t.mp.r.m..t.l
i.s.nc.r.
u.r.l.a.l.

VIRGO (Aug 22 – Sep 22)

Other people's points of view always impress him
She'd believe you if you told her pizzas grew on trees
She lacks will-power
He lacks courage
He doesn't do much – he just sits back and watches
She'll do what she's told
You never know what he's thinking
'It was an honour just to be on the same court as McEnroe.'
'How I beat him 6-0, 6-0, 6-0? It was just luck.'

i.p.e.s.on..le
g.ll.ble
w..k-w....d
c.w..d.y
p.s..v.
ob.d...t
s.cr.t..e
h.mb.e
m.d..t

LIBRA (Sep 23 – Oct 22)

He uses his common sense
She never does silly things under pressure
She's like the Libran symbol of the scales
She'd solve all the problems on a desert island,
and nothing would upset her
He'd be a good judge or referee
She's got both feet on the ground and is really down-to-earth
His heart rarely rules his head
I think, therefore I am. That's my approach

s.n.i.le
l.v.l-h..d.d
w..l-b.l.n.ed
p.ac..c.l
c..m
f.r-m..d.d
r.al..t.c
r.t..n.l
l.g.c.l

SCORPIO (Oct 23 – Nov 22)

Keep out of her way when she loses her temper
He's always the first one to put his fists up,
And he's quick to use them – to the full
He may even add a boot or two for good measure

a.gr..s.v.
v..l.nt
b.u.al
v.c.o.s

| | |
|--|---------------------|
| She won't let anything stand in her way | r..hl..s |
| He has no principles about hurting other people | u.sc.u.u.ous |
| He almost seems to enjoy causing trouble | m.l.c.ous |
| She's a strong believer in an eye for an eye, | sp.t...l |
| and a tooth – or, in her case, teeth – for a tooth | v.n.i.t.ve |

SAGITTARIUS (Nov 23 – Dec 20)

| | |
|--|--------------------|
| Those with some Latin blood in their veins | p.s.i.n.t. |
| They are fiery and emotional | h..-bl..d.d |
| She's not afraid to go mountain climbing, | c.ur.g...s |
| Or to join a mountain rescue team | b.a.e |
| He wants to go to wild places | a.v.nt.r..s |
| They are vivacious, like champagne bubbles | l.v.l. |
| She puts her heart and soul into her profession | d.d.c.t.d |
| On the sinking ship, the dog never left his master | d.v.t.d |
| These friends do not desert you in crisis | l.y.l |

CAPRICORN (Dec 21 – Jan 19)

| | |
|--|----------------------|
| He'd always stop to help a disabled person across the road | c.ns.d....e |
| That's her on the beach wiping oil off the sea-birds' feathers | t.nd.. |
| She wouldn't hurt a fly | g.nt.. |
| He leaves \$10 tips | g.n.r..s |
| He wouldn't mind if she dyed her hair green | t.l.r..t |
| She lets him sleep when he gets back from work | u.d.rst.n.i.g |
| He defends her in any argument | p.o.ect.ve |
| She kisses him on the cheek every minute or so | a.f.c.i.n.te |
| She always sends a card on her parents' anniversary | th..g.tf.l |

AQUARIUS (Jan 20 – Feb 18)

| | |
|--|-----------------------|
| If she likes you, she'll fling her arms around you | i.p.l.i.e |
| He jumps into the bath without testing the water | i.p.t.ous |
| Lose your way with her in the car? You'd better not! | i.p.t.e.t |
| He's constantly like a child on Christmas Eve | ex.i.abl. |
| He's a typical 'angry young man' | r.b.li.us |
| She's Trotsky, Castro and Guevara all rolled into one | r...lut.o..ry |
| He's got a memory like a sieve | f..g.tf.. |
| If she gets an idea in her head, there's no stopping her | u.c.n.r.l.a.l. |

PISCES (Feb 19 – Mar 20)

| | |
|--|-----------------------|
| There she is, over there, on her own in the corner | s.y |
| He's afraid that the whole world is looking at him | s.l.-c..s..ous |
| She peeps round her front door like a mouse | t.m.d |
| He's always the last to introduce himself | r.s..ved |

Be careful not to upset her. It's easily done
He can see beauty in a pile of rubbish
He can then turn the pile of rubbish into a work of art
I was moved to tears by the beauty of his sculpture
He doesn't know who he is, where he is, what to do or why

s.n.i..ve
i..gin....e
c.e.t.v.
em.t....l
u.sta.le

144 Listen to the song about Zodiac signs and fill in the missing parts.

What's Your _____?

What's your _____? Do you know?
Let me guess? You're _____?
What's your rising? Where's your _____?
_____ are pretty cool.

See I'm a _____
So they say. I'm a _____, I like to play.
I'm always _____ into the sky.
I point my arrows, _____ high.

Chorus:

'Cos everyone, has a _____.
_____ supernatural or divine.
_____ or not, if you're so inclined.

'Cos in this great big _____
We're the stars on _____

See the man, over there. He's a _____,
Check his _____. _____ eyes. _____ smile
I like the _____. Check his style.
When the night is good and _____
I hear the whisper in my _____
If you follow the _____ Star
You will always know, _____ where you are.

Chorus

We are stars doo doot, doo doot, doo yeah.
We are stars doo doo doot, doo doot,
Doo yeah. We are stars. Cos in this great big _____
We're the stars on earth.

Let me guess? I don't know.
I do confess. What's your rising? Where's your moon?
I dunno, but you're still _____!

Chorus

We are stars doo doot, doo doot, doo yeah.
We are stars doo, doo doot, doo doot, doo yeah.

We are stars. Cos in this great big universe
We are the stars on earth, Yeah (x3)
You believe me (x4)

145 What is written in the stars? Work in pairs. Tell your partner which traits of character of your star sign work well with you and which not. Ask your partner about their qualities.

146 Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective.

persuasive creative patient polite brave accurate intelligent fair friendly

1. Salespeople need to be to get people to buy their products.
2. A scientist has to be in order to understand complex theories.
3. Receptionists should be in order to make people feel welcome.
4. Surgeons must be very as they should not make mistakes in their work.
5. A shop assistant has to be even when dealing with a rude customer.
6. Lifeguards have to be as they often find themselves in dangerous situations.
7. Teachers need to be very as students sometimes take a long time to learn things.
8. Judges should be and give all the evidence equal consideration.
9. Fashion designers should be very so that they can come up with new designs.

147 Complete the sentences with a word from the list.

Ann Johnson – A Confidential Report

Ann Johnson has worked at this college for three years. She is a (1) _____ employee, and (2) _____ on well with the other members of the department. We have all found her to be an excellent (3) _____. She has always been (4) _____ for her lessons, and is an extremely (5) _____ member of staff who is able to work independently. I can always (6) _____ on her to organise the end of term play, and she has put on some extremely (7) _____ productions.

Her students often tell me how (8) _____ she is, always ready with a smile, and she has been very (9) _____ to many of them. In (10) _____ she is not very talkative and seems rather (11) _____ at first, and might not show her true (12) _____ at an interview. Her work is excellent, and she is (13) _____ to succeed. She is also quite (14) _____, and has applied for two other positions as Director of Studies. I think that you can count (15) _____ Ann to make your school a success and I recommend her for the post of Director.

- | | | | | |
|-----|------------------|-----------------|------------------|--------------|
| 1. | a) conscientious | b) conscience | c) consciousness | d) conscious |
| 2. | a) goes | b) carries | c) gets | d) likes |
| 3. | a) colleague | b) adult | c) employer | d) fellow |
| 4. | a) timed | b) late | c) hourly | d) punctual |
| 5. | a) greedy | b) reliable | c) stubborn | d) lazy |
| 6. | a) request | b) concentrate | c) take | d) rely |
| 7. | a) imaginary | b) imagination | c) imaginative | d) imagined |
| 8. | a) tempered | b) cheerful | c) frank | d) proud |
| 9. | a) kind | b) aggressive | c) polite | d) mean |
| 10. | a) first | b) times | c) usual | d) private |
| 11. | a) but | b) shy | c) however | d) alone |
| 12. | a) person | b) behavior | c) character | d) part |
| 13. | a) used | b) determined | c) had | d) supposed |
| 14. | a) obedient | b) disappointed | c) grateful | d) ambitious |
| 15. | a) on | b) for | c) with | d) to |

148

1. Which of these traits of character do you most dislike in a partner? Place them in order.

| | | | |
|-----------|--------------|------------|----------------|
| vanity | hypocrisy | pomposity | stubbornness |
| obstinacy | selfishness | dishonesty | pettiness |
| arrogance | snobbishness | timidity | possessiveness |
| shyness | meanness | rashness | aggressiveness |

2. Which of these qualities is most important to you in a partner? Place them in order of importance.

| | | | |
|------------|-------------|------------|----------------|
| compassion | vivacity | frankness | self-assurance |
| tolerance | patience | generosity | ambition |
| sincerity | imagination | passion | humility |
| modesty | sensitivity | courage | creativity |

149

In pairs, discuss the personal characteristics (good or bad) that you would expect to find in these people.

- a) a nurse
- b) a chairman of a multinational company
- c) an actor
- d) a politician
- e) a teacher
- f) an interpreter
- g) a firefighter

150

1. The Pacific Television Company needs to hire a new assistant. Listen to Bob and Silvia talking. What problems do they face? What qualities do they think their new assistant must have?
2. Listen again and note the good and bad points about Ben's and Sylvia's personalities.

151

- a) Add the necessary suffixes (-able, -al, -ful, -ible, -ic, -ly, -ous, -y) to make up the adjectives denoting traits of character.

| | | | |
|--------------|---------------|-----------------|------------------|
| ambiti _____ | assidu _____ | thought _____ | boast _____ |
| spite _____ | hospit _____ | sympathet _____ | envi _____ |
| courte _____ | venge _____ | industri _____ | greed _____ |
| ami _____ | virtu _____ | deceit _____ | gull _____ |
| gener _____ | aff _____ | imparti _____ | heart _____ |
| unreli _____ | respect _____ | jeal _____ | fuss _____ |
| sting _____ | insens _____ | romant _____ | cordi _____ |
| soci _____ | loy _____ | humor _____ | enthusiast _____ |

- b) Add the necessary prefixes (dis-, il-, im-, in-, ir-, un-) to make up the adjectives denoting traits of character.

| | | | | |
|-------------|---------------|------------|-----------|-----------------|
| __tolerant | __friendly | __sociable | __honest | __communicative |
| __decisive | __responsible | __flexible | __polite | __considerate |
| __partial | __sensible | __reliable | __kind | __restrained |
| __literate | __punctual | __logical | __helpful | __imaginative |
| __attentive | __respectful | __discreet | __sincere | __organized |
| __modest | __interesting | __decisive | __patient | __disciplined |

152

- Give English equivalents to the following words.

Доброзичливий, стриманий (3), справедливий, порядний, працьовитий (2), врівноважений (2), довірливий, брехливий, зухвалий, нещирий, нескромний, впертий (3), слабохарактерний, метушливий, жорстокий (2), серйозний (2), милосердний, комунікабельний (2), люб'язний (2), відвертий, безтурботний, наполегливий (2), вольовий, скупий, підлий, неввічливий, неосвічений, злобний, грубий (3), неуважний, нестриманий, корисливий, дріб'язковий, лицемірний, імпульсивний, відданий, непередбачуваний, ніжний, нерішучий, наділений багатою уявою, терплячий, терпимий, полохливий, пишномовний, хоробрий, чванливий, кмітливий, рішучий, дотепний, цілеспрямований, безвідповідальний, допитливий, розсудливий, люблячий, вірний, вразливий, добросовісний, старанний, марнославний, співчутливий, добродушний, несумлінний, неупереджений.

What are they like? Use the words in the box to describe the people below.

| | | | | | |
|----------------------|----------------------|-------------------|------------------|-------------------|----------------|
| <i>big-headed</i> | <i>absent-minded</i> | <i>serious</i> | <i>generous</i> | <i>bossy</i> | <i>witty</i> |
| <i>light-hearted</i> | <i>bad-tempered</i> | <i>indecisive</i> | <i>punctual</i> | <i>impulsive</i> | <i>shy</i> |
| <i>superstitious</i> | <i>independent</i> | <i>touchy</i> | <i>impatient</i> | <i>energetic</i> | <i>vain</i> |
| <i>versatile</i> | <i>trustworthy</i> | <i>illiterate</i> | <i>gullible</i> | <i>persuasive</i> | <i>skilful</i> |

- a) Andrew can never make up his mind about anything. Just don't offer him a choice!
- b) Carlos is not rich but he always buys us drinks.
- c) John is always telling people how well he plays the guitar.
- d) She's going to travel around the world for six months on her own.
- e) My aunt is often angry.
- f) Jim doesn't do crazy things.
- g) Tina is capable of convincing you to do almost anything she wants.
- h) My aunt spends her life reading horoscopes. She carries lucky charms around with her, and she never walks under a ladder!
- i) Claudia has never been late for a class – not once in seven months.
- j) I can't believe that guy Klaus. One day he just walked out of the class and went to Peru.
- k) Jane doesn't seem to worry about anything. I wish I was more like her.
- l) Millie tries to dominate the class. She really pushes everyone around.
- m) Poor Sandra! She has recently left her laptop computer at a bus stop.
- n) Ruth is very sweet, but she never speaks unless you speak to her first.
- o) When a teacher asks questions, Nick always has a funny answer.
- p) Alison hardly ever gets tired and is enthusiastic about everything.
- q) When Paul has to wait for anything he constantly looks at his watch.
- r) Don't say unkind things to her. You can easily offend her.
- s) Dustin Hoffman can take on almost any kind of role – comic, tragic, bizarre characters, everything.
- t) My daughter believes absolutely everything you tell her. But she's only five.
- u) My brother-in-law makes beautiful furniture. It's great to watch him working.
- v) My grandfather can't read or write. He worked on the family farm from the age of seven.
- w) Sheila always runs her fingers through her golden hair and admires her reflection in the mirror before she goes on stage.
- x) When it comes to keeping a secret, Mark will never tell a soul.

154 Use the word in capitals at the end of each line to form a word that fits in the space in the same line.

Jack's Real Character

How easy is it to understand another person's character? My friend Jack, was once a rather (1) _____ person. He was always getting into trouble at school because he was so (2) _____. In class he was very (3) _____ and never stopped making jokes. The teachers all told him he was (4) _____ because he interrupted them. When I met him he was very (5) _____ and didn't want to talk to me at all. People told me that he stole things and that he was (6) _____. His school work was terrible. He didn't take any (7) _____ in his writing, he never spent enough time doing his homework, and he was not at all (8) _____. One day he saw a gang of boys attacking an old man. Jack hated (9) _____ and he fought them all until they ran away. He was awarded a medal for (10) _____. After that, people changed their minds about him.

- ANNOY
- OBEY
- TALK
- POLITE
- FRIEND
- HONEST
- PROUD
- CONSCIENCE
- VIOLENT
- BRAVE

155 a) Give as many synonyms to the adjectives given below as possible.

- | | | | |
|------------------|--------------|--------------|----------------|
| 1. clever | 7. skillful | 13. serious | 19. capable |
| 2. stubborn | 8. brave | 14. refined | 20. restrained |
| 3. lively | 9. loyal | 15. tolerant | 21. cheerful |
| 4. kind-hearted | 10. diligent | 16. amiable | 22. reliable |
| 5. considerate | 11. generous | 17. just | 23. sensible |
| 6. well-balanced | 12. sincere | 18. sociable | 24. determined |

b) Give the opposite to the following words.

- | | | |
|------------------|------------------|-------------------|
| 1. arrogant | 8. weak-willed | 15. sincere |
| 2. vicious | 9. well-mannered | 16. dependable |
| 3. well-bred | 10. polite | 17. cowardly |
| 4. honest | 11. generous | 18. selfish |
| 5. even-tempered | 12. hostile | 19. reserved |
| 6. warm-hearted | 13. merciless | 20. cheerful |
| 7. considerate | 14. tolerant | 21. narrow-minded |

156 Match the words 1-15 with words a-o to compose compound adjectives of personality.

- | | |
|---------|-------------|
| 1. out | a) mannered |
| 2. even | b) minded |
| 3. open | c) willed |

- | | |
|-----------|--------------|
| 4. self | d) hearted |
| 5. big | e) confident |
| 6. hot | f) bred |
| 7. strong | g) witted |
| 8. hard | h) going |
| 9. good | i) skinned |
| 10. quick | j) mouthed |
| 11. well | k) working |
| 12. ill | l) natured |
| 13. weak | m) blooded |
| 14. loud | n) tempered |
| 15. thin | o) headed |

157 Match the meanings below with compound adjectives from exercise 156.

A person who ...

1. does not easily become angry;
2. makes a lot of effort;
3. believes in their own success;
4. has a very high opinion of how important and clever they are;
5. speaks too loudly or too much in an offensive or stupid way;
6. kind, sympathetic and friendly;
7. easily upset by criticism or insult;
8. not easily influenced by other people to change what you believe or want;
9. has or shows good manners;
10. doesn't behave well or politely in social situations;
11. able to think quickly; intelligent;
12. has strong emotions and easily becomes very excited or angry;
13. doesn't do smth difficult that they had intended to do;
14. naturally kind and helpful and not easily made angry;
15. likes to meet other people, enjoying their company and being friendly towards them.

158 Translate the sentences into English.

1. Терези – це знак зодіаку, який керується здоровим глуздом. Люди, народжені під цим знаком, розсудливі, послідовні, урівноважені та стримані.
2. Майкл такий розсіяний та забудькуватий – у нього пам'ять як сито, йому завжди потрібно про все нагадувати.
3. Не сунь скрізь свого носа! Цікавій Варварі на базарі носа відірвали.
4. Вона така замкнута та некоммунікабельна, що з нею дуже важко спілкуватися.

5. Я зневажаю лицемірних, дволиких, хитрих та брехливих людей і намагаюся поводитися з ними обережно.
6. Кажуть, що людям, народженим під знаком Діви, бракує сміливості та сили волі.
7. Козероги порядні та доброзичливі та навіть мухи не скривдять.
8. Мій племінник – дуже розумна дитина. Він читає багато книжок, адже в книжках головний герой майже завжди наділений лише чеснотами. Він – сміливий, справедливий, милосердний та рішучий. Мій племінник має саме такі чесноти.
9. Моя бабуся – мудра жінка. Її діти та онуки дбають про неї і ставляться з великою повагою та любов'ю, бо вона завжди ніжна, уважна до інших, лагідна, любляча і терпляча, і взагалі, найкраща мама та бабуся в світі.
10. Мій двоюрідний брат – дуже дружелюбний, товариський, добросердечний і дотепний. У нього багато друзів. Він працьовитий, ерудований, сповнений ентузіазму, вихований та з гарними манерами.
11. Він схильний до егоїзму, самозакоханий, чванливий, вважає, що він “пуп землі”, і тому йому дуже легко лестити.
12. Часто діти у перехідному віці бувають впертими, самопевненими, вередливими, запальними та неслухняними.

159

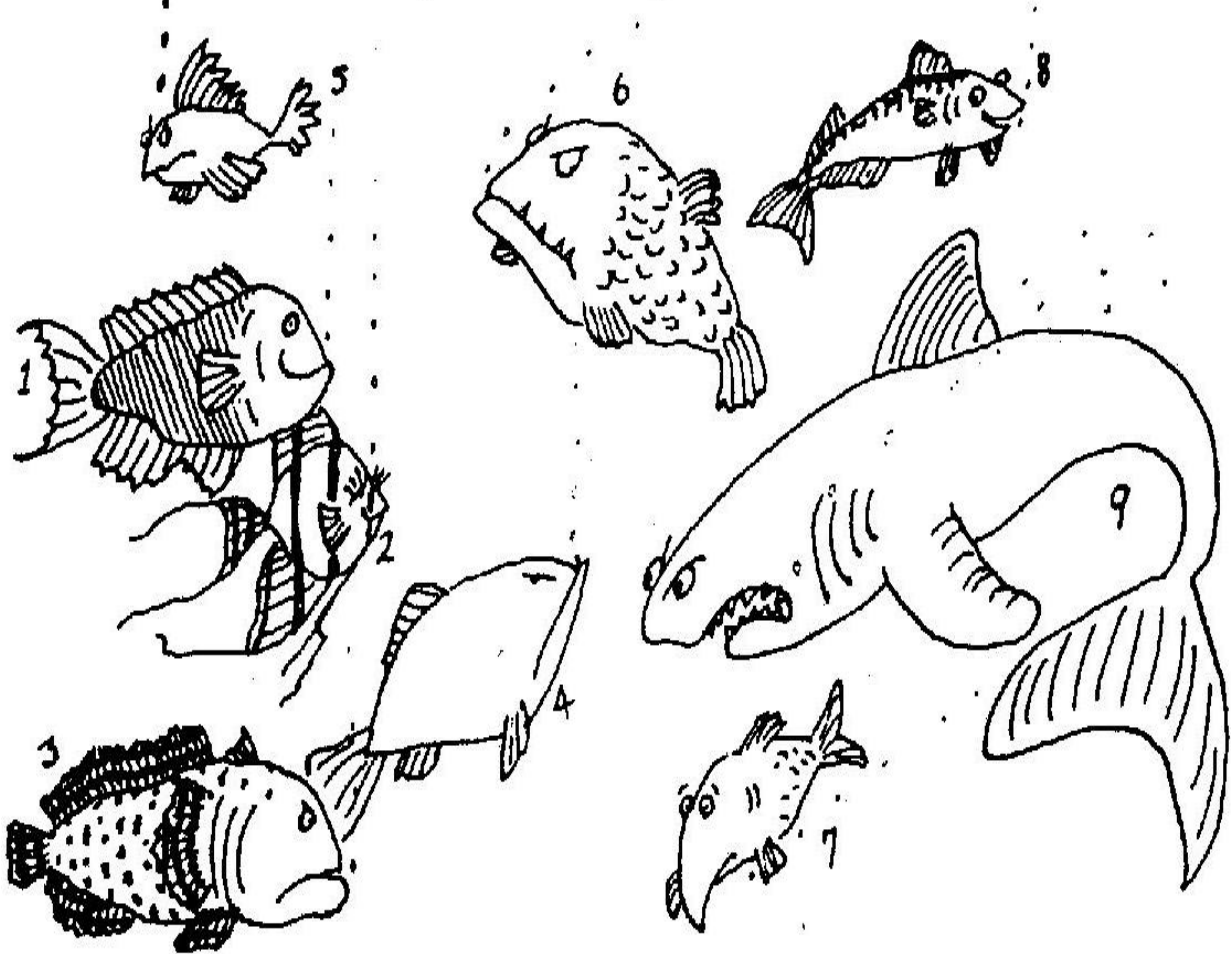
Replace the sentences with one of the adjectives from the box. There are some extra ones there.

open-hearted, sincere, reliable, insensitive, selfish, shy, vivacious, generous, kind, courageous, a man of character, witty, handy, energetic, gentle, lazy, humble, weak-willed, self-determined, ambitious, loyal, bossy, punctual, even-tempered

1. Peter always has a ready answer to every remark.
2. Ann always has her own way in everything.
3. I know that he never lets his friend down.
4. Her father never grudges her anything.
5. He often doesn't know how to react to her remarks.
6. I don't think there's anything he's afraid of.
7. He often promises and never keeps his word.
8. You can rely upon Maggie. She never lets the cat out of the bag.
9. Becky easily won the hearts of all those who met her.
10. Tom has never dropped any work half-way.
11. My cousin Martha often tells me what to do.
12. Betty never shares her candies with her friends. Nobody matters.
13. She is always here on time.

14. Bob's always wanted to get to the top in his career.
15. He is always making people angry or upset because he just doesn't consider their feelings.
16. Rick doesn't like working or doing sports. He would rather sit around and watch TV all day.
17. He is a man of an equable temperament.
18. Jane is everybody's favourite with her cheerful disposition and energy.

160 1. Write down ten adjectives to describe the fish you like most, and ten to describe the one you like least.



2. What three things might you say about each fish in the picture?

161 Fill in the gaps in the text with suitable words from the box. There are more words than you need.

| | | | | | |
|-------|----------|-----------|-------|------------|-----------|
| sense | punctual | confident | trust | initiative | miserable |
| timid | sensible | sensitive | shy | cheerful | reserved |

I spent the weekend camping with friends but wasn't very successful. Sally is not very (1) _____ and we had to wait an hour for her to turn up. Apparently she had a problem with the train, but didn't have the common (2) _____ to ring on my mobile and warn me she would be late. Then, when she finally

arrived, she had a friend with her, called Jill. She was quite nice, but so (3) _____ that she didn't really speak to anyone for the first day. She'd become a bit more self-(4) _____ by the end of the weekend. However, she didn't seem to have much (5) _____ we were only 400 metres from a farm but Jill said she couldn't make tea because we had no water! Bill got angry at that, for no reason, and poor Jill almost started crying. Bill's problem was that he never really wanted to go camping in the first place, so he was pretty (6) _____ most of the time.

162

Fill in the gaps with the necessary words.

1. I wonder why he is so? He has lots of money but he hates spending it.
2. It is impossible to say anything to his grandmother. One word and she starts crying. She is so
3. Kate is incredibly She is always laughing and smiling.
4. people look down on the others and think they are to everyone.
5. students while writing tests often peep in their notes.
6. people are sure that the world revolves around them.
7. He is terribly Once he has made up his mind, it's impossible to make him change it even if it is obvious that he's wrong.
8. Why do you get angry all the time? You are so
9. She was so when I told her about my problems, I immediately felt better.
10. Children are often really They hide behind their mothers when guests come.
11. Ada is very She always says 'Please' and 'Thank you'.
12. Patrick is very He always does well in tests.
13. Ted is making me crazy. Now he is happy and five minutes later angry. I can't stand people.
14. My English teacher is always very She will explain us anything if we don't understand it.
15. My parents don't mind my crazy hair stile. They are very
16. children behave badly because they are given everything they want.
17. Ralf is that he will win the match. He's trained a lot.
18. In westerns the hero is always He always beats his enemies and can put up with any hardships.
19. She is 100% I'd leave my money, car, anything, for her to look after.
20. Don't be, Cathy. You've got to learn to share things with other children.

163

Guess this person's personality:

1. someone who likes to work
2. someone who can't decide at once

3. someone who is afraid of nothing
4. someone who tells you everything he thinks about you
5. someone who can't wait for a long time
6. someone who is ready to share the last chocolate with you
7. someone you can trust or depend on
8. someone who is extremely rude
9. someone who believes everything you tell him
10. someone who tells lies
11. someone who thinks too much of himself
12. someone who tells much about his good traits
13. someone who is not very intelligent
14. someone who wants to get to the top and be successful in life
15. someone who doesn't panic
16. someone who gets angry all the time
17. someone who is friendly and enjoys being with other people
18. someone who treats people equally and is not influenced by personal feelings
19. someone who always expects the best to happen
20. someone who is full of life, energy and enthusiasm
21. someone who has common sense and is practical
22. someone who likes doing things on his own, without help
23. someone who understands other people's feelings and is easily upset
24. someone who always wants to win
25. someone who shows that he loves or likes people very much
26. someone who is angry and unhappy because somebody has something he wants, or because somebody he likes or loves is showing interest in another person.

164

Translate the sentences into English.

1. Цей чоловік – розсудливий, серйозний, уважний до інших і відданий своїй справі.
2. Моя подруга скромна, сором'язлива, покірна, полохлива, але дуже щедра – вона завжди поділиться останнім, що має.
3. Справжній чоловік повинен бути хоробрим, добре вихованим, надійним, вірним, терплячим, таким, що захищає та дуже палким.
4. Джон був корисливим, ненадійним, грубим, злобливим, жорстоким, пихатим та дріб'язковим. Тож не дивно, що в нього не було друзів.
5. Перекладач має бути добре поінформованим, освіченим, з широким кругозором, різнобічним, добре обізнаним та комунікабельним.
6. Відвертість, щирість, надійність, співчуття, чесність, вірність – це чесноти, які повинен мати справжній друг.

7. Говорять, що люди змінюються з роками, але на мою думку ніжні, доброзичливі, люб'язні, порядні, ввічливі та справедливі люди не міняються ніколи.
8. Деякі самотні люди з часом стають замкнутими в собі, забобонними, дратівливими, злобливими та ворожими.
9. Активні, старанні, цілеспрямовані, працьовиті, впевнені в собі, урівноважені та позитивно налаштовані люди завжди досягають успіху.

165 1. In this dialogue, B's responses have become mixed up. Put them in the correct order.

A: So that's your friend, Damien.

B: I've known him for ages. We used to go to school together.

A: What's he like?

B: Well ... perhaps I'd better introduce him to you...

A: I thought you said he has a tendency to be aggressive.

B: Aristocratic? Damien? Maybe he gives that impression... Yes, now you mention it, he does have an arrogant streak.

A: There's a touch of the aristocratic about him, I find....

B: Yes, I think he takes after his father, who was well-known for his bad temper.

A: I don't mean that exactly. I think there's something quite distinguished about him.

B: He's the quiet type, but he's not as shy as he seems...I'm quite fond of him.

A: Oh, yes please!

2. Use the underlined expressions to describe someone in your family or one of your friends to a partner.

166 A. Look at the people in the pictures below. What kind of personality do you think each person has?

Model: *I think A is friendly. She looks very out-going and good-humoured....*

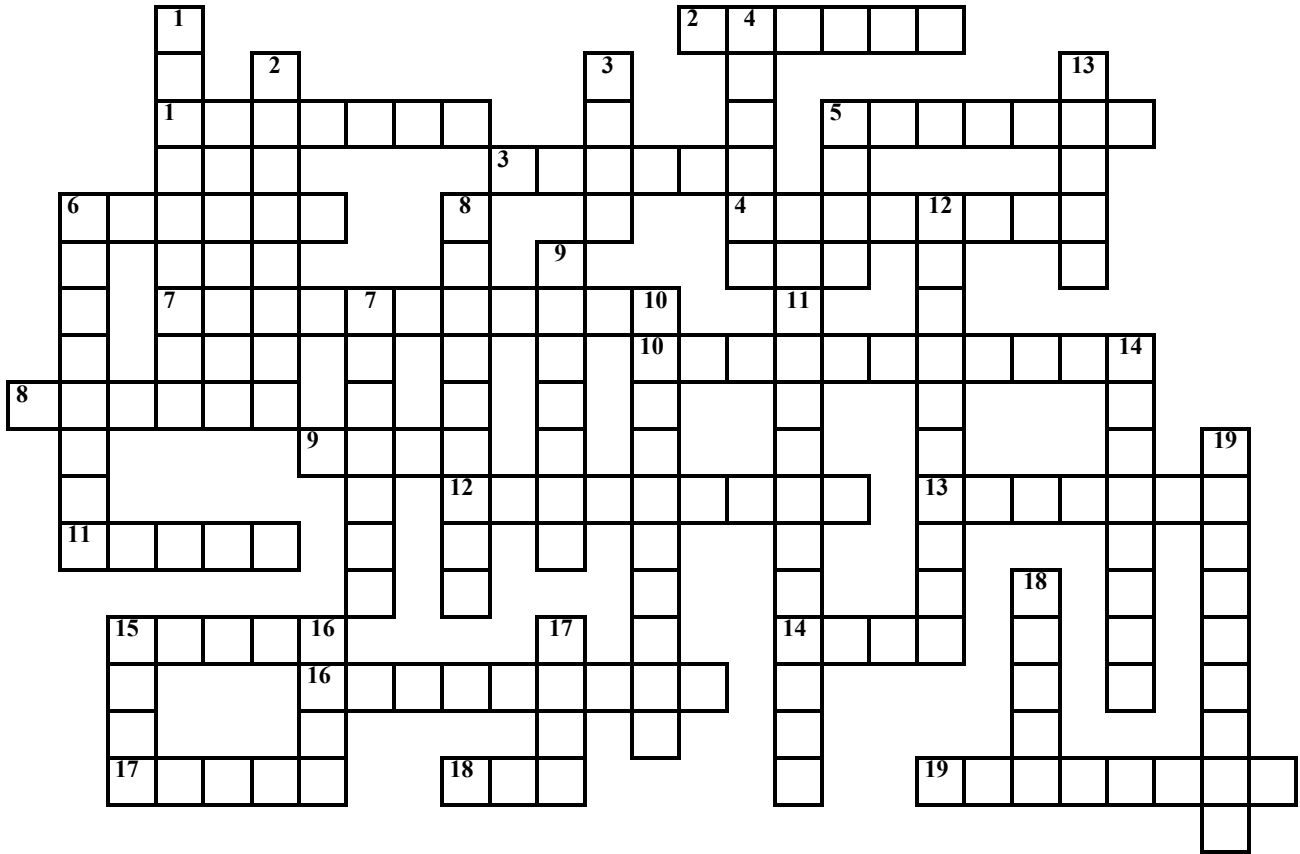


B. Listen to the three people talking. Was your description of them accurate? A speaks first.

167

Write adjectives that characterize the people.

CROSSWORD PUZZLE 'CHARACTER TRAITS'



Down:

1. This person doesn't like to share information with other people.
2. This person is always pleasant and helpful towards other people. He easily makes friends.
3. This person is boring. He is not intelligent.
4. This person doesn't tell lies and he never cheats.
5. This person is pleasant, people like him.
6. This person is happy and energetic.
7. This person is able to wait for a long time without getting angry.
8. This person doesn't feel shy or frightened. He believes in his own abilities.
9. This person doesn't care about other people. He thinks only about himself.
10. This person thinks about other people and considers their needs to be important.
11. This person likes doing new and exciting things and going to unusual places.
12. This person behaves in an angry way, often argues with people or attacks them.
13. This person doesn't talk much and doesn't make much noise.

14. This person likes sharing things and giving presents to other people.
15. This person is relaxed. He doesn't get excited or show strong emotions.
16. This person doesn't like to work.
17. This person is clean and always puts things away in the right places.
18. This person is not afraid of difficult or dangerous situations. He is courageous.
19. This person easily understands other people's emotions.

Across:

1. This person is interested in everything that happens around him, and wants to find out about different things.
2. This person enjoys talking a lot in a friendly way.
3. This person behaves towards others in a pleasant way and doesn't forget to say 'please' and 'thank you'.
4. This person enjoys being with other people.
5. This person feels worried or anxious and easily gets excited. He doesn't feel relaxed.
6. This person is good at learning and understanding things.
7. This person likes doing things on his own. He doesn't like asking for help.
8. This person wants more money, things, or power than he needs.
9. This person cares about other people and wants to help them.
10. This person puts a lot of effort into his work.
11. This person supports his friends even in difficult times and never betrays them.
12. This person doesn't often worry and never really gets angry.
13. This person always says what he really means. He isn't double-faced.
14. This person is impolite. He tries to offend other people by his speech or behaviour.
15. This person enjoys causing pain to other people or making them unhappy or upset.
16. This person is determined to become successful, rich, famous, etc.
17. This person often becomes unhappy or angry for no particular reason.
18. This person doesn't like meeting new people and hates going to parties.
19. This person has a lot of imagination and new ideas.

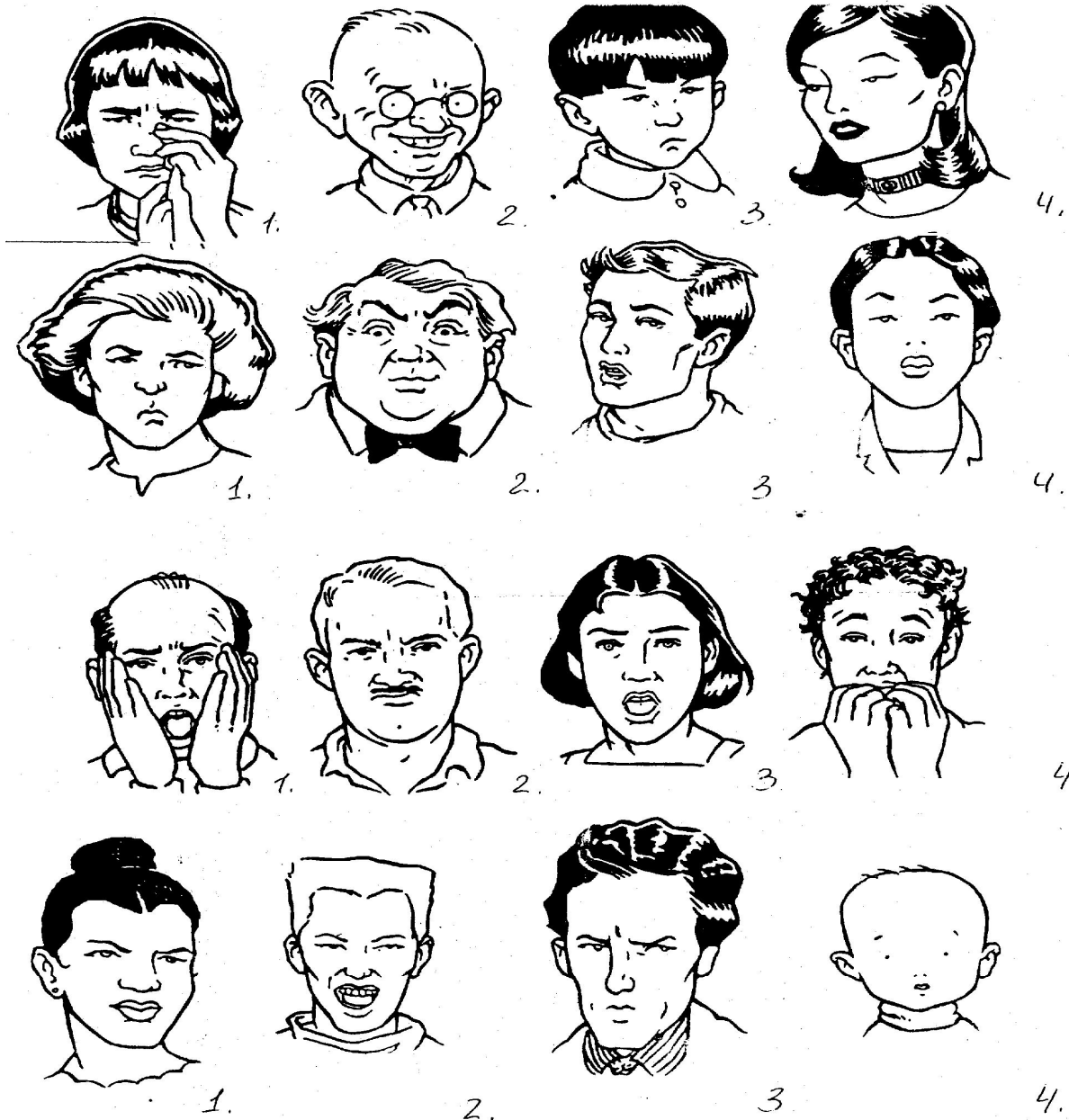
168 A. Give nouns to correspond to the following adjectives. Decide which of them are used to denote virtues and which to denote vices.

| | | | | |
|------------|-------------|----------|--------------|-----------|
| tolerant | vain | kind | self-assured | efficient |
| generous | modest | polite | considerate | frank |
| snobbish | benevolent | flexible | unselfish | loyal |
| dishonest | sympathetic | virtuous | intelligent | creative |
| dependable | open-minded | patient | imaginative | confident |

| | | | | |
|------------|-----------|-------------|---------------|------------|
| ambitious | versatile | sensible | hypocritical | friendly |
| passionate | stubborn | witty | compassionate | possessive |
| aggressive | vicious | petty | obstinate | sensitive |
| courageous | vivacious | timid | thoughtful | sincere |
| arrogant | humble | mean | hospitable | determined |
| pompous | punctual | persevering | respectful | faithful |
| cheerful | tender | merciful | conscientious | impulsive |

B. What makes a good friend? Decide on the qualities you think are the most important in a good friend.

169 You are going to the mountains as a member of a rescue team. You have to choose four people for the team (one person out of four in each line). Justify your choice.



170**In pairs, discuss the following points.**

- 1) How do you see yourself? Think about your own character and personality. Do you have any particular weaknesses or strengths?
- 2) Write down three things which you think are good about your character and three things which you think are not so good. Then compare your list with a partner's.
- 3) How do you think your character has changed or developed over the years? Are there any aspects of your personality you still don't like?

171**Read these brief character descriptions. Which of these four people sounds most *like* you? Which would you most like to meet?*****Amrita***

'I'm an active and energetic person – I can't bear just sitting around doing nothing. It just makes me impatient and restless. But I know what I want, and I think I've got what it takes to achieve my goals. Does that make me sound ambitious and selfish? I hope not!'

Kevin

'I'm the kind of person who knows how to have a good time. I suppose you would call me fun-loving, but it's more than that. I actually believe in calm, cool, easy-going approach to life and I can't bear unnecessary anxiety and pressure. I believe in being sociable and taking life as it comes.'

Larry

'My problem can be summarized in one word: self-confidence. I just don't have enough. I'm shy with other people, who must think I'm boring and stupid sometimes. Lack of confidence also makes me indecisive: I spend days trying to make up my mind what to do about quite simple things. I'm told I sometimes look moody, but in fact I like being with other people.'

Cathy

'How do I see myself? Well, I'm forgetful and disorganized – some would say absent-minded! But I've got quite a lot of willpower, really, and I've got ideas. I'm a hard worker too when I'm doing something I'm interested in. I'm not very articulate when it comes to public speaking but I quite enjoy being the centre of attention, and I don't get in the least bit nervous.'

172**A. You are going to hear a British pop personality talking about himself. Before you listen discuss these questions.**

- Think of a public figure that you admire. What is it about this person that you admire?
- Would you say that you had more than superficial understanding of this person's character?

B. As you listen to the interview with Jonathan King, choose the adjectives below which you think describe his personality.

- | | | |
|--------------|---------------|---------------|
| ➤ talkative | ➤ ambitious | ➤ shy |
| ➤ arrogant | ➤ sensitive | ➤ considerate |
| ➤ easy-going | ➤ superficial | ➤ charming |

C. Now discuss your impressions of Jonathan King with your partner, using the language box below to help you. Use any other adjectives you think appropriate.

Talking about first impressions of people

I found him quite/pretty/a bit...

He struck me as being ...

He seemed/sounded rather ...

He came over as ...

I got the impression that he ...

D. Listen again and use what is actually said to complete the statements below.

1. He isn't easily hurt by what others say about him because if they're wrong and if they're right
2. While he was ill, he thought about himself trying to work out what
3. According to the interviewer, most children just sail along.....
4. In order for him to become more popular his mother advised him to
5. His public image is of a person who is
6. The interviewer asks him if he was with his brothers.

173 Read the notes which should be taken into consideration while writing a descriptive composition.

A descriptive composition about a person should be well organized and have:

- a) an **introduction** where you briefly set the scene and give some brief information about the person (his/her name, time/place you met/saw him/her, how you heard about him/her);
- b) a **main body** where you describe physical appearance, personality characteristics and hobbies/interests/everyday activities in separate paragraphs; and
- c) a **conclusion** which summarises your comments/feelings about the person described.

We can find such descriptions of people in letters, articles, witness statements, novels, etc.

Points to consider:

- Each paragraph starts with a topic sentence which introduces the subject of the paragraph. Paragraphs should be well developed and linked together with a variety of linking words and phrases.

- When describing character and behaviour, support your description with justifications or examples of manner and mannerisms, *e.g. Tom is very reserved. He never talks about his feelings.* If you want to describe negative qualities it is advisable to use mild language (*tends to, seems to, is rather, can occasionally be, etc.*) *e.g. 'He can be aggressive at times'* is better than saying *'He is aggressive.'*
- Variety in the use of adjectives will make your description more interesting.
- Present tenses can be used to describe someone connected to the present. Past tenses can be used to describe someone related to the past.

Introduction

Paragraph 1

set the scene (name of the person time/place you met/saw him/her)

Main Body

Paragraph 2

physical appearance

Paragraph 3

personality characteristics and justification

Paragraph 4

hobbies, interests or any activities he/she takes part in:

Conclusion

Final Paragraph

Comments and feelings about the person

174

Read the model composition and put the paragraphs into the correct order. Find the topic sentences for each paragraph, the adjectives which describe physical appearance and personality, the justifications and examples given.

My Next-door Neighbour

A. Physically, Mavis looks younger than most other women in their late sixties. She is of average height, neither overweight nor slim. Her plump round face is framed by a mass of wavy white hair and her sparkling blue eyes show her humour and friendliness. She prefers wearing casual, comfortable clothes. I don't think I have ever seen her in a perfectly ironed suit.

B. All in all, Mavis is the perfect next-door neighbour. Since the day she moved in, we have grown very close and I am very fond of her, even if I am woken up by her lawnmower early in the morning!

C. Mavis always seems to be busy doing something. She spends a lot of time looking after her garden and often participates in local flower shows. When she is not in her garden she is usually off somewhere raising money for one charity or another.

D. As for her personality, Mavis most striking characteristic is her generosity. My house, as well as most of our neighbours', nearly always has a vase of flowers from her garden in the living-room. Mavis is very good-natured and always has time for a chat. She is also patient; she hardly ever gets annoyed about anything, except when children pick her favourite roses and lilies. However, she tends to be quite stubborn – once she has made a decision, nothing can change her mind.

E. Mavis has been my neighbour for six years. I first met her when she knocked on my door and asked for a spade because she hadn't yet unpacked hers. She had only moved in two days before.

175 Read another model article and fill in the blanks. Where could this piece of writing be found?

| | | | | |
|--------------------|---------------------|-------------|-----------------|------------------------|
| <i>intelligent</i> | <i>heart-shaped</i> | <i>tall</i> | <i>generous</i> | <i>sociable</i> |
| <i>successful</i> | <i>sparkling</i> | <i>slim</i> | <i>straight</i> | <i>shoulder-length</i> |

A Famous Model

Claudia Schiffer is a very successful German supermodel. She has appeared on the covers and fashion pages of all the major fashion magazines and is one of the faces of Chanel.

Claudia is a very beautiful woman. She has a **1)** _____ figure and is **2)** _____ with very long legs. Her most stunning feature, though, is her attractive **3)** _____ face with her **4)** _____ eyes and **5)** a _____ nose. At the moment she has **6)** _____ blond hair but its style and colour are often changed to suit each modeling assignment.

Not only is Claudia a professional model, but she is also a very **7)** _____ businesswoman. She has her own fitness video and is a partner in the new chain of 'Fashion Cafés'. She is very **8)** _____, spending a lot of her time working with various charity organizations helping children in need. Claudia is **9)** _____ too, and likes being with famous people.

When Claudia is not modeling or doing charity work, she likes reading and watching old films. She also enjoys going to parties, but she rarely stays out late.

Although Claudia's popularity as a model rises and falls with the season (as it does for all supermodels), Claudia is so beautiful, talented and most of all **10)** _____ that she will be famous for a long time to come.

176 The editor of your university magazine has requested articles for a special issue about friendship. You have been invited to write a short article about a close friend of yours.

NATIONAL CHARACTER

177

What is a stereotype? Give some examples of stereotypes.

Divide all these adjectives into 6 columns (British, Japanese, Italian, French, American, and German). Write down the adjectives which go with each nationality in column.

| | | | |
|--------------|---------------|---------------|---------------|
| hard-working | hospitable | talkative | materialistic |
| punctual | sociable | sophisticated | rational |
| reserved | enthusiastic | fun-loving | polite |
| emotional | respectful | humorous | romantic |
| lazy | well-mannered | serious | nationalistic |
| outgoing | tolerant | organised | sentimental |

178

Did you know that in Britain:

- strangers usually don't talk to each other on trains?
- it is polite to queue for everything: buses, theatre tickets, in shops, etc.?
- people say 'thank you' when they give money to a shop assistant?
- people open presents in front of people they receive them from?
- people don't take their shoes off when they enter a house?
- people wash in their own bath water?

179

Read some other interesting facts about the British and their character. Do the exercises that follow the article.

THE BRITISH PEOPLE AS THEY ARE

Great Britain is an island on the outer edge of the European continent, and its geographical situation has produced a certain insular spirit among its inhabitants, who tend, a little more perhaps than other people, to regard their own community as the centre of the world. The insularity produces a certain particularism among the numerous groups of whom the whole community is composed. The British look on foreigners in general with contempt and think that nothing is as well done elsewhere as in their own country. The British people have also been known as superior, snobbish, aloof, hypocritical and unsociable.

These characteristics have been noted by people from all over the world, but are they typical of all the Britons? The ordinary Briton was seen to be friendly and sociable. There are indeed two nations, with basically different outlooks and characters, in Britain. The two nations are defined simply as the rich and the poor. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could afford to

travel, the diplomats and merchants. English vanity and arrogance grew as England fought off the competition from other European countries and became the world's leading trading nation, going on to industrialize rapidly.

Englishmen tend to be rather conservative, they love familiar things. They are hostile, or at least bored, when they hear any suggestion that some modification of their habits, or the introduction of something new and unknown into their lives, might be to their advantage. This conservatism, on a national scale, may be illustrated by reference to the public attitude to the monarchy, an institution which is held in affection and reverence by nearly all English people.

Britain is supposed to be the land of law and order. Part of the British sense for law and orderliness is a love of precedent. For an Englishman, the best of all reasons for doing something in a certain way is that it has always been done in that way.

The Britons are practical and realistic; they are infatuated with common sense. They are not misled by romantic delusions.

The English sense and feeling for privacy is notorious. England is the land of brick fences and stone walls (often with glass embedded along the top), of hedges, of thick draperies at all the windows, and reluctant introductions, but nothing is stable now. English people rarely shake hands except when being introduced to someone for the first time. They hardly ever shake hands with their friends except seeing them after a long interval or saying good-bye before a long journey. They generally tend to keep themselves to themselves and hate to intrude in other people's affairs.

The British see self-possession as the highest quality of human character. They regard the free display of emotions as vulgar and antisocial. They value highly the ability to stay calm in all kinds of situations and leave things unsaid.

Snobbery is not as common in England today as it was at the beginning of the 19th century. It still exists, and advertisers know how to use it in order to sell their goods. The advertisers are very clever in their use of snobbery. Motorcar manufactures, for example, advertise the colour of their cars as 'Embassy Black' or 'Balmoral Stone'. Embassy black is plain, ordinary black, but the name suggests diplomats and all the social importance that surrounds them, and this is what the snobs need. The British people are prudent and careful about almost everything. Their lawns are closely cropped, their flower beds primly cultivated, and their trees neatly pruned. Everything is orderly. Drinks are carefully measured, seats in a cinema are carefully assigned (even if the theatre is empty you are required to sit in the seat assigned to you), closing hours rigorously observed.

A tradition that is rooted not only in their own soul, but in the minds of the rest of the world is the devotion of the English to animals. Animals are protected by law. If, for instance, anyone leaves a cat to starve in an empty house while he goes for his holiday, he can be sent to prison. There are special

dogs' cemeteries. The Royal Society for the Prevention of Cruelty to Animals was founded half a century before its counterpart for the prevention of cruelty to children.

180 Say what geographical, historical and social reasons formed the English character.

| Traits of character | Reasons |
|---------------------|---------|
| 1. | |
| 2. | |
| 3. | |

181 1. Answer the questions.

1. How do the British treat foreigners?
2. What traits of character is the ordinary Briton generally considered to have? Are they typical of all the British?
3. How do the Britons react when they are suggested some modification of their habits?
4. What is the best reason for an Englishman to do something?
5. Are the Britons romantic?
6. What are the English notorious for?
7. What quality of human character do they value highly?
8. What trait of character is not as common in England as it used to be? Who uses it and what for?
9. What is the evidence of prudence and carefulness of the British?
10. What tradition is rooted in the soul of the Britons?

2. Match the definitions with the words from the article.

- a) a feeling of great respect or admiration for sb/sth;
- b) sensible and careful when making judgements or decisions; avoiding unnecessary risks;
- c) having a very strong feeling of love or attraction for sb/sth so that you can't think clearly and in a sensible way;
- d) not friendly or interested in other people;
- e) the feeling that sb/sth is without value and deserves no respect at all;
- f) the state of being arranged or organized in a neat, careful and logical way;
- g) an ability to remain calm and confident in a difficult situation;
- h) to go or be somewhere where you are not wanted or are not supposed to be.

A. Read the letter and do the tasks after it.

Dear Frank,

Hi! How are you getting along in the States? I'm having a wonderful time here in England with your family and friends. Everyone is so friendly and hospitable. They all welcome me into their homes and treat me as one of the family.

I've been very surprised by English people. I thought they would all be very conservative and traditional. Instead I've found them very open to new ideas. I also thought English people would be rather shy. But most people seem very outgoing and self-confident, almost as much as Americans. I find the English very tolerant, too. Nobody here seems to mind very much how you dress or what you say. Of course, there are some narrow-minded people, too. But I don't think there are as many as there are back home in the States.

I often think of you in my home and what you must be thinking of Americans. I imagine you think we are too hard-working and too materialistic. I never realised how much Americans talk about money, until I came to Britain. And you probably also think that Americans are very rude compared with the British. I don't think we are really so rude, it's just that we sometimes forget to use all those polite phrases like 'do you mind' and 'could I' and 'may I'.

One difference I have noticed is that the British don't seem as optimistic as Americans. In America we always think we can change things and make them better. But I get the feeling that the British have a rather pessimistic view of life.

I'm feeling lazy, so that's all I'm going to write now. I look forward to hearing your impressions of the U.S.

Yours, Dave

B. According to Dave which of these words best characterize Americans and the British.

- | | | |
|------------------|-------------------|---------------|
| 1. rude | 3. hard-working | 5. optimistic |
| 2. materialistic | 4. self-confident | 6. tolerant |

C. Answer the questions.

1. Does the stereotype about the British coincide with Dave's opinion of them?
2. What does Dave imagine his friend thinks about Americans?
3. What difference has Dave noticed?

Read the text and be ready to discuss it using the key words given after it.

AMERICAN CHARACTER

Whatever their ethnic origins are, the Americans of New England, the Midwest, the Far West, the South and the Southwest all have special characteristics of their region. Yet they have certain things in common.

Most Americans have great vigour and enthusiasm. They prefer to discipline themselves rather than be disciplined by others. They pride themselves on their independence, their right to make up their own minds. They are prepared to take the initiative, even when there is a risk in doing so. They have courage and do not give in easily. They will take any sort of job anywhere rather than be unemployed. They do not care to be looked after by the Government. The average American changes his or her job nine or ten times during his or her working life.

Americans have warmth and friendliness which is less superficial than many foreigners think. They are considered sentimental. When on ceremonial occasions they see a flag, or attend parades celebrating America's glorious past, tears may come to their eyes. Reunions with family or friends tend to be emotional too. They love to boast, though often with tongue in cheek. They can laugh at themselves and their country, and they can be very self-critical, while remaining always intensely patriotic. They have a wide knowledge of everyday things, and a keen interest in their particular city and State. Foreigners sometimes complain, however, that they give little interest in the knowledge of the outside world.

Americans have a passion for grandeur. Their skyscrapers, bridges and dams often have a splendor which matches in beauty and scale the country's natural wonders.

Is the sole aim of most Americans to make money and possess luxuries which could be called excessive? The majority of Americans would certainly deny this, though most feel proud to amass wealth and possessions through hard work. It has been said that the individual American is generous, but that the American nation is hard.

The USA is reputed to be a classless society. There is certainly not much social snobbery or job snobbery. The manual worker is usually quite at ease in any company. This is partly explained by the fact that people of all income groups go together to the same schools.

The key words and phrases to be used while retelling the text.

Things in common; to pride oneself on sth; to make up one's mind; not to give in easily; superficial; emotional; with tongue in cheek; self-critical; intensely

patriotic; a wide knowledge of everyday things; to have a passion for grandeur; the sole aim; to amass wealth through hard work; a classless society; to be at ease in any company.

184

Read the text and complete the sentences that follow it.

UKRAINIAN CHARACTER

Modern archaeological evidence indicates that Ukrainians are the autochthons, original inhabitants of Ukraine, the land that their forefathers lived on from the third or fourth millennia B.C.

Ukrainian mentality was formed and influenced by many factors: geographical location at the crossroads of the West and the East, specific climatic conditions and complex at times tragic historical destiny. Since time immemorial Ukrainians have been known as hard-working, thrifty, skilled farmers emotionally strongly affiliated to their native parts, good family men and devoted wives. They are typically kind-hearted, friendly, hospitable and well-wishing to both fellow countrymen and foreigners; they are cautious yet inclined to romanticism and sentimentality. They are determined, resourceful, brave, staunch and ready for self-sacrifice.

Among themselves, despite their inherent emotionalism, Ukrainians have always valued restraint, consideration and a realistic view of life. For the most part they are not given to sudden affectations and quick and short-lived affiliations. Instead, their passions burn low but strong and steady. Characteristically, they fall into pensive moods; they may be sad, then suddenly burst with unabated optimism and infectious vitality. They have a very special sense of humour. They can be bitingly ironical. Theirs is a very rich imagination reflecting the surrounding realities in a colourful, multifaceted, at times paradoxical way. Evidence of this is their inexhaustible folk vocal heritage, captivating decorative art, exotic folk rites, and the generally aesthetic folkways.

1. Modern archaeological evidence indicates
2. Ukrainian mentality was formed and influenced
3. Ukrainians have been known as
4. Ukrainians have always valued
5. Their passions
6. They may fall into.....
7. Their sense of humour is
8. Their imagination is.....

185

In the text, find the English equivalents to the following words and word combinations.

З незапам'ятних часів; віддані дружини; впадати в меланхолію; бути емоційно пов'язаним зі своїм краєм; докази невичерпного спадку пісенного фольклору; бути обережним, але схильним до романтизму та сентиментальності; бути готовим до самопожертви; вроджена емоційність; якому притаманна гостра іронія; гостинні та доброзичливі до земляків та іноземців; цінувати стриманість, розсудливість та реалістичний погляд на життя; корінне населення; багата уява; відображати оточуючу реальність; добрий сім'янин; пращури; бережливий; народні звичаї; винахідливий; історична доля; непохитний; недовготривалі зв'язки; удавана любов; неослабний оптимізм; багатогранний; заразлива енергійність; прикладне мистецтво, що захоплює; уявлення і звичаї властиві певній соціальній верстві.

186

Write a letter to your friend in Britain describing Ukrainians and their typical traits of character.

187

Translate the sentences into English.

1. Українці завжди славилися своєю працьовитістю, гостинністю, добросердечністю, терпимістю і терплячістю.
2. Відданість тваринам та любов до них укорінилися в душах англійців.
3. Американці пишаються своєю незалежністю та правом самостійно приймати рішення.
4. Британці є сумнозвісними своїм відчуттям відлюдності та тим, що тримаються осторонь.
5. Українські жінки є люблячими та відданими матерями, а чоловіки – добрими сім'янинами.
6. Американці – дуже весела, дружелюбна, люб'язна, доброзичлива та патріотична нація.
7. Британці – схильні до консерватизму, який на національному рівні може бути проілюстрованим їх глибокою повагою до монархії.
8. Американці сповнені енергії, ентузіазму та неослабного оптимізму.
9. Українці – дуже бережливі, винахідливі та вмілі фермери, які емоційно пов'язані зі своїм рідним краєм.
10. Англійці вже не такі бундючні, як були раніше, та їх чванливість все ще використовується виробниками та рекламодавцями.

RELATIONSHIPS, ROMANCE AND MARRIAGE

188

Read through the text below to check on some of the language we use to describe our feelings for other people – from *adoring* them to *tolerating* and to *hating* them.

Tim and Lenny **can't stand each other**. They **loathe** each other, **hate the sight of** each other. Lenny seems to **envy** Tim his stripes and Tim **is envious of** Lenny's spots. We all **have great respect for** Leo; **respect mingled with fear**. Sammy **frightens** everyone. Even Tim and Lenny **keep out of his way**, and Leo admits to being **slightly afraid of** him. The chickens are **terrified of** him and the rabbits are **petrified**; they **nearly have a heart attack** if you just go up behind and hiss.

Clarence always seems **to have a chip on his shoulder** – as if he **has a grudge against** the whole world. The others **ignore** him. Everyone **looks up to** George.

Zoe and Pat are **very close**. They seem to **enjoy each other's company** and **get on** very well together. I suppose they **have a lot in common**: same taste in clothes, etc. Penny, who **has a love-hate relationship** with Pat, is getting **jealous**, though. Percy makes everyone feel a bit **uneasy**; none of us can **relax in his company**. We all remember his past pricks and so **are wary of** him.

Nobody **trusts** Charlie; they say you never know what he is thinking. Dear Henry **is amused by** everything and everybody.

Everyone **keeps their distance from** Ronny.

Everyone **admires** hardworking Sarah. She **impressed** us all last autumn particularly.

Oswald **is** very **badly treated**. Everyone **looks down on** him; even wise old Orville **regards** him **with contempt**. The poor chap, he's **developed** quite **an inferiority complex**, just because he can't fly.

There's **general sympathy for** Harry. I'm not sure whether we **pity** him **for** his ugliness or **feel sorry for** him having to carry all that weight around.

We're all **fond of** Donna, but she seems quite **indifferent to** us. (I get the feeling that she's only **in love with** herself, just sitting around all day singing protest songs about Love and Peace and things.) It's difficult **to get through to** her.

Gordon is **fascinated by** the butterflies, absolutely **captivated**. They seem **to find him pretty intriguing**, too.

To a man, we're **all bored stiff by**, **fed up with** and **sick to death of** Polly, who goes on all day about nothing in particular.

We **detest** and **despise** Valerie for giving us all a bad name.

Everybody **despairs of** Lou and his friends, throwing themselves off cliffs

like that. We **resent** Bruin's and Bunny's popularity with children; their dressing up in people's clothes is definitely **frowned on**.

Secretly, I think we all still **miss** Dudley.

189

Use each of the expressions below to say a true statement about the way you relate to people you know. You will need to add a preposition with each expression.

Model: *to be in love* *I've been in love with Carlos since we were children.*

- | | |
|----------------------------|-------------------------|
| 1. to feel sorry | 13. to be fascinated |
| 2. to hate the sight | 14. to feel indifferent |
| 3. to be terrified | 15. to be fed up |
| 4. to have great respect | 16. to be very fond |
| 5. to get through | 17. to look up |
| 6. to be wary | 18. to look down |
| 7. to get on well | 19. to frown |
| 8. to have a lot in common | 20. to pity |
| 9. to be amused | 21. to despair |
| 10. general sympathy | 22. to be sick to death |
| 11. to have a grudge | 23. to be petrified |
| 12. to be captivated | 24. to be envious |

190

Translate into English.

1. Тримайся подалі від нього, він мстива людина, яка почуває себе ображеною, має зуб на весь світ і здається завжди шукає привід для бійки.
2. Мене вражає, ні, я захоплююсь її життєрадісністю. Я поважаю людей, які ніколи не впадають у відчай.
3. Учні трохи побоювалися свого директора школи, але дуже поважали його. Це була повага змішана зі страхом.
4. Вони не можуть терпіти один одного, зневажають та навіть бачити один одного не можуть.
5. Просто неможливо бути байдужим до такої людини як ця дівчина. Всі до одного зачаровані її зовнішністю та захоплюються її характером.
6. Всі погано ставляться до цього парубка, невдоволені його поведінкою, і дивляться на нього із зневагою, тому в нього розвинувся комплекс неповноцінності.
7. Мій шеф – дуже самовпевнений і самозакоханий. Дуже важко знайти з ним спільну мову.
8. Вони дуже близькі, обожнюють, поважають одне одного, і мають багато спільного.

191**In pairs, discuss the answers to these questions.**

1. How did you feel towards the members of staff (individually) in your school?
2. What problems can occur between management and workers in a big company?
3. 'Most divorces are avoidable'. Do you agree?

192**Read the texts and do the task that follows it.**

Two points of view on a family relationship

MY DAUGHTER

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

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

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

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well but then gave it up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they're always together.

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big passion, but I don't think she likes it very much; she doesn't come with me any more.

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

MY FATHER

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

He can't have been at home much when I was a child, because I don't remember much of him. He has always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized.

I went to public school, and because of my total lack of interest I was asked to leave. I tried several jobs but I couldn't settle in them. They weren't challenging enough. Then I realized what I really wanted was live in the country and look after animals, so that's what I now do.

As a family, we are not that close, either emotionally or geographically. My father and I are totally different, like chalk and cheese. He was opposed to me getting married. He was hoping we would break up. We don't want children, but my father keeps on and on talking about wanting grandchildren.

193

Choose the correct answer. In questions 1-3, there is not necessarily one correct answer only.

1. How would you describe their relationship?
 - a. It was closer when Amy was a child.
 - b. They get on well, and agree on most things.
 - c. He has more respect for her than she does for him.
 - d. They don't have very much in common.
2. How would you describe James Mitford?
 - a. He has done all that a father can for his daughter.
 - b. He isn't very aware of how she really feels.
 - c. He's more interested in himself than his family.
3. How would you describe Amy?
 - a. She is selfish and spoilt.
 - b. It took her long time to decide what she wanted to do in her life.
 - c. She found happiness in her marriage that she didn't have in her childhood.
4. Why did she leave school?
5. Is she going to have children?
6. Who is more realistic in understanding their problem of relationships?
7. Is there a generation gap between Amy and her father?

194

Translate the sentences into English.

1. Його вітчим вилаяв його перед всіма друзями, і він не розмовляв з ним після цього днями.

2. Олена та її троюрідна сестра мають однакові смаки щодо фільмів, книг і музики. Вони також мають однакове почуття гумору і поділяють інтереси, а також вони одержимі тваринами.
3. Хоча вони трійня, вони зовсім різні як небо і земля.
4. Батьки хочуть щастя своїм дітям. Вони завжди готові залучити таємні зв'язки, щоб допомогти сину чи дочці на їх життєвому шляху.
5. У Бена непорозуміння з батьками, і тому він тримається відлюдно, віддалився від сім'ї і не цікавиться справами сім'ї.
6. Дуже важко знайти спільну мову зі старими дівами, як правило вони зарозумілі, неприступні, марнославні і зосереджені на своїй особі.
7. Батько дочки-підлітка часто випадково зустрічається з великою кількістю неординарних юнаків, які здається проходять через будинок нескінченним потоком.
8. Він спробував декілька професій, але не зміг знайти себе в жодній з них, тому що не вважав їх достатньо цікавими і в нього взагалі не було інтересу до них.
9. Її мама не була проти її одруження, тому що більше всього на світі вона хотіла, щоб її донька була щасливою, що б вона не робила.
10. Як пара, вони не були близькі ні в емоційному, ні в географічному плані, тому вирішили розірвати стосунки.
11. Якщо чоловік і дружина не можуть більше ладити, їм нічого більше не залишається, як розлучитись.

195

Read the text and comment on the following.

1. Where and what way might a couple meet?
2. How does a man traditionally propose to his beloved?
3. Where can people get married? What kind of ceremony can they have?
4. What arrangements should a couple make before their wedding ceremony?
5. Which way is the wedding ceremony held?
6. What usually happens after the ceremony?

DATING

Any **love story** is always romantic, at least in the beginning. Young people usually **get acquainted** somewhere in a public place (in a café, in the street, in a shop, in a park etc.). These days the Internet is getting more and more popular and it's quite usual to **meet your destiny** chatting with someone completely unknown. A **casual acquaintance** may result in **love to distraction**. Some people may know each other, work or study together and only after say 10 years suddenly **fall in love with** each other. They usually say they do not believe in **love at first sight**. **Love is blind** and many young people **are head over ears**

in love after the first **date**. They meet every day, hug and kiss, **dote on** each other and can't imagine a single day without each other. They are happy and live in their own world. They **are blind to their steady's faults**.

MARRIAGE AND WEDDING

It all starts with a **proposal**. Traditionally the man **goes down on one knee** to **pop the question**.

If he receives a 'yes' (she doesn't **reject him** or **turn him down** but **accepts his proposal**), the couple **are engaged**. So, they **announce their engagement**. It is customary for the man to buy his **fiancée an engagement ring**, most commonly a diamond ring. **Engagements** can last for years, and if neither of the couple **breaks off the engagement**, the next step is **marriage**.

PLANNING THE WEDDING

Most **weddings** in the UK and US take the form of either a **civil ceremony**, conducted at a **Registry Office** where the newly-weds receive a **marriage certificate**, or a **traditional white wedding**, held in a church. (There are also other ceremonies for different religions.) If the couple choose a **church service (to be married in a religious rite not just to be married in a civil form of marriage)**, the planning can become quite complex. At first they have to book the church, to choose and arrange flowers and so on. Other arrangements (for both traditional and civil) are to **draw up a guest list**, send out **invitations**, book a **reception venue**, choose **bridesmaids** (a **maid of honour**) and the **best man**, buy a wedding dress, arrange a **honeymoon**, **compile a wedding list** and of course, to select the **wedding rings**. Ah, by the way, shortly before their **wedding ceremony** it is the very time to have a **stag party** and a **hen party** (in the US called a **bachelorette party**) to celebrate 'the last night of freedom' or merely to spend time with their friends (boys separately from girls), who are often at the **wedding party** afterwards.

THE BIG DAY

The **groom** and **best man** arrive at the church first, and then the guests arrive. Last to arrive is the **bride**, normally dressed in a long white **wedding dress** with a **train**, her face covered in a **veil**, carrying a **bouquet of flowers**, and accompanied by a couple of bridesmaids in matching dresses. Usually the bride's father **gives her away** to her husband. He **walks her down the aisle** until they reach the **priest/vicar** at the **altar**. The church organ plays **the Wedding March**, and the guests **rise to their feet** to watch the procession. Once they reach the altar, the bride stands with the groom, and the **service** begins. The service lasts for about half an hour, and contains **readings** (extracts from the Bible) and a couple of **hymns** (religious songs). The priest always asks if there are any **objections to the marriage** (someone can **speak or forever hold their peace** = never have the opportunity again to object), and then the couple **exchange traditional wedding vows and gold rings** saying '**With this ring I thee wed**' (=with this ring I marry you). At the end of the ceremony, the

priest says **'I pronounce you man and wife'** which means that they are officially married. At that point, the groom is allowed to **kiss** his wife. The guests leave and the couple then **sign the marriage register**. When they come out of the church, the guests often throw **confetti**, and the photographer takes various formal photographs.

Next in the big day is the **reception**, which is often a formal lunch in a hotel. After lunch there are various **speeches**. The bride's father normally gives a speech, then the best man gives a speech (which is often a funny speech designed to embarrass the groom), and the bridegroom and/or the bride give a short speech to thank their guests. Some couples also arrange an **evening reception**, and hire a disco or band to play music for their friends. At the end of the day, the **happy couple** traditionally leave for their **honeymoon**.

196

Match the definitions with the words and phrases from the text.

1. a woman on her wedding day, or just before or just after it;
2. a place for a party after the ceremony;
3. the man that a woman is engaged to;
4. the girls who traditionally accompany the bride in the church;
5. material from the dress that covers the floor behind the bride;
6. the bridegroom's friend who accompanies him to the ceremony;
7. the official record of the marriage;
8. a holiday taken by a couple who have just got married;
9. a list of presents that guests can choose to buy the couple;
10. small pieces of coloured paper;
11. to feel and show great love for sb, ignoring their faults;
12. a young single woman who is the main bridesmaid at a wedding;
13. to lead the bride to the bridegroom and formally allow her to marry him;
14. the night before a man's wedding, often spent with his male friends;
15. an act of formally asking somebody to marry you.

197

Write a letter to your friend, describing how a close friend and you have fallen out of love. Explain what went wrong and why. Say how you felt about it. Here there's an example of Mandy's letter.

185 Beverly Hills
Hollywood,
Nr. Los Angeles,
California 13th July 1998

Dear Fiona,

Thanks for all your news. Things are very much as normal here. Harry and I have **split up** – we both felt we had had enough of each other. He's dating a

girl who was **going steady with** Paul when you were here – I think they're quite **serious** – and I'm seeing a film producer called Harvey who's waiting for his **divorce** to come through. We're more than '**just good friends**' but I don't know how long it will last. My **late husband's former mistress is marrying his first wife's third husband** on Saturday. In fact it's going to be a **double wedding** because her **second son by her first marriage is getting married** to the girl he's been sharing his flat with for the past six months. You remember? That's her **half-brother's ex-fiancée**, the one who was **going out with** Jason.

Anyway how are you? Still the ideal couple over there in Eastbourne, are you? Do I hear **wedding bells**?

Lots of love now,
Mandy

198

Put each of the following words or phrases in the passage below.

A

date *romantic* *relationship* *approve* *keen*
mature *break off* *drift apart* *attracted* *go out*

Ann was a very a) _____ girl who often dreamed of love and marriage. She was especially b) _____ to a young man called Michael, who worked in the same office as she did, and he was very c) _____ on her, too. They became friendly and one day Michael asked her to go out with him. Their first d) _____ was a visit to the theatre, and they both enjoyed the evening so much that they decided to e) _____ together regularly. Michael was a bit untidy and rather young, and Ann's parents didn't f) _____ of him at first, but Ann was a sensible, g) _____ girl and they had confidence in her. For a year or so everything went well, but then somehow they slowly began to h) _____, until they finally decided to i) _____ their j) _____.

B

desperately *love* *commitment* *at first sight*
unrequited *proposal* *unconditionally* *affair*

I fell madly in a) _____ with Anton from the moment I met him. It was certainly love b) _____. I knew at once that he was the love of my life, but at first I was not sure if my love was returned or c) _____. Within a few days, however, he had told me that he was d) _____ in love with me too. A couple of weeks later, we realised that we wanted to make a e) _____ to each other and, when Anton asked me to marry him, I immediately accepted his f) _____. I'm sure we will always love each other g) _____. Neither of us would ever consider having an h) _____ with someone else.

C

bride *engaged* *bridegroom* *consent* *wedding*
civil *reception* *honeymoon* *propose* *toast*

One evening, although he was nervous, Joe decided to a) _____ to his girlfriend, Linda. She accepted his proposal, they became b) _____ and he gave her a ring. After a year they had saved enough money to get married (they were both over 18 so they didn't need their parents' c) _____). Some people have a religious ceremony with a priest, but Joe and Linda decided on a d) _____ ceremony in a registry office. On the day of the e) _____ Linda, the f) _____, was very calm, but Joe, the g) _____, was nervous. Afterwards, at the h) _____, speeches were made and the guests drank a i) _____ to the happy couple, who finally left for a j) _____ in Spain.

199

Fill in the prepositions.

1. Bob and Lena are going _____ together.
2. Bob is going _____ Lena.
3. He was too nervous to ask her _____.
4. She's very fond _____ him.
5. We drank a toast _____ their future happiness.
6. He fell _____ love _____ her _____ first sight.
7. He's getting married _____ Liz next month.
8. She's engaged _____ a policeman.
9. His parents don't approve _____ her.
10. Have confidence _____ me!
11. After two years their marriage broke _____.
12. Jean decided to turn Chris _____.
13. As children we were very close, but as we grew up we just drifted _____.
14. It wasn't a love match, because she married him _____ convenience.
15. They got married _____ a religious rite.
16. Peter doted _____ Helena and was blind _____ her faults.
17. Max proposed _____ Anna and she accepted his proposal.
18. Marry's split _____ with her steady.
19. The bride was given _____ by her father.
20. She has broken _____ her engagement to Charles.
21. He cared _____ her more than she realised.
22. Their marriage was founded _____ love and mutual respect.
23. She has a genuine affection _____ a young man called Paul.

200

Explain the difference between:

- | | |
|--|-----------------------------------|
| 1. to be fond of sb and to be in love with sb; | 10. a stag party and a hen party; |
| 2. to marry for love and to marry for money; | 11. to separate and to divorce; |
| 3. to make smb's acquaintance and to court sb; | 12. a fiancé and a fiancée; |
| 4. a maid of honour and the best man; | |

- | | |
|--|---|
| 5. a love match and marriage of convenience; | 13. to care for sb and to dote on sb; |
| 6. to be engaged to sb and to be married to sb; | |
| 7. to marry in church and to marry at a registry office; | 14. an infatuation and a passing fancy; |
| 8. to propose to smb and to accept one's proposal; | 15. to have a steady and to be just good friends; |
| 9. a marriage certificate and a prenuptial agreement; | 16. to split up and to drift apart. |

201

Give English equivalents to the following words and phrases.

Знайомитись; кохати до нестями; зустрічатись з хлопцем/дівчиною; запрошувати на побачення; освідчуватися у коханні; залицятися; наречений; наречена; бути зарученим/одруженим з кимось; оголошувати про заручини; одружитися; одружитися по коханню; шлюб з розрахунку; вінчатися в церкві; одружуватися у РАГСі; молодята; обручка; список гостей; свідоцтво про одруження; розлучатися; медовий місяць; прийняти пропозицію про одруження; не помічати недоліків; шлюбна обітниця; боярин (дружко нареченого); дружка нареченої; тимчасове захоплення; палка закоханість; відхилити пропозицію руки та серця; шлюбний контракт; холостяцька вечірка; дівич-вечір; мати кохану людину; поїхати у весільну подорож; батьківська згода; бувший чоловік; традиційне весілля; розірвати стосунки; віддалятися; церемонія одруження; бути закоханим в когось по вуха; закохатися в когось з першого погляду; кохання без взаємності; зобов'язуватися.

202

Listen to the tape and answer the questions below about romantic relations of young people in America, compare them with Ukrainian teenagers.

1. What is the usual age young people start going out together?
2. What is a double date?
3. What is a curfew and who sets it?
4. Why do people of all ages enjoy going on double dates?
5. When will people know that a couple is going to get married?
6. What do people do when they don't want to continue their relationship?

203

In groups, discuss the following questions; be ready to report to the class.

1. Do you think a curfew is a good idea? Should everyone have a curfew or only some people? Explain.

2. Have you ever gone on a double date or a blind date (a date arranged by someone else)? Would you like to go on a double or blind date? Why or why not?
3. Talk about some of the dating customs in your country.
4. If you are not married, do you plan on getting married? Why or why not? What age is the best for getting married?

204

Match the words with their definitions.

- | | |
|-------------------------|---|
| 1. unrequited | a) a husband or wife; |
| 2. newly-wed | b) a romantic relationship between two people who are in love and not married; |
| 3. matrimony | c) a person who has recently got married; |
| 4. civil marriage | d) marriage; the state of being married; |
| 5. vow | e) an independent young woman who is not married; |
| 6. arranged marriage | f) a marriage with no religious ceremony; |
| 7. love affair | g) a relationship that is considered to be a marriage because the man and woman have lived together for a long time |
| 8. bachelor girl | h) a marriage in which the parents choose the husband or wife for their child; |
| 9. spouse | i) a formal and serious promise, especially a religious one; |
| 10. common-law marriage | j) (of love) not returned by the person that you love. |

205

Translate the sentences into English.

1. Ден закохався у Мері з першого погляду. Він закоханий у неї по вуха і не помічає її недоліків, а саме те, що вона трохи самозакохана.
2. Вони заручені вже чотири місяці. Завтра вони будуть вінчатися в церкві, у них буде традиційне весілля за всіма правилами.
3. - В якому віці ви вперше закохались? - Я не знаю, чи було це справжнє кохання, але коли я був студентом, мене полонила одна француженка.
4. Напередодні весілля наречений влаштував холостяцьку вечірку. Він запросив друзів на церемонію одруження до РАГСу, а потім на святкування весілля в один з найкращих місцевих ресторанів.
5. Це був шлюб із розрахунку, і вона не жалкує, що розлучається з чоловіком, якого ніколи не любила і зараз терпіти не може.
6. Бен думав, що то було лише тимчасове захоплення, але все закінчилося освідченням у коханні, заручинами та весіллям.

7. Джейн та Мет почали зустрічатися ще в підлітковому віці, тому батьки Джейн встановили годину, до якої вона повинна була повернутися з побачення.
8. Спочатку вони кохали до нестями один одного, але потім стали зовсім байдужі один до одного, віддалилися і врешті-решт розірвали стосунки.
9. Джон хоче подарувати своїй дівчині каблучку, і тоді вони зможуть оголосити про заручини.
10. Філіп довго не міг наважитися зробити Сандрі пропозицію руки та серця, але врешті, коли він освідчився, вона йому відмовила. То було кохання без взаємності.
11. Після того, як ми відвідали театр, він запропонував мені зустрічатися.
12. Джейн трохи заздрить, коли бачить білу машину з молодятами. Вона завжди мріяла поїхати у шлюбну подорож до Парижу.

206 Read the letters then choose one to your liking and write a reply giving a good piece of advice. Use some of these words and expressions:

Why don't you...?

Why not....?

What / How about.....ing?

The best way to... is to.....

You could / might.....

If I were you, I would....

A good way to..... is to.....

Stop.....ing and starting.

I think it's a mistake to.....

I think you should.....

PROBLEM PAGE

1. I'm going out with a really nice guy. He says he loves me, and he even wants to get married. The problem is, I don't love him. I'm in love with his best friend and it's driving me crazy. I dream about him all the time and often cry myself to sleep. I've tried to find out how he feels, but he's in a difficult position too. My friends say I should stop seeing my boyfriend. But, if I can't have the boy I love, surely he is the next best thing?

Julia, 19

2. I've got a great girlfriend and we've been together for about six months. It's all been quite serious but now I'm not so sure. You see, I saw my ex-girlfriend again at a party last Saturday and I think she feels we made a big mistake and that she really wants us to start going out together again. I think I feel the same. What do I do? How do I tell my present girlfriend that I think we should break up?

Barry, 21

3. My best friend and his girlfriend have been together for some time, but she keeps flirting with me and I don't know if he realises or not. Should I tell

him? I don't really fancy her, but I really like his ex-girlfriend. Do you think he would mind if I asked her out? He's an old friend and I don't want to upset him.

Tony, 21

4. I met an old boyfriend the other day and we agreed we wanted to stay friends, although I don't want to go out with him again. We'd like to have a drink together one evening. Should we tell his present girlfriend or is it better that she doesn't know? After all, it will be completely innocent.

Sharon, 19

5. I have known the girl next door for a long time. She's going out with someone who is well-known for fancying everyone in sight. The trouble is, she doesn't realise this. I happen to think he's seeing someone else, and I don't know whether to tell her or not. It's made more complicated by the fact that after all the years as childhood friends, I think I'm falling in love with her. What should I do? Should I tell her how I feel?

Steve, 20

207 These situations describe ways in which a couple might meet. Which ones do you think are most common, and which ones are most unusual?

at work

a computer dating agency

an arrangement by parents

at a disco

on a train, bus

an advertisement

COUPLES ... BY A COMPUTER

Jenny Tailor stood before the altar and turned to look into the loving eyes of her bridegroom Robert Bennett. A perfect couple. Anyone in the congregation last Easter Saturday would have agreed. But few of them realised this match wasn't made in heaven. It was made by machine, not Cupid. A dating agency computer had brought them together. And Jenny and Robert are far from unique. A staggering one in every *five* of Britain's ten million single people have used a dating agency.

Psychologist Dr Alan Drummond, who has made a four-year study on blind dates, estimates that more than 30.000 of them take place each week. "The most important reason for the boom in the romance industry is the high divorce rate for people in their thirties and forties", he explains. "They find themselves single once again, but have lost most of their single friends".

Lisa, 44, and Simon, 43, always tell people they met at a party. In fact they met via a dating agency. Both are teachers who moved to the Midlands to work. They have been together for three years. It was Lisa who insisted on the secrecy. "I don't think people at school would have been intentionally cruel, but there would have been a lot of leg-pulling", she says. Lisa and Simon plan to marry later this year. Simon wanted to get married within months of their first meeting, but Lisa preferred to wait. "I'd answered advertisements and joined

agencies on and off for six years. In that time your confidence goes right up and right down”, she explains. “I suppose I did feel a bit of social reject. But I was determined not just to settle for anybody. Then I found Simon”.

Rosalyn Townsend doesn't give up so easily either. A glamorous 32-year-old, she has spent three years and a small fortune searching the small ads for a good-looking, wealthy husband. Now, 700 letters later, Rosalyn is still placing and replying to ads. Three-time divorced Rosalyn says finding a father for her three-year-old daughter Lucy is her prime concern. Including the cost of travel and posh frocks to wear to her dates, the bill for her man-hunt adds up to \$10.000!

208

A. Answer the questions.

1. Why do so many people use dating agencies, according to Dr Drummond?
2. Why did Lisa and Simon keep their use of the agency a secret?
3. What exactly has Rosalyn spent \$10.000 on?

B. Decide what these words from the text mean. For each word choose from the possible explanations given.

- a) altar: kind of photographer / part of church
- b) congregation: people in church / large family party
- c) match: joining of two people / marriage in church
- d) unique: the only one / unhappy in love
- e) staggering: lonely and unhappy / very surprising

C. Find words or phrases in the text that would be replaced by:

- | | |
|-----------------------|-------------------|
| sudden increase | main interest |
| not wanted by society | making jokes |
| rich | very attractive |
| on purpose | expensive dresses |
| finally choose | |

D. Did you find anything in the text which surprised you? Would this way of meeting people be successful in our country?

209

Put these statements about romantic relations in the correct order:

- | | |
|--|-----------------------------------|
| _____ you meet one another | _____ you finish your studies |
| _____ you are attracted to one another | _____ you go out with one another |
| _____ your parents meet | _____ you get engaged |
| _____ you fall in love | _____ you get to know one another |
| _____ you get married | _____ you start living together |
| _____ you have children | _____ you go on holiday together |

210

Read the stories and put the statements above in the correct order according to the stories. Do you know anyone whose love story was unusual? Retell it to your class.

A

Saya and Haroon both lived in the town of Kanpur in India. Saya first saw Haroon in 1951 and she thought he looked nice but they couldn't talk to one another. In fact, young Indian men and women couldn't get to know one another before getting married. Saya told her father about Haroon and he went to visit the boy's parents. Saya's father thought Haroon would be a suitable husband for his daughter and so Saya and Haroon met and spoke to one another in front of relatives. Then they got engaged. The first time they were alone together was after the wedding. Today, Saya doesn't think it matters if you know someone or not before you get married because life after marriage is so different from any relationship you have before. Haroon thinks his wife is more beautiful to him today than she was when they got married forty years ago.

B

During the second world war, Michel was serving as a soldier with the French army abroad. Madeleine lived with her family in Lyon, France and had just started working as a primary school teacher. One day, she read in the local newspaper that French soldiers serving abroad were looking for pen-friends and so she wrote her first letter to Michel. They wrote to one another for four years and today they both say that they fell in love through their letters. In fact they got engaged before meeting one another in person. When the war was over and Michel returned to France, Michel and Madeleine met for the first time. Now they have been married for nearly fifty years and neither of them regrets their unusual engagement.

211

1. Read the introductions to the stories of how people met. What do you think happened next?

Love on the Internet

Nowadays love on the Internet is big business. Millions try to find true love there every day. Per Olafson from Bergen in Norway, and Debbie Grant from Banbury in England, looked for love that way ...

Love in a bottle

Fisherman Vincent Banks from Cape Cod in America couldn't find a wife, so he wrote a letter, put it in a bottle and threw it into the sea. Ten years later and five thousand miles away in Spain, Rosa Randeiro found the bottle on the beach ...

2. Now listen and answer the questions about Per and Debbie, and Vincent and Rosa.

1. When did they meet?
2. Why does Debbie like to chat on the Internet?

3. Where was Vincent's letter? What did it say?
4. Why couldn't Rosa read the letter?
5. Do both couples have children?
6. Who says these sentences?
 - I'm really quite shy.
 - I was very shy.
 - I find it difficult to talk to people face to face.
 - I flew to America and we met face to face.
 - I stood on something.
 - I stood there with some flowers.
 - We chatted on the Internet for a year.
 - We wrote every week for six months.

212

A. Read the article and do the task that follows it.

In our weekly 'test' single people who are looking for a partner ask their mother and their best friend to help. The mother chooses one partner and the best friend chooses another. The test is to see who can choose the best partner!

This week's single man is Richard Taylor, a 26-year-old musician from Southampton. His mother Meg chooses one girl and his best friend Danny chooses another. Then Richard goes on a date with each girl. Which girl does he prefer? Who knows him better, his mother or his best friend? Who chooses the right girl for him?

'I usually work in England but sometimes I work abroad. When I am free, I like going to the cinema and eating in nice restaurants. I'm not very sporty and I don't do any exercise, but at least I don't smoke.'

I think I'm open and friendly, I get on well with most people, but sometimes I'm shy. For example, I don't like going to parties. I prefer to meet friends individually or in small groups.

I like intelligent, funny women who love music and can be good listeners. Physically I prefer women with dark hair who are not taller than me.

I'm sure my friend Danny knows my taste because we often talk about girlfriends. I don't usually talk to my family about that kind of thing. My mum always says that I look for the wrong kind of girl but that's what mothers always say!'

B. Mark the sentences T or F. Correct the false ones.

1. Richard sometimes travels with his job.
2. He is friendly and extrovert.
3. He likes music and parties.
4. He prefers women who are shorter than him.
5. He likes women who talk a lot.

6. He doesn't talk to his family about girls.
7. His mother doesn't think he's good at choosing girlfriends.

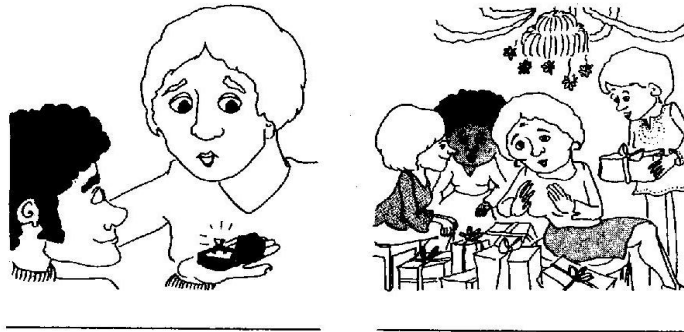
213

Read these funny 'Lonely Hearts' ads, translate them and having them as an example write your own ones.

| | | |
|---|---|---|
| <p>A. SILLY MALE GRADUATE Required by single female loony (32), great legs, own teeth. (Slightly silly also considered).</p> | <p>B. TALL, EMOTIONALLY STABLE unstuffy, humorous man wanted by lovely independent London lady, 43.</p> | <p>C. ATTRACTIVE, workaholic and separated London lady graduate (28) seeks mature, presentable, fun-loving man in similar situation. Photo, please.</p> |
| <p>D. ATTRACTIVE, SUCCESSFUL graduate 33, seeks lively, intelligent, frivolous lady to share enthusiasm for life in London.</p> | <p>E. LOVELY LADY, attractive, intelligent, cultured and funny, wishes to meet professional gentleman with similar attributes. Age 45-55.</p> | <p>F. WHERE ARE the educated, sensitive and interesting men (25-35) who'd like to spend time with a vivacious thoughtful lady (27), who's fun to be with? Sense of humour essential.</p> |
| <p>G. STYLISH LADY, 40-ish, well-travelled, lives in the country – loves animals, the theatre, the cinema, 911s, gardening, walking – seeks nice humorous man, 30-40 ish, for friendship and fun. Nothing too serious.</p> | <p>H. VIVACIOUS BROWN LADY, doctor, divorced, 45 – warm bright and fun. Needs/offers special friendship to sensitive n/s man of quality! – and similar interests – classical music, walking, cycling travel.</p> | <p>I. INTELLIGENT? SENSITIVE? Sense of humour? Mature? If you have these qualities two pretty young girls would like to hear from you. Photo appreciated.</p> |

214

With your partner describe what is happening in the pictures. Write a caption to each frame.



215 Read the text and answer the questions that follow it.

WEDDINGS

For most people weddings are a magical time when even the least superstitious will watch for portents of future happiness. As a result, the wedding preparations, ceremony and feast have all become loaded with ritual practices to ward off evil and bless the marriage with fortune and fertility.



The date of the wedding is very important. May is traditionally unlucky for weddings, because in ancient Rome, this was a month for remembering the dead, and ill-omened time for lovers. In contrast to this, there exists the Christian belief that you should not marry in Lent. Defying augury, many modern couples marry between Easter and May, a practice much encouraged by tax rebates. The tradition that the bride's parents should pay for the wedding dates from two or three centuries ago, when wealthy families

would pay an eligible bachelor to take an unmarried daughter off their hands in exchange for a large dowry.

Every bride regards her wedding dress as the most hallowed garment she will ever possess. At most formal weddings, brides still get married in virginal white – many other colours are considered unlucky. Green, for example, is fairies' colour and the wearer may fall into the power of little people. Yellow, purple, orange and red are also to be avoided, though blue is safe.

A bride will also ensure that her wedding outfit has ‘something old, something new, something borrowed, and something blue’ to bring her luck. ‘Old’ means the past, ‘new’ symbolizes the future, ‘borrowed’ gives her a link with the present and ‘blue’ symbolizes her purity.

Even a modern bride will not wear her dress before the wedding ceremony. The groom mustn’t see her in it until she enters the church. The bride can’t try on her veil at the same time as the dress. Many brides put it on for the first time on the day of the wedding. Some brides even believe that the sewing of the wedding dress mustn’t be finished until the day itself, and leave a few stitches to be completed on the wedding morning. It is a lucky omen if the bride should see a chimney sweep on her way to church. Sometimes a sweep is paid to attend the ceremony and kiss the bride – a relic of the old idea that soot and ashes are symbols of fertility.

At the wedding the groom’s closest male friend acts as the best man and stands next to him during the ceremony. Other friends act as ushers and show guests where to sit. The bride’s closest woman friend is chief bridesmaid (maid of honour), or matron of honour if she is married, and other friends are bridesmaids. Children are bridesmaids if they are girls or pages if they are boys.

After the ceremony the couple are showered with confetti. One old custom is for the bride and sometimes the groom to negotiate some obstacle as they leave the church – guests impede them with ropes of flowers or with sticks that have to be jumped over.

An important thing is a wedding cake, whose richness symbolizes fertility. The bride and groom cut the wedding cake together. They say that pieces of the cake bring good luck. In the US they feed each other a small piece, and it’s traditional for them to try and make a mess on each other’s faces.

1. What are the dates that are thought to be unlucky for a wedding in Britain?
2. When do many young people marry in Britain?
3. Is the colour of the bride’s wedding dress of importance?
4. What are the important components of the bride’s dress?
5. What other taboos about the bride’s outfit should be observed?
6. Who shows the guests where to sit?
7. What customs are usually observed after the ceremony?
8. Who cuts the wedding cake?

216

Work in pairs. Read about some wedding traditions in Britain and America and discuss these questions.

- Are they the same in your country?
 - What wedding traditions do you have in your country?
- ✓ The groom arrives at the wedding before his bride.
- ✓ The bride wears a long white dress and a group of young girls (bridesmaids) follow her into the church.

- ✓ The bridegroom, the best man and other men may wear morning dress or, in the US, a tuxedo.
- ✓ The bride throws a bouquet of flowers in the air and other single women try to catch it. The woman who catches it will be the next to get married.
- ✓ The best man is responsible for bringing the wedding ring.
- ✓ At the end of the reception there are speeches made by the bride's father, the groom, and the best man.
- ✓ After a wedding, the groom carries the bride into their new home.
 - ✓ A woman wears her wedding ring on the third finger of the left hand.
- ✓ The car the couple leave in has usually been decorated by their friends with the words 'just married' and with old tin cans or shoes tied to the back.

217 Complete the description of English weddings with the words from the box.

| | | |
|------------------|------------------------|---------------|
| <i>ceremony</i> | <i>honeymoon</i> | <i>guests</i> |
| <i>reception</i> | <i>registry office</i> | <i>speech</i> |
| <i>champagne</i> | <i>wedding cake</i> | <i>party</i> |

The _____ usually takes place in a church or a _____. After the ceremony, the couple and their _____ go to the _____, where they drink _____ and eat the _____. Later on, at the wedding meal, the best friend of the groom makes a _____. The married couple often leave the _____ early to go on their _____.

218 Listen to Marisa telling how she spent the previous weekend and answer the questions.

1. When did Kyle and Sue get married?
2. Where did they get married?
3. Was the wedding party romantic?
4. Was the wedding party big?
5. Was there a ceremony at the Registry Office?
6. What kind of restaurant did they have a wedding party at?
7. Who did Marisa meet at the party?
8. What did Marisa and her new friend do?

219 Complete the sentences with the words from the box.

| | | | | |
|----------------|-----------------|------------------|---------------|--------------|
| <i>wedding</i> | <i>ceremony</i> | <i>honeymoon</i> | <i>church</i> | <i>bride</i> |
| <i>groom</i> | <i>rings</i> | <i>reception</i> | <i>guests</i> | <i>head</i> |

1. At a traditional Chinese _____, the _____ doesn't wear a white wedding dress, she wears a red one. 2. A Swedish bride wears three _____ on her fingers. 3. At the _____ after the marriage _____ in Estonia, the _____ takes off his hat and places it on the _____ of an unmarried man. The man will be the

next to get married. 4. In Ireland, it is traditional for the bride and groom to walk together to the _____ for the religious ceremony. 5. In Venezuela, the married couple do not say 'goodbye' to their _____ when they leave the reception. 6. The most popular place for couples to go on their _____ is Mexico.

220

Translate the sentences into English.

1. Мої батьки побралися 26 років тому. Мій тато (високий широкоплечий брюнет) довго залицявся до симпатичної блондинки – моєї мами. Але заручились вони лише через два роки після знайомства, коли закінчили університет.
2. Мама одразу прийняла його пропозицію, відмовивши багатьом іншим парубкам. Згодом вони святкували розкішне весілля. На мамі була красива біла весільна сукня, а на татові чорний елегантний костюм.
3. На свій медовий місяць молодята поїхали відпочивати в Крим, адже вони одружились у липні.
4. Згодом народилась моя старша сестра Леся, і батьки думали, що вона буде єдиною дитиною. Але це тривало недовго, і через 5 років Леся перестала нудьгувати, займаючись моїм вихованням.
5. Мені подобається багато дівчат, але я небайдужий особливо до однієї, яка живе у сусідній квартирі. На жаль, вона має хлопця, і я часто бачу їх разом. Я не знаю, чи це кохання, чи просто тимчасове захоплення.
6. Леся схожа на маму – така ж вродлива. Багато хлопців хотіли б зустрітись з нею, але вона ще ніколи не закохувалась і не ходила на побачення. Вона всім відмовляє і чекає на свого принца. Їй вже 28, і мама каже: "Дивись, не залишись старою дівою".
7. Свекруха терпіти не може свою невістку тому, що та не поважає її. Вони не ладять, тому що не можуть знайти спільну мову. Так часто буває, коли зустрічаються люди з різними характерами, один, наприклад, впертий та стриманий, а інший запальний і нетерпимий.
8. Часто дівчата не хочуть міняти своє дівоче прізвище після одруження. Через це у них виникають проблеми з родичами зі сторони чоловіка.
9. Наступного дня після смерті свого чоловіка шістдесятирічна вдова сказала своїй сім'ї, що їй подобався її чоловік, але вона ніколи його не кохала.
10. В день весілля був повний місяць. Молодий та його наречена одружилися ввечері при місячному сяйві. Це було так романтично.

221

A. You will hear an interview with an Indian lady, Rajkumari Kejriwal, known to her family and friends as Raj. In the interview she talks about her arranged marriage and the day she was

introduced to her future husband. Listen and answer the questions.

1. How did Raj's father find the two men?
2. Was it difficult to find a husband for Raj?
3. Describe the day that Raj met the two men?
4. Why did her father choose Shyam?
5. What happened between that day and their marriage?

B. In the following summary, you will find some factual mistakes and some gaps. Correct the mistakes and fill in the gaps:

Raj's father arranged her marriage when she was still at school. He chose her husband by _____. In Raj's case, this didn't take long, but sometimes _____. Two men were introduced to Raj and her family, and today they decided _____. The men were of similar background, but one of them _____, and this was the one _____. Raj didn't agree with her father, but she had no choice. She has now been married for twenty-two years, and in fact _____. Most marriages in India are still _____, and the usual age _____.

222

In pairs, discuss the questions.

1. What was Raj's attitude to her arranged marriage? Did she accept it or resent it?
2. How do you think she felt on the day she met the two men?
3. Raj says that her husband's family wasn't wealthy, but they owned a village and were like princes. What does this tell us about Raj?
4. What else would you like to know, either about Raj's marriage, or about arranged marriages?
5. What advantages does she see to arranged marriages?

223

Read about wedding customs around the world, paying attention to the words in bold and then answer the questions.

Marriage is an ancient social practice. Although marriage ceremonies vary from culture to culture and through time, they remain **a symbol of social and personal commitment** and the ways in which men and women around the world do it are varied, just as their beliefs, customs and cultures are varied. In this article, we'll briefly examine ceremonies from three cultures: Egyptian, Japanese and Oglala Indian.

In Egypt, in times past, **marriages were traditionally arranged**. Once a husband had been chosen for a young woman, **a go-between**, or wekeel, was used to make a contract for a bride-to-be and her future **spouse**. This was followed by a religious ceremony in which a holy man recited verses **from the Quran, the Islamic holy book, about the** benefits and the value of marriage.

Afterwards the wekeel and the groom *pressed their right thumbs to seal the contract*. The wekeel then recited *a marriage vow on behalf of the bride*, to which the groom responded with the vow of his own. Then the bride and a procession of her friends and relatives took part in a special ritual bath and then later a feast, while the groom and his procession of friends and family visited the mosque for special prayers and another feast. *A wedding-night feast* then followed, at which the groom saw his new wife's face for the first time.

Like traditional Egyptian marriages, Japanese marriages of the past were arranged. The arranged marriage was *preferred to* the marriage based on love. Like the Egyptian wekeel, the Japanese *matchmaker*, the nakodo, first determined each family's preferences in a possible bride or groom. After both families agreed to a match, a simple exchange of gifts took place, and the bride and groom *shared rice, wine, or sake*. Now Japanese marriages tend to be a mixture of both the old and the new. The wedding couple may present flowers of thanks to their parents, their friends may give humorous or sentimental speeches, and the bride and groom themselves may *pose for pictures* in front of a plastic wedding cake that is never meant to be eaten.

Unlike the traditional Egyptian or Japanese bride-to-be, who used the services of a go-between, the Oglala Indian woman had some control over the choice of her spouse. Young men from outside the girl's camp would stand in a line before the girl, awaiting the signal of interest. If the girl liked a young man, she would stand before him and *permit him to encircle her in a blanket and tell her why he would make a good husband*. Once a couple agreed to marry, the young woman was sent to the groom's family. Then the groom would present horses, robes and other gifts of value to the bride's parents, and the bride would take gifts to her parents-in-law. The groom's family would *erect a house* for the couple, and the groom's female relatives would dress the new bride in buckskins, paint a part in her hair, and *host a feast for* all the family.

We have seen in our brief examination of marriage rituals from the Egyptian, Japanese and Oglala Indian cultures that even societies as different as these share certain key elements in their marriage ceremonies. We can say, in conclusion, that these ceremonial customs help *to ratify* men's and women's beliefs in themselves, their future, and human society.

224

Write one word in each gap.

| | | | |
|------|------|------|----|
| gap | with | into | as |
| fall | in | for | of |

Arranged marriages

The usual western idea of marriage is that you meet someone, (1) in love, and then decide to marry each other. For those born (2) some

cultures, however, marriage may have quite a different meaning. In an arranged marriage, it is the parents who choose the partner and it's possible (3) the young person getting married not to meet their future bride or groom (4) person until the day of the wedding. Indeed, a young person might be promised to another (5) a child, many years before the wedding day. Amongst communities that practise arranged marriage, it's not unusual for a generation (6)to open up between parents and children, with many young people refusing to accept an arranged marriage. However, if the parents treat each other (7) respect and recognise that they are both (8) equal value, there doesn't seem to be any real barrier to having a happy married life.

225 In class, discuss the questions.

1. Do young people in your country ask their parents for permission to marry?
2. When a couple gets engaged, does the young man give his fiancée a diamond ring? What are your traditional engagement customs?
3. Do friends of the bride give her showers? What are typical gifts given to engaged couples?
4. In your country, at what ages do women and men customarily marry?
5. Is a religious ceremony legal in your country? Is a civil ceremony legal there? How long does the ceremony last?
6. Describe a typical wedding ceremony, called a wedding. In your culture is it elaborate and formal? Simple and informal? Who pays for the wedding?
7. Who is the authority that presides at the ceremony?
8. Besides the bride and groom, who are the guests?
9. What special customs are observed? Are there any superstitions related to weddings?
10. Are there presents for the wedding couple? Are food and drink served?
11. Do newlyweds go on a honeymoon? Where do they commonly go?
12. Where do couples usually live after they get married?

226 Simon Rose and Rachel Peterson got married at Walt Disney World. Listen to them talking about their wedding. What was traditional and what was non-traditional about it?

227 Translate the following text into English.

... А по вінчанні – весілля

В народі здавна весіллям керували хрещені батьки, вони ж обов'язково вітали молодих. Потім починалося "дарування": родичі молодого робили дарунки рідним молодої, і навпаки. Подекуди тоді ж мати й заміжні сестри дівчини здійснювали такі обряди як "розплітання

коси” та “покривання голови молодої”, що символізувало її перехід у стан заміжньої жінки. За покриванням голови відбувався урочистий “розподіл короваю”, що означав приєднання усіх гостей до сімейних урочистостей.

Наприкінці весілля пізно ввечері молоду виряджали до дому молодого. Свекор та свекруха зустрічали молоду пару біля порога своєї хати. Свекруха обсипала молодих пшеницею. У деяких місцевостях провести молодих доручалося дружбі молодого. Весілля закінчувалось наступного дня (зазвичай, понеділка) циклом різних обрядів. Післявесільні обряди мусили згуртувати родини молодих і полегшити при звичаєння молодої до чужого дому.

228

A. Here are some of the secrets for people’s staying together. Do you agree with them? Think of some secrets of your own.

- Keep things in proportion. Remember what’s important.
- Have lots of fun together.
- Remember that it’s OK to disagree.
- Work on yourself alone so you’re always becoming a better person.
- Never go to bed mad at each other.
- Go out on a date with each other once a week – no matter what!

B. You’ll meet these words in the text, match them with their synonyms:

- | | |
|-----------------------------|--------------------------------|
| 1. upbeat | a) in one’s thoughts |
| 2. to subside | b) to lower |
| 3. to respect | c) optimistic |
| 4. let alone | d) to meet the requirement |
| 5. high-stress | e) to look up |
| 6. fundamental requirements | f) high-pressured |
| 7. what’s on one’s mind | g) not to mention |
| 8. bound to be disappointed | h) certain to be disillusioned |
| 9. to accommodate the need | i) basic needs |

C. Do you agree or disagree with the following statements? After reading the article, correct the false ones.

- A. It was very hard to live in the past.
- B. People now have a lot of time to spend with each other.
- C. If you marry the right person, you’ll live happily.
- D. To live happily you must totally respect the other person.
- E. When your partner has a problem, jump to solve it.
- F. It doesn’t matter how you express your love, your partner will understand you.

D. Read the text and answer the questions that follow it.

THE SECRETS OF LIVING HAPPILY EVER AFTER

In her new book, *Happily ever after*, author Laura Martin reveals the secrets of a happy marriage. Its message is upbeat and optimistic. We interviewed Laura at her home in Colorado.

Q: How has marriage changed in the past fifty years?

Life used to be much simpler, with fewer choices. When we look at marriages in the 1950s, most were of the ‘Father Knows Best’ and ‘The Donna Reed Show’ kind. The man was the breadwinner; the woman, the homemaker. There was also an optimism then – an expectation that you would do better economically than your own parents. Now, women often work outside the home, too. There are economic pressures to do so – it’s not just the question of women wanting careers – and there are no guarantees of financial well-being. There’s also a lot more stress to deal with outside of the family – international terrorism, drugs, diseases that were unheard of just a few decades ago. Often now, both parents spend their days in high-stress jobs in a more stressful world in general and come home to a lot of responsibilities – children, house, bills – to name a few. There’s not a lot of time for each other, let alone for oneself.

Q: You paint a pretty grim picture of life nowadays. Yet your book is optimistic. How come?

I have faith in our ability to rise above the challenges of our times. I think there are some fundamental requirements, though, for a happy marriage. You can’t live happily ever after unless you marry the right person in the first place.

Q: What do you mean by ‘fundamental requirements’?

You have to be in love with the person you marry. Of course, I don’t mean you have to stay in that stage of being in love where all you can do is think about the other person! No. That stage of courtship lasts only a short time. But after the initial excitement subsides, you should still be in love. You also must totally respect the other person, and you should like him or her. You should also not need the other person to fulfill every one of your needs. Other people – friends, children, coworkers – have a place in your life, too. If you expect your partner to be everything for you, you’re bound to be disappointed.

Q: So, assuming you’ve met the fundamental requirements, what are the secrets to living happily ever after?

Make time for each other. No matter how high-pressured your job, no matter how much time you need to devote to your children, set aside some time every day to be alone with each other. Ask each other how your day was and what’s on your mind. Listen totally. When your partner has a problem, don’t jump to solve it or to dismiss it as unimportant. Let the other person talk it out and he or she may solve it alone or realize it’s not important. Be your partner’s best friend.

Q: Anything else?

Yes! I know this is going to sound like a contradiction, but give each other space, too. In other words, we need to be alone sometimes; some people need solitude more than others. Find out if your partner does, and find a way to accommodate this need. And speaking of needs, we all need to know we are loved, but we don't all need to have it expressed the same way. Some of us are auditory, some visual, some kinesthetic. The auditory people need to hear the words 'I love you', the visual people need to 'see' it – like getting flowers or being taken out for dinner; the kinesthetic people need to be touched. Make sure you express your love in the way your partner needs you to.

1. How has marriage changed in the past fifty years according to Laura Martin? Have men's and women's roles changed?
2. What is the main requirement for a happy marriage?
3. What does it mean to be in love with the person you marry?
4. When are you bound to be disappointed?
5. How can you make time for each other?
6. Which ways can love be expressed in?

229 In your group, add to this list of common things that husbands and wives argue about. Choose students to role play the conflicts for the class. What do you think can be a good solution to these problems?

1. The husband thinks his wife is spending too much money on clothes.
2. The wife thinks her mother-in-law is too bossy.
3. The wife wants to have a baby but her spouse does not.
4. The wife is tired of being a housewife.
5. _____

230 Poll the Group: Modern Marriages
 What do you think of marriage today? Read these statements together. List two more. Find out how many students in your group agree or disagree with these statements about marriage. Discuss the results with the class.

| | Agree | Disagree |
|---|-------|----------|
| Marriage is better today than it was 100 years ago | | |
| Being married is better than being single | | |
| If two single people love each other, they should get married and not worry about marriage problems | | |
| | | |
| | | |

231**Read the magazine article and put the sentences a-d in the gaps 1-4.***a) Marriage is certainly changing.**b) Marriage, said one of my professors at university, belongs to the past.**c) She sounded sure of herself and we all agreed – or, at least, nobody disagreed.**d) The simple fact is that most of us believe that marriage is good for us.***IF YOU ASK ME ... Sue Carey disagrees with her university professor**

(1) _____ More and more people are living together and having children without getting married, she told us. The number of divorces is increasing all the time. It doesn't matter if you're single or married, she said with a smile of victory. 'The prison of marriage belongs to an older generation!'

(2) _____ But now, twenty years later – is marriage dead? You do not need to think about it for long: go to any newsagent and look at the magazines on sale. On the cover of every popular magazine like *Hello!* someone is getting married. Or maybe someone is getting divorced. The stories sell the magazines and in thousands of offices around the world, people are sitting around and looking at the wedding photos of the rich and famous.

(3) _____ In the UK, people are waiting until they are older to get married, but the number of weddings is actually increasing. True, divorces are also going up, but people are getting married again, for a second, third or fourth time.

(4) _____ In the year after university, I went to the weddings of four of my friends. My own (first) marriage was two years later. We want to read about marriage, look at films and photos, and do it ourselves. It appears that we can't get enough of it. Sorry professor, but the conclusion seems clear: marriage is very much alive and well.

232**In pairs, discuss the questions.**

- Do you agree that marriage is a thing of the past? Why or why not?
- Is marriage changing in your country? How?
- At what age do people usually get married?
- What are the advantages and disadvantages of getting married?

233**Read the letters, match them with the psychologist's answers, then choose one to your liking and continue an answer giving a good piece of advice. Use some of these words and expressions:***Why don't you...?**Why not....?**What / How about.....ing?**I think you should.....**You could / might.....**If I were you, I would....**A good way to..... is to.....**The best way to... is to.....**I think it's a mistake to.....**Stop.....ing and starting.*

1. I've been married three years to a girl who is now twenty. She quit high school to marry me ... She didn't know a thing about being a wife when we got married, but I thought she'd learn. Well, she hasn't even tried. The house looks like a pigpen. She fixes sandwiches for dinner, or opens tin cans. All she wants to do is go roller skating with her girl friends. On my wedding day, I was the happiest guy in the world. What went wrong?

2. The children ask me why Daddy says 'ex-scape' instead of 'escape', and 'have went'. When they ask him, he gets furious and accuses me of putting them up to it. In company his grammar is so bad it's embarrassing. He refuses to go to a night school or hire a tutor. What can I do?

3. My husband keeps crossing things off the grocery list because he says they aren't necessary. He says, 'You don't need to buy laundry bleach. Clothes don't have to be snow-white. Why buy shampoo when you can wash your hair with a bar of soap? Furniture polish is a waste of money. Rub a little harder.' We aren't rich people, but we can afford some of the extras in life. It burns me up when he is so tight with me while he spends money on hunting and fishing equipment, drinks for the friends and card playing.

4. Jack and I have been married sixteen years. He had a good education and I always told myself he'd make the grade. Well, he never has, the paycheck barely covers the necessities. Our five kids are healthy and smart, but they keep me on the brink of exhaustion. If Jack takes me to a movie every couple of weeks, it's a big deal. He's a swell guy, and I love him, but this isn't what I expected out of life. A meal in a restaurant would be like a dream come true. Tell me, is this a life?

5. I am both mother and father to my four children. The youngest is two, the oldest is twelve. No, I'm not a widow. But my husband says the children are my job. He has never washed a face, changed a diaper, helped with a homework lesson or played a ballgame with his sons. The only time when he talks to his children is when he wants them do something – and then it's an order, not a request. I know I can't change him, he's unbelievably obstinate. What I would like to know is how the boys will feel about their father when they grow up?

a. You bet it's a life, Jane, and a good one. Did you know that people can get just exhausted from boredom as from overwork. Sure you get fed up, everybody does, but don't lose your perspective. You've got the things that count. Pity the poor millionaire. He'll never know the thrill of paying that final installment ...

b. All marriages are happy, it's living together afterwards that's tough. Marriage is the difficult business of living with another human being. It's in-laws, doctor bills, dishes in the sink and mortgages. If you were given facts about marriage instead of romantic fiction, you might be less shaken when faced with some of not-so-attractive aspects of married life...

c. When your children grow up, they'll feel toward their father exactly the same as they feel now. They will hate him. The tiniest baby knows when he is loved and when he's being ignored. Children who are rejected by their father suffer permanent emotional scars...

d. Well, there's nothing you can do. Very often well-educated women who marry poorly educated men seem not to notice grammatical defect and limited intellectual interest until after they're married. The husband who will make no effort to help himself is hopeless; and you can't divorce a man just because he says 'have went'...

e. Every woman is able to handle the grocery money without supervision. If only your husband is employed, he should give you an allowance to spend as you please. If you both are working, your income should be treated as one. In a good marriage there should be no 'mine' and 'thine' – only 'ours'...

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Read and translate the text in the written form.

The wedding was that Saturday.... The pair of them stood there, looking tremendously uncomfortable, each silently reinforcing the other's preconceived notion that this 'do-it-yourself wedding' (as Phil referred to it) was going to be (as Stratton kept predicting) 'an incredible horror show'. Just because Jenny and I were going to address a few words directly to one another.

'Are you two ready?' asked Mr Blauvelt.

'Yes', I said for both of us.

'Friends', said Mr Blauvelt to the others, 'we are here to witness the union of two lives in marriage. Let us listen to the words they have chosen to read on this sacred occasion.'

The bride first. Jenny stood facing me and recited the poem she had selected. It was very moving, perhaps especially to me, because it was a sonnet by Elizabeth Barrett:

When our two souls stand up erect and strong,
Face to face, silent, drawing nigh and nigher,
Until the lengthening wings break into fire...

From the corner of my eye I saw Phil Gavillery, pale, slack-jawed, eyes wide with amusement and adoration combined. We listened to Jenny finish the sonnet, which was in its way a kind of prayer for

A place to stand and love in for a day,
With darkness and the death hour rounding it.

Then it was my turn. It had been hard finding a piece of poetry I could read without blushing. I mean I couldn't stand there and recite lace-doily phrases. I couldn't. But a section of Walt Whitman's Song of the Open Road, though kind of brief, said it all for me:

I give you my hand,

I give you my love more precious than money,
 I give you myself before preaching or law;
 Will you give me yourself? Will you come travel with me?
 Shall we stick by each other as long as we live?

I finished, and there was a wonderful hush in the room. Then Ray Stratton handed me the ring, and Jenny and I – ourselves – recited the marriage vows, taking each other, from that day forward, to love and cherish, till death do us part.

By the authority vested in him by the Commonwealth, Mr. Timothy Blauvelt pronounced us man and wife.

Erich Segal, Love Story

TOPICAL VOCABULARY

| Family relations | Родинні відносини |
|--------------------------------|--|
| a nuclear family | сім'я, в якій живуть батьки та їх діти |
| a single-parent family | неповна родина, в якій є лише один з батьків |
| an extended family | сім'я, яка складається не лише з батьків і дітей, але й близьких родичів |
| a blended family | сім'я, в якій батьки були одружені раніше і мають дітей від попереднього шлюбу |
| a household | сім'я, родина, домогосподарство |
| a sibling | рідні брат чи сестра |
| twins (identical twins) | близнята, близнюки |
| triplets | трійня |
| quadruplets (quads) | четверня |
| a half-brother / a half-sister | однокровний брат / сестра (по одному з батьків) |
| a nephew / a niece | племінник, небіж / племінниця, небога |
| a second cousin | троюрідний брат чи сестра |
| a forty second cousin | дуже далекий родич, “десята вода на киселі” |
| a great uncle / a great aunt | двоюрідний дідусь / двоюрідна бабуся |
| a grandson / a granddaughter | онук / онука |
| a grandchild / grandchildren | онук / онуки (незалежно від статі) |

| | |
|---|--|
| a great-grandfather / a great-grandmother | прадідусь / прабабуся |
| great-grandparents | прадідусь та прабабуся |
| an ancestor (a forefather) | пращур |
| an heir / an heiress | спадкоємець / спадкоємиця |
| a descendant (a direct descendant) | потомок, нащадок (прямий нащадок) |
| an offspring | нащадок |
| a relative on father's side | родич по батьківській лінії |
| a paternal / maternal relation | родич по батьківській / материнській лінії |
| blood relatives / distant relatives | кровні, близькі родичі / далекі родичі |
| a father-in-law / a mother-in-law | свекор, тесть / свекруха, теща |
| parents-in-law | батьки чоловіка чи дружини |
| a brother-in-law / a sister-in-law | брат / сестра чоловіка чи дружини |
| a son-in-law / a daughter-in-law | зять / невістка |
| in-laws | родичі чоловіка чи дружини |
| a stepfather / a stepmother | вітчим / мачуха |
| a stepson / a stepdaughter | пасинок / пасербиця |
| a stepbrother / a stepsister | зведений брат / зведена сестра |
| adoptive parents | названі батьки |
| an adopted child | усиновлена дитина |
| foster parents | прийомні батьки |
| foster children | прийомні діти, вихованці |
| a guardian | опікун |
| an orphan | сирота |
| an expectant mother | жінка, яка чекає на дитину |
| a godfather / a godmother | хрещений батько / хрещена мати |
| a spouse | чоловік ; дружина |
| a husband / a wife | чоловік (одружений) / дружина |
| a widower / a widow | вдівець / вдова |
| single (unmarried) | неодружений, незаміжня |
| a confirmed bachelor | затятий (закоренілий) холостяк |
| a spinster (an old maid) | стара діва |
| to give birth to a child | народжувати дитину |
| an acquaintance | знайомий/а |
| to get acquainted; to make sb's acquaintance (to make the acquaintance of sb) (<i>formal</i>) | знайомитися |
| Resemblance | Схожість |
| likeness between / to | схожість між / з; подібність між / з |
| resemblance between / to | схожість між / з, на |

| | |
|---|--|
| to have (bear) a strong resemblance to | бути дуже схожим на |
| to resemble smb (to look like) | бути схожим на |
| to look (be alike) | бути дуже схожими між собою |
| to be a male replica of one's mother (only about men) | бути точною копією матері (лише про чоловіків) |
| to be as like as two peas in a pod | бути схожими як дві краплі води |
| to be an obvious mixture of both parents | бути схожим на обох батьків |
| to be the very image of /picture of / the spitting image of smb | бути точним портретом / ~копією |
| to take after (in appearance/ character) | піти в когось, бути схожим на |
| to be unlike; to be dissimilar (to) | різнитися, бути несхожим |
| to tell them apart (about twins) | розрізняти їх, сказати хто є хто |
| to spot (common features) | бачити, помічати (схожі риси) |
| to confuse; to take smb for sb | плутати; приймати когось за когось |
| Age | Вік |
| a new-born baby | новонароджена дитина |
| a toddler | дитина, яка починає ходити |
| an infant | немовля, дитина |
| to come up to school age | наближатися до шкільного віку |
| an adolescent (a teenager) | підліток |
| the agonies of adolescence | муки юності |
| a youth | юнак |
| a minor (law) | неповнолітній, підліток (юр) |
| a youngster | хлопець, юнак, парубок |
| to be at an awkward age | бути в перехідному віці |
| a juvenile delinquent | неповнолітній правопорушник |
| age of discretion | вік, з якого людина несе повну відповідальність за свої вчинки, зрілий вік |
| to be under age | бути неповнолітнім |
| to be (come) of age; to be at a legal age | бути повнолітнім, досягти повноліття |
| a major (law) | повнолітній (юр) |
| a mature person | зріла людина |
| an adult (a grown-up) | дорослий |
| middle-aged; to approach middle age | середнього віку; наближатися до середнього віку |
| a long liver | довгожитель |

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|--|---|
| an old age | похилий вік |
| an OAP (an old age pensioner) | пенсіонер похилого віку |
| a ripe age (an age of responsibility) | зрілий вік |
| the aged | люди похилого віку |
| to age (to grow old) | старіти |
| to be getting on (in years;with age) | бути похилого віку, старіти з роками |
| ageing / ageless | старіючий / нестаріючий, без віку |
| an elderly lady | літня жінка |
| older generation | старше покоління |
| aged 21 | віком 21 рік |
| to be at the age of 14 | бути у віці 14 років |
| to be in one's teens | ще немає 20 (від13 до19) |
| <ul style="list-style-type: none"> • to be in one's early teens • to be in one's mid teens • to be in one's late teens | <ul style="list-style-type: none"> • 13-14 років • 15-16-17 років • 17-18-19 років |
| <ul style="list-style-type: none"> • to be in one's early thirties • to be in one's mid thirties • to be in one's late thirties | <ul style="list-style-type: none"> • 30-31-32 • 33-34-35 • біля 40 |
| to be on the right / wrong side of forty | менше 40 / за 40 |
| to turn thirty | виповнюватися 30 |
| thirtyish | тридцятилітній |
| a thirtysomething | тридцятилітній |
| to be in one's prime | бути у розквіті сил |
| to be long past forty | далеко за 40 |
| to head for retirement | наближатися до пенсійного віку |
| to be noted for longevity | бути відомим своїм довголіттям |
| a septuagenarian | сімдесятирічна людина (70-79) |
| an octogenarian | вісімдесятирічна людина (80-89) |
| to be ... years younger than sb; to be ... years sb's junior | бути на ... років молодшим за когось |
| to be ... years older than sb; to be ... years sb's senior | бути на ... років старшим за когось |
| to look young / old for one's age | виглядати молодше / старше свого віку |
| to be older than sb looks | виглядати молодше свого віку |
| to look not a day older than | не виглядати старше ніж |
| to look one's age | виглядати на свій вік |
| to feel one's age; to be as old as sb feels | відчувати свій вік; |

| | |
|---|--|
| she is taken for twenty | їй дають лише 20 |
| to bear one's age well; to grow old gracefully; to age well | старіти непомітно, елегантно |
| to be of the same age; to be the same age as sb | бути одного віку |
| to act one's age | поводитися відповідно свого віку |
| to be twice one's age | бути вдвічі старшим за когось |
| a lifespan | тривалість життя |
| to live to a ripe old age | дожити до глибокої старості |
| to outlive sb by (for) ... years | пережити когось на ... років |
| to be over the hill | бути пристаркуватим |
| to be as old as the hills | бути старим як світ |
| senile | старечий, старезний |
| to be in one's second childhood | впадати в дитинство |
| to have one foot in the grave | стояти однією ногою в могилі |
| to push up (the) daisies (<i>informal</i>) | “зіграти в ящик”, “склеїти ласти” |
| a name day | день ангела, іменини |
| APPEARANCE | Зовнішність |
| Height | Зріст |
| tallish | височенький |
| a giant (of a man) | велетень |
| an Amazon (of a woman) | чоловікоподібна жінка |
| above/below average height | вище/нижче середнього зросту |
| medium-sized (middle-sized) | середнього зросту |
| shortish (on the short side) | низенький, невисокий |
| knee-high to a grasshopper | <i>жарт.</i> дуже маленький, манюсінський |
| petite | дрібненький, маленького зросту, |
| diminutive | мініатюрний, маленький |
| tiny | крихітний |
| Build | Статура |
| overweight | великої, надмірної ваги |
| corpulent | огрядний |
| obese | гладкий, дорідний, дебелий |
| well-built | ставний, добре складений |
| stocky | кремезний, присадкуватий, приземкуватий |
| stout | огрядний, гладкий |
| squat | низенький і товстий, присадкуватий |
| dumpy | низька і дебела (частіше про жінок) |
| solid | міцний, кремезний, здоровий |

| | |
|---|---|
| he's as square / big / round as he's tall | який завширшки, такий завдовжки |
| built like a barrel | товстий як бочка |
| well-fed | відгодований, вгодований |
| paunchy (pot-bellied) | з черевцем, пузатий |
| portly | товстий, огрядний (осбл. про чоловіків) |
| plump | повний, пухкий |
| flabby | обвислий, в'ялий |
| muscular | мускулистий |
| thin | худорлявий, тонкий |
| delicate | витончений, вишуканий |
| graceful | граціозний |
| slim | тонкий, стрункий |
| slender | стрункий, гнучкий, тонкий |
| slight | тендітний, худордявий |
| shapely | стрункий, ставний, статурний |
| leggy (long-legged) | довгоногий |
| slim-hipped / large-hipped | з вузькими / широкими стегнами |
| narrow-waisted | з вузькою талією |
| puny-looking | кволий, слабосилий, немічний |
| skinny | худючий, дуже худий |
| like a pipe cleaner | худий як тріска |
| like a lamp post | худий як жердина |
| all skin and bones | шкіра і кості |
| as thin as a rake (there is more fat on a chip) | худий як скіпка |
| Bearing (posture) | Постава |
| lanky | довгов'язий, худий |
| an erect bearing (an upright posture) | пряма постава |
| broad-shouldered | широкоплечий |
| stooped (round-shouldered) | сутулий |
| hump-(hunch-backed) | горбатий |
| bow-legged | кривоногий |
| knock-kneed | з вивернутими всередину колінами |
| pigeon-toed | клишоногий |
| clumsy (awkward) | незграбний, недоладний, невправний |
| Hair | Волосся |
| jet black | чорне як смола |
| a brunette | брюнетка |
| brown (light / dark / golden) | русе (світло-/темно-/золотисто-) |

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|--|--|
| chestnut | каштанове |
| auburn | рудувато-каштанове |
| ginger (reddish, redhead) | руде, (рудувате, рудоволосий) |
| ash-blonde | попелясте |
| dyed | пофарбоване |
| fair-haired | світловолосий |
| to grey (to turn / go grey; to go white) | сивіти |
| sleek (smooth) | гладеньке, прилизане |
| silky | шовковисте |
| glossy | блискуче |
| spiky | що стирчить |
| straight | пряме |
| curly | кучеряве |
| wavy | хвилясте |
| frizzy | завите |
| permed | хімічно завите |
| a perm(anent waving) | хімічна завивка |
| abundant | дуже густе |
| luxuriant | розкішне |
| thinning | що рідіє |
| receding | що випадає |
| a bald pate (patch, spot) | лиса маківка, лисина |
| to go bald | лисїти |
| cropped | коротко підстрижене |
| bobbed | коротка стрижка у жінок |
| shoulder-length / medium-length | довжиною до плечей / середньої довжини |
| greasy / dry | масне / сухе |
| matted | сплутане |
| dishevelled | розпатлане, скуйовджене |
| unmanageable | неслухняне |
| flyaway | тонке і виснажене |
| lank | пряме, тьмяне, тонке і непривабливе |
| loose hair | розпущене волосся |
| layered | із зачіскою “каскад” |
| put up | підняте доверху |
| fastened | зав’язане, зібране |
| elaborately dressed | гарно, вишукано зачесане |
| combed forward | зачесане наперед |

| | |
|--|---|
| back-combed (swept back) | зачесане назад |
| a hairstyle (a hairdo) | зачіска |
| a haircut (a trim) | стрижка |
| a crew-cut | чоловіча стрижка йоржиком, "їжачком" |
| to wear one's hair parted in the middle / on the left / on the right | носити (мати) волосся з проділом по середині / з лівого / з правого боку |
| in a bun (knot) | у вузлі |
| in bunches | у пучках (хвостиках) |
| in (with) a ponytail | у хвості |
| a fringe | чубок, гривка |
| a parting (a side / centre parting) | проділ (косий проділ / посередині) |
| a pigtail | косичка |
| a plait <i>BrE</i> (a braid <i>AmE</i>) | коса |
| cornrows | афрокосички |
| highlighted | з висвітленими пасмами волосся |
| streaked hair | з пасмами волосся іншого кольору |
| a mousy strand | пасмо волосся сірого (мишачого) кольору |
| a wig | перука |
| a toupee | невелика перука, шиньйон |
| to comb (to brush) one's hair | розчісувати волосся |
| to do (to dress) one's hair | робити зачіску |
| split ends | посічені кінці |
| to fight dandruff | боротися з лупою |
| to give one's hair body | надавати об'єму волоссю |
| A face | Обличчя |
| angular | кістляве, худе, вуглувате |
| chubby | круглолиций, кругловидий, повнощокий |
| heart-shaped | що має форму серця |
| gaunt | схудле, виснажене, кощаве |
| puffy | одутле, набрякле, обрешкле |
| clean-shaven / unshaven | чисто поголене / неголене |
| thin-faced | з худим обличчям |
| charming | чарівне |
| fleshy | м'ясисте |
| Facial features | Риси обличчя |
| regular / irregular | правильні / неправильні |
| delicate (finely-cut) | витончені |
| coarse | грубі |
| clean-cut | чітко (різко) окреслені |

| A face complexion | Колір обличчя |
|-----------------------------------|--|
| clear | чистий |
| fair | світлий, біло-рожевий |
| pale | блідий |
| sallow | блідий, жовтуватий |
| swarthy | смаглявий |
| spotty | прищуватий, прищавий |
| tanned (sunburnt) | засмаглий, загорілий |
| dark-skinned | темношкірий, смаглявий |
| A forehead / brow | Чоло |
| domed | випукле, куполовидне |
| high / low | високе / низьке |
| narrow / broad | вузьке / широке |
| lined | зморшкувате, вкрите зморшками |
| Eyebrows | Брови |
| bushy | густі, кошлаті |
| arched | вигнуті |
| pencil-thin | тонкі, тонко окреслені |
| Eyes | Очі |
| sunken | запалі |
| close-set / wide-set (wide-apart) | близько розташовані / широко посаджені |
| deep-set | глибоко посаджені |
| bulging | вирячені |
| almond-shaped | мигдалевидні |
| slanted (slant-eyed) | розкосі (з розкосими очима) |
| piercing | пронизливі |
| cross-eyed | косоокий |
| striking blue | яскраво блакитні, сині |
| hazel | світло-карі |
| long-/short-sighted | далеко -/короткозорий |
| iris | радужна оболонка ока |
| pupil | зіниця |
| eyelids | повіки |
| temples | скроні |
| Eyelashes | Вії |
| curvy | загнуті |
| straight | прямі |
| false | штучні |
| bushy | пухнасті |

| | |
|-----------------------------------|--------------------------------|
| Cheeks | Щоки |
| plump | повні |
| pale | бліді |
| pink (rosy) | рожеві |
| ruddy | рум'яні |
| dimpled (dimples in one's cheeks) | з ямочками (ямочки на щоках) |
| wrinkled | зморшкуваті, вкриті зморшками |
| hollow | запалі |
| puffed | надуті, роздуті, набряклі |
| stubby (stubbly) | вкриті щетиною, щетинисті |
| Cheekbones | Вилиці |
| prominent | що виступають |
| high | високі |
| Ears | Вуха |
| pointed | загострені |
| cauliflower | пошкоджені, неправильної форми |
| sticking out | що стирчать |
| an earlobe | мочка вуха |
| A Nose | Ніс |
| Roman | римський |
| Grecian | грецький |
| aquiline | орлиний |
| straight | прямий |
| hooked | гачкуватий |
| flat | приплюснутий |
| turned up (snub) | кирпатий (задертий доверху) |
| broken | зламаний |
| crooked | кривий |
| high-bridged | з високим переніссям |
| A chin | Підборіддя |
| double | подвійне |
| dimpled | з ямочкою |
| pointed | загострене |
| cleft | роздвоєне |
| protruding | виступаюче |
| A jaw | Щелепа |
| upper / lower | верхня / нижня |
| square | квадратна |
| A mouth | Рот |
| wide | широкий |

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|---------------------------|-----------------------------|
| vivid | виразний, яскравий |
| soft | м'який |
| stern | суворий |
| toothless | беззубий |
| gums | ясна |
| Lips | Губи |
| compressed | стиснуті |
| cherry | губи-вишні |
| painted | нафарбовані |
| parched | пересохлі |
| pursed | піджаті |
| sensual | чуттєві |
| thick (full) | товсті (повні) |
| well-cut | чітко-окреслені |
| Teeth | Зуби |
| milk / molar | молочний / кутній |
| even / uneven | рівні / нерівні |
| tiny | дрібні |
| pearly | білі як перли |
| sparse | рідкі |
| A smile | Посмішка |
| artificial | неприродна |
| strained | удавана |
| heartly | сердечна |
| broad | широка |
| pleasant (sweet) | приємна |
| pleased | радісна |
| engaging | чарівна |
| faint | слабка, ледь помітна |
| enigmatic | загадкова |
| mysterious | таємнича |
| Skin | Шкіра |
| calloused | мозоляста, вкрита мозолями |
| glowing | здорова, сяюча |
| pimpley | прищувата |
| rough | груба |
| weather-beaten | обвітрена |
| An appearance | Зовнішність |
| attractive (appealing) | приваблива (що подобається) |
| beautiful (a real beauty) | красива (справжня красуня) |

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|---------------------------------------|--|
| distinguishing | аристократична, витончена , вишукана |
| disguising | облудна, оманлива |
| elegant | елегантна, вишукана |
| enchanting | чарівна, що зачаровує |
| good-looking | вродливий, з приємною зовнішністю |
| gorgeous | розкішна, прекрасна |
| a lady killer | красень |
| handsome | вродливий (про чоловіка) |
| lovely | миловидна, чарівна, гарна, |
| pretty | гарненька (про жінку) |
| plain <i>BrE</i> (homely <i>AmE</i>) | неприваблива, негарна |
| well-groomed | добре доглянута, випещена |
| ugly | потворна |
| A distinguishing feature | Відмінна риса (особлива прикмета) |
| freckles | ластовиння, веснянки, |
| laughter lines (crow's feet) | зморшки, що утворилися від сміху |
| a wart | бородавка |
| bags under the eyes | мішки під очима |
| dark circles | темні кола під очима |
| a beauty spot | “мушка” для краси |
| a five o'clock shadow | одноденна щетиною |
| a mole (a birthmark) | родимка |
| a cold (sore) | виразка, пропасниця на губах |
| a sty | ячмінець на оці |
| a boil | фурункул, нарив |
| a scar (a blemish) | рубець (пляма, шрам) |
| a bruise (a black eye) | синець (синець під оком) |
| A hand | Кисть руки |
| a thumb | великий палець |
| an index finger (a forefinger) | вказівний палець |
| a middle finger | середній палець |
| a ring finger | підмізинний |
| a little finger (a pinky) | мізинець |
| a fingernail | ніготь |
| a fingertip | кінчик пальця |
| a knuckle | суглоб пальця |
| a palm | долоня |
| a wrist | зап'ясток |
| a fist | кулак |
| a forearm | передпліччя |

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| an armpit | пахова ямка |
| an elbow | лікоть |
| left-handed | лівша, шульга |
| A leg (a lower limb) | Нога (нижня кінцівка) |
| a thigh / a hip | стегно / бік, клуб |
| a calf | литка |
| a shin | гомілка |
| an ankle | щиколотка |
| a toe | палець на нозі |
| a sole | підощва |
| a heel | п'ята |
| A virtue (virtuous traits of character) | Чеснота (чесноти) |
| active (energetic) | активний, жвавий, енергійний |
| adventurous | що любить пригоди, відчайдушний |
| affable (amiable) | привітний, люб'язний |
| affectionate | люблячий, ніжний |
| ambitious | честолюбний, амбітний |
| amorous | улюбливий |
| amusing (humorous, entertaining) | забавний, смішний, потішний, комічний, кумедний |
| assiduous (diligent, painstaking) | старанний, ретельний, копіткий |
| attentive | уважний |
| benevolent (good-natured, well-disposed, well-wishing) | добррозичливий, прихильний |
| brilliant (bright, clever) | розумний, здібний, кмітливий |
| broad-minded (open-minded) | з широким кругозором, неупереджений |
| calm (quiet, peaceful) | спокійний, тихий, мирний |
| candid (frank, straightforward, outspoken) | відвертий, прямий, щирий |
| capable (gifted) | здібний, обдарований |
| careful (caring) | дбайливий, турботливий |
| cautious | обережний |
| cheerful (joyful, jolly, merry) | веселий, радісний |
| competitive | конкуруючий, суперницький |
| confident | упевнений |
| considerate | уважний до інших, делікатний |
| consistent | послідовний |
| conscientious | добрсовісний, сумлінний |
| courageous (brave) | мужній, сміливий, хоробрий |
| creative | творчий |

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| critical | вибагливий, вимогливий, осудливий |
| curious | цікавий, допитливий, жадібний до знань |
| decent | порядний, пристойний |
| demanding (exacting) | вимогливий (суворий) |
| determined (strong-minded, decisive) | рішучий, сповнений рішучості |
| dedicated (devoted) | відданий |
| dignified | що має почуття власної гідності, гідний |
| dependable (reliable) | надійний |
| discreet (composed, restrained) | стриманий, обачний, розсудливий, (що вміє мовчати) |
| earnest (serious) | серйозний |
| efficient (skillful, skilled) | умілий, кваліфікований, майстерний, вправний |
| enthusiastic | сповнений ентузіазму, захоплений |
| excitable | легко збудливий |
| flexible | гнучкий, поступливий, піддатливий |
| fair-minded (impartial, just) | справедливий, неупереджений |
| fun-loving | веселий, що любить розважатися |
| gentle | лагідний, м'який |
| generous | щедрий, великодушний |
| good-humoured | добродушний |
| gullible (trusting) | довірливий, легковірний |
| hard-working (industrious) | працьовитий |
| handy | вправний, спритний, майстерний, |
| honest (truthful) | чесний, правдивий |
| hospitable | гостинний |
| humble | покірний, скромний |
| impressionable | вразливий |
| independent | самостійний |
| intelligent (intellectual) | розумний, думаючий |
| inventive (resourceful) | винахідливий |
| knowledgeable | добре обізнаний, розумний |
| lively (vivacious) | жвавий, енергійний |
| level-headed (well-balanced, even-tempered, good-tempered) | урівноважений |
| lenient | м'який, поблажливий |
| loyal (faithful) | вірний |
| merciful | милосердний |
| noble | шляхетний, великодушний |
| obedient (dutiful) | слухняний, покірний |

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|---------------------------------------|---|
| patient | терплячий |
| perceptive | проникливий |
| persevering (persistent) | наполегливий |
| persuasive | переконливий |
| polite (courteous) | ввічливий, чемний, гречний |
| protective | той, що захищає |
| proud | гордий, з почуттям власної гідності |
| punctual | пунктуальний |
| purposeful | цілеспрямований |
| quick-witted | кмітливий |
| rational | розумний, мислячий |
| reserved (to keep oneself to oneself) | стриманий, відлюдний, замкнутий |
| respectable | шанований, порядний, пристойний |
| respectful | шанобливий, ввічливий |
| self-confident (self-assured) | самовпевнений, самонадіяний |
| sensitive | чутливий, вразливий |
| sensible (reasonable, prudent) | поміркований, розсудливий, розважливий |
| sociable (communicative, outgoing) | товариський, комунікабельний |
| sophisticated (refined) | з витонченим смаком |
| spontaneous | безпосередній, невимушений |
| strong-willed | рішучий, вольовий |
| staunch | стійкий, рішучий, непохитний |
| sympathetic (compassionate) | співчутливий, жалісливий |
| talkative | балакучий, говіркий |
| tender | ніжний |
| thoughtful | вдумливий, уважний |
| tolerant | терпимий |
| trustworthy | що заслуговує на довіру, надійний |
| tidy (neat) | охайний, акуратний |
| unselfish | неогоїстичний, безкорисливий |
| versatile | різнобічний, з різносторонніми інтересами |
| virtuous | доброчесний |
| warm-hearted (kind-hearted, cordial) | сердечний, добросердний, добрий |
| well-bred | добре вихований, гречний |
| well-educated | освічений |
| well-mannered | з гарними манерами |

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| well-read | начитаний, добре обізнаний, ерудований |
| witty | дотепний |
| wise | мудрий |
| A vice (evil traits of character) | Вада (вади) |
| absent-minded (inattentive) | неуважний, розсіяний |
| aggressive | агресивний, задиркуватий |
| aloof | байдужий, який тримається осторонь |
| annoying (tiresome) | надокучливий, набридливий |
| arrogant (big-headed) | зарозумілий, гордовитий |
| bad-tempered | злий, сердитий, роздратований |
| boastful (showy) | хвалькуватий |
| bossy | деспотичний, владний |
| brutal | грубий, брутальний, жорстокий |
| capricious | капризний, примхливий |
| carefree (light-hearted) | безтурботний, з легким серцем |
| changeable | непостійний, що піддається змінам настрою |
| cheeky (impudent) | зухвалий, нахабний |
| cold-blooded | холоднокровний, безжальний |
| coarse (rude) | грубий, невічливий, невихований |
| cowardly | боязкий, боягузливий |
| cruel (heartless) | жорстокий, безсердечний |
| cunning | хитрий |
| deceitful | брехливий |
| dishonest | нечесний |
| dominant | панівний, головний |
| indecisive (hesitant) | нерішучий |
| dull (silly, stupid) | тупий, дурний, нетямущий |
| fiery | запальний, гарячий |
| envious | зздрісний |
| forgetful | забудькуватий |
| fussy | метушливий, нервовий, перебірливий |
| greedy | жадібний, ненажерливий |
| hostile | ворожий |
| hot-headed (hot-tempered) | запальний, необачний, нерозважливий |
| hypocritical | лицемірний |
| illiterate | неосвічений, неписьменний |
| ill-natured | недоброзичливий, злобливий, недоброї вдачі |
| illogical | непослідовний, нелогічний |

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| immodest | нескромний |
| impatient | нетерплячий, дратівливий |
| impulsive (impetuous) | імпульсивний, нестримний, гарячий |
| insecure | ненадійний |
| insincere | нещирий, невідвертий |
| irresponsible | безвідповідальний |
| irritable | дратівливий, легко збудливий |
| jealous | ревнивий, заздрісний |
| lazy | лінивий, ледачий |
| light-fingered | зłodійкуватий, нечистий на руку |
| light-headed | легковажний |
| loud-mouthed | крикливий, горлатий |
| malicious | злісний, злий, злобливий |
| mean | жадібний, підлий, нечесний |
| mercenary | корисливий |
| merciless (ruthless, pitiless) | безжалісний, немилосердний |
| moody | що легко піддається змінам настрою, похмурий |
| naughty | неслухняний, вередливий, примхливий |
| narrow-minded (superstitious) | обмежений, недалекий, забобонний |
| nosey (inquisitive) | цікавий, занадто допитливий |
| obstinate (stubborn, pig-headed) | впертий, завзятий |
| passionate (hot-blooded) | пристрасний, палкий, запальний |
| petty (meticulous) | дріб'язковий |
| pompous | пихатий, пишномовний |
| possessive | власницький |
| rash | поспішний, хапливий, необачний |
| rebellious | бунтівний, недисциплінований |
| restless | невгамовний, неспокійний |
| rigid | непохитний, невблаганний, незламний |
| secretive | потайний, таємничий, замкнутий |
| shameless | безсоромний |
| shy (self-conscious) | сором'язливий |
| self-centred (egocentric) | егоцентричний, егоїстичний |
| snobbish | бундючний, чванливий |
| spiteful | злобний, злостивий, зловтішний |
| stingy | скупий, скнарий |
| superficial | несерйозний, легковажний |
| tactless | нетактовний, безтактний |
| temperamental | темпераментний, запальний |

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| timid | полохливий, боязкий |
| touchy (thin-skinned) | вразливий, уразливий, образливий |
| two-faced | дволикий, двоєдушний |
| unapproachable | неприступний |
| undisciplined | недисциплінований |
| uncontrollable | некерований, що не піддається контролю |
| unpredictable | непередбачуваний |
| unstable | непостійний, емоційно нестабільний |
| unscrupulous | нерозбірливий у засобах, безсовісний, безпринципний, несумлінний |
| vain | марнославний, самозакоханий |
| vicious | порочний, розпутний, злобний |
| vindictive (vengeful) | мстивий |
| violent | несамовитий, шалений |
| weak-willed | слабохарактерний, слабкої волі, безвольний |
| Relationships, romance and marriage | Стосунки, кохання та шлюб |
| to look up to sb (to have great respect for sb) | поважати, шанувати |
| respect mingled with fear | повага змішана зі страхом |
| to be captivated by sb | захоплюватися |
| to be fascinated by sb | бути зачарованим |
| to have a chip on sb's shoulder | триматися зухвало |
| to have a grudge against sb | мати зуб проти когось |
| to have a love-hate relationship | амбівалентні відносини |
| to be wary of | остерігатися когось |
| to keep one's distance from | триматися на відстані від когось |
| to develop an inferiority complex | розвивати комплекс неповноцінності |
| to be indifferent to sb | бути байдужим |
| to get through to sb | знайти спільну мову з кимось |
| to be sick to death of sb (to be bored stiff by/with sb) | нудьгувати до смерті |
| to be fed up with sb | бути ситим по горло |
| to regard sb with contempt (to despise) | зневажати, ставитися з презирством |
| to detest | недолюблювати, почувати відразу |
| to frown on | не схвалювати, бути невдоволеним |
| to despair of sb | впадати у відчай, втрачати надію |
| to resent | обурюватися, ображатися |

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| to fall in love with sb / to fall out of love with sb | закохатися в когось / розлюбити когось |
| to be head over ears in love with sb | бути закоханим в когось по вуха |
| to dote on sb | кохати когось до нестями |
| to adore | обожнювати |
| to be blind to one's faults | не помічати чиїсь недоліки |
| to care for sb | подобатися, любити когось |
| to fancy sb (to be fond of sb) | захопитися кимось, полюбити |
| to have genuine affection for sb | мати щиру прихильність, прив'язаність, любов до когось |
| to court sb | залицятися до когось |
| to go out with sb (to date sb, to go steady with sb, to see sb) | зустрічатися з кимось |
| to have a steady | мати кохану людину, з якою постійно зустрічаєшся |
| a casual acquaintance | випадкова знайомство |
| to go out on a date with sb | піти на побачення з кимось |
| to meet one's destiny | зустріти свою долю |
| love at first sight | любов з першого погляду |
| love to distraction | палке кохання (~до нестями) |
| a passing fancy | тимчасове захоплення |
| an infatuation | палка закоханість |
| unrequited love | кохання без взаємності |
| a love affair | любовний зв'язок, інтрига |
| to confide in sb | довіряти комусь |
| parents' consent | батьківська згода |
| to propose to sb (to pop the question) | освідчитися, запропонувати руку і серце |
| a proposal of marriage | пропозиція руки та серця |
| to accept one's proposal | прийняти пропозицію руки та серця |
| to turn sb down (to reject sb) | відхилити пропозицію руки та серця |
| to be engaged to sb | бути зарученим з кимось |
| to announce one's engagement | оголосити про чиїсь заручини |
| a stag party | холостяцька вечірка |
| a hen party (<i>AmE</i> a bachelorette party) | дівич-вечір |
| newly-weds (just married) | молодята |
| a bride (a fiancée) | наречена |
| a bridegroom (a fiancé) | наречений |
| a chief bridesmaid (<i>AmE</i> a maid) | подружка нареченої |

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| of honour) | |
| a best man | боярин (дружко нареченого) |
| a white wedding | традиційне весілля у церкві |
| a wedding ceremony | церемонія одруження |
| a wedding vow | шлюбна обітниця |
| a wedding ring | обручка |
| a wedding reception | весільний прийом |
| to have a civil ceremony (marriage) at a Registry Office | засвідчувати громадянський шлюб, одружуватися у РАГСі |
| to marry sb (to be married to sb, to get married to sb) | одружуватися з кимось (бути одруженим з кимось, одружитися) |
| to join in holy matrimony | з'єднати священними узами шлюбу |
| to marry in church | вінчатися в церкві |
| to get married in a religious rite | одружитися за церковним обрядом |
| to marry for love | одружитися по коханню |
| to marry for money (convenience) | одружитися з розрахунку |
| a love match | шлюб по коханню |
| a marriage of convenience | шлюб з розрахунку |
| a church service | церковна служба |
| a marriage certificate | свідоцтво про шлюб |
| a prenuptial agreement | шлюбний контракт |
| a matchmaker | сват; сваха |
| a dowry | придане, посаг |
| a common-law marriage (an illegal marriage) | позашлюбні стосунки |
| an illegitimate child | позашлюбна дитина |
| to go on a honeymoon | поїхати у весільну подорож |
| to loathe (to hate) | ненавидіти |
| to drift apart | віддалятися, розходитися |
| to break off relationships | порвати з кимось, розірвати стосунки |
| to split up (to break up) | розходитися |
| to separate | розлучатися |
| to divorce (to get divorced) | розлучатися (розлучитися) |
| a divorcé / a divorcée | розлучений / розлучена |
| a bachelor girl | незаміжня дівчина |

HOUSE



TOPICS

- ❖ East or west home is best
- ❖ The outside of my house
- ❖ The interior of my house
- ❖ Housekeeping
- ❖ House-hunting
- ❖ The house of my dreams

EAST OR WEST HOME IS BEST



*Every house where love abides
And friendship is a guest,
Is surely home, and home, sweet home
For there the heart can rest.*

Henry van Dyke

1 Read the text and say what the word 'home' means for you.

Although people usually know what the word means, it often has no exact translation. It's not surprising really, because the idea of home varies from country to country and from person to person. A home is more than a roof and four walls. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel safe and relaxed.



The original meaning of the word '**home**', in English and other Indo-European languages too, was a safe dwelling place, a village, even a world. In Old English it came to mean a fixed abode where people habitually lived and sometimes was extended to include members of a family. Webster's says that '**house**' comes from the same root as 'sky' and was used to mean a 'covering and concealing'. Our modern usage of these two words can be traced back to these original meanings. 'Home' has connotations of a feeling of belonging, a center of affection, a place where you can find refuge and rest, it is something intimate and private. Generally, 'home' only refers to one's own place; we'd say 'I went round to Adrian's 'house' not his 'home'. House, in the meaning of a covering or storage place, is clear in such things as a greenhouse, hen-house, the House of Commons, a clearing house, etc. It is a physical structure, not a place where one should supposedly receive kind treatment and feel relaxed ('Make yourself at home').

2 How many new words can you make by combining a word on the left with a word on the right? Use your dictionaries to help with the meaning and the spelling.

HOME

work made trained wife sick plant proud town
coming less grown bound keeping warming
bred maker stead straight video land team

HOUSE

3

Listen to the conversations. After each conversation, discuss the two questions.

Who is talking to who?

What exactly are they talking about?

Here are some lines from the conversations. Fill the gaps with a compound word. (Some of the compounds were used in exercise 2.)

1. She is so cute. Is she _____ yet?
2. Do you think you could possibly water my _____ for me?
3. Don't worry, I know how _____ you are. I'll make sure everything stays clean and tidy.
4. Let's give her a spectacular _____ party when she gets back.
5. Not me. I'm the original happy _____, remember? Four kids, _____ cakes, _____ vegetables!
6. We're having a _____ party on the 12th. Can you come?
7. "Yeah. Mind you, there's much more _____ to do!" "That's a drag!"
8. I never thought you'd be so _____.

4

Guess the *house*-words and phrases. Write definitions of 10 *home*-words or phrases.

1) Over-concerned with the appearance of the home, 2) a married woman who does the cooking, cleaning and shopping and who does not work outside the home, 3) a person who is employed to run the home, 4) a boat fitted up as a place to live on, 5) a scheme or plan not likely to work, 6) quickly become friends with someone, 7) a person who enters your home to rob you, 8) a party given by someone who moves to a new house, 9) unable to leave the house because of ill health or being old, 10) receive very great applause, 11) when every seat sold in a theatre or cinema, 12) be ready to receive guests at any time, 13) paid by or for the company or bar owner, 14) forbidden to leave a house or to receive visitors, 15) work done to maintain a house, cooking, cleaning etc., 16) all the persons living in a house at the same time.

5

Translate the sentences into English.

1. В нову квартиру на новосілля ми запросимо всіх своїх близьких та далеких родичів.
2. Де б я не була, я завжди сумую за своєю Батьківщиною, рідним містом, своєю родиною та матусиними домашніми пиріжками.

3. Моя подруга завжди рада гостям, а вони почуваються в неї як вдома.
4. Хто у вас веде домашнє господарство? Раніше це робила мама, а зараз у нас є домашня робітниця.
5. Це моя улюблена вистава. Кожного разу гра акторів має шалений успіх.
6. Структура Парламенту Великобританії двопалатна: верхня палата - Палата лордів і нижня - Палата громад.
7. Твоя кішка привчена до дому? Я хвилююсь за свої кімнатні рослини.
8. Нарешті злодія, що грабував протягом року квартири, упіймали.
9. З тих пір як мій сусід захворів, він більше не зміг залишати свій дім.
10. Ранні домашні овочі з теплиці дуже смачні.

6

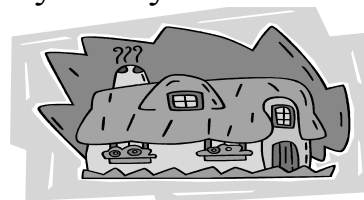
Complete each sentence with the words *home, house* or a word formed from one of these words.

The old couple decided to live in an old people's _____. 2. Jane can't stand washing and ironing and other _____. 3. Graham bought a terraced _____ in a quiet city street. 4. Many _____ people sleep in the streets in London. 5. Jack was unable to look after his children so he employed a _____. 6. I come from Newcastle. It's my _____ town, you could say. 7. Paul used to live on the river on a _____ boat. 8. When I went to a boarding school, I felt very _____ sick at first. 9. Our first home was on the _____ estate on Oakwood Hill. 10. Pour yourself a drink and make yourself at _____.

7

Very often people can't say what a home is, because they don't feel it. 'What is home for you?' - it is a question that several people were asked and here are their answers. Say whose ideas are close to you?

KATE: What is home for me? I can say that my home is the best place in the world. It's a place where I can always meet love and sincerity of my relatives. Only there I can find kindness of my mother and understanding of my father. To me being at home always means being with my family who cares for me and supports me when I need it. People say "East or West, home is best" and I completely agree with them. Wherever I am, I always feel lonely and miserable, because I can't stay away from home for a long time. I can't even imagine being far from my parents, as it is very difficult for me to do without their help and respect. You know I'm happy only when we are together. Only then I feel desirable, for I know that they also need my attention and sympathy. I don't understand those people who say that for them their home is just a roof over their heads. Can it be true? I guess not, because I think that a real home is a place where you feel cosy and safe, otherwise it is not home.



NATALIE: What is home? I know that when people say “home” they mean their family first of all. I think that they are right. I also believe that home is the place where I can find care and attention of my parents. I need them very much, especially when I am in trouble, because I think that they are always the first people to help me. I like my home because I was born and brought up there and my dearest people live in that place. But now when I am grown-up enough to live on my own I think that I need more independence and freedom. I’m grown-up enough to make my own decisions and to build a home of my own. I think of a place where I can have a rest and stay alone, for only the feeling of independence can make me happy and comfortable at home. I am thankful to my parents for their understanding and attention, but my idea of home is a little bit different from my relatives. And this is the only reason I’d like to live on my own.



MARK: Home? To my mind home is just a house you live in. It’s simply a roof over my head and a place where I sleep and eat. Some people say that their homes are the only places they feel comfortable in. I can’t agree with them. My home is like a cage for me, where I’m not allowed to do what I really want. I can’t say that my parents are cruel and rude to me, but they live their own lives and are not very much interested in mine. My parents never pay attention to me and they don’t want to understand my soul. What’s more I never feel desirable at home, because my parents ignore me very much. I try to spend at home as little time as possible. I like to be with my friends, because I know that they need me. My home is the last place I want to be at, because I feel lonely there. It’s lonely there. It’s not a home, it’s just a place where I live.



8

Look through the opinions to say whether the following ideas are true or false. If the idea is wrong, correct it.

1. Kate likes her home very much. _____
2. Natalie wants to live at home as long as possible. _____
3. Mark doesn’t like his home. _____
4. Kate’s parents understand her perfectly. _____
5. Natalie can always find care and attention in her home. _____
6. Mark’s home is a cage for him. _____
7. Kate feels lonely and miserable at home. _____
8. Mark likes to spend a lot of time at home. _____
9. Kate suffers a lot when she is far from home. _____
10. Natalie’s idea about her home is similar to her parents’ idea. _____
11. Mark’s parents are rude and cruel. _____

9 Look through the opinions on the problems that bother Kate, Natalie and Mark very much. Complete the following table and explain why you think so.

| | | <i>Kate</i> | <i>Natalie</i> | <i>Mark</i> |
|-----|--|-------------|----------------|-------------|
| 1. | I can't stay far from home. | | | |
| 2. | I don't feel desirable at home. | | | |
| 3. | I want to live alone. | | | |
| 4. | My parents ignore me. | | | |
| 5. | I can't live without my parents' help. | | | |
| 6. | I want to be more independent. | | | |
| 7. | I need my parents very much. | | | |
| 8. | My parents don't understand me. | | | |
| 9. | I am not allowed to do what I want. | | | |
| 10. | I am very lonely. | | | |

10 As you see, these people really have some problems. What can you advise them to do to solve these problems?

11 Read the quotations about a home and a house. Choose the one you like and comment on it.



1. We shape our buildings; thereafter they shape us. (Winston Churchill)
2. A house is not a home unless it contains food and fire for the mind as well as the body. (Benjamin Franklin)
3. A good laugh is a sunshine in the house. (William Makepeace Thackeray)
4. Have nothing in your house that you do not know to be useful, or believe to be beautiful. (William Morris)
5. I had three chairs in my house; one for solitude, two for friendship, three for society. (Henry David Thoreau)
6. Architect. One who drafts a plan of your house, and plans a draft of your money. (Ambrose Bierce)
7. Books are not made for furniture, but there is nothing else that so beautifully furnishes a house. (Henry Ward Beecher)
8. A house is a machine for living in. (Le Corbusier)
9. I am grateful for the lawn that needs mowing, windows that need cleaning, and floors that need waxing because it means I have a home.

(Author Unknown)

10. Men make houses, women make homes. (Author Unknown)

11. Home is where the heart is. (Author Unknown)

12

Answer the questions in the quiz and write down the score to know whether you are a homebody.

1. When you come home do you like to:
 - a) talk to your mum, dad, wife, husband, sister
 - b) have a meal and then go out to meet your friends
 - c) watch TV
2. Which hobby do you like best of these three:
 - a) going to the cinema
 - b) cooking
 - c) sitting in your room and reading a book
3. It is your mother's birthday. But your best friend is giving a party the same day. Do you:
 - a) give your mother a present and go to the party
 - b) ask your mother to come to the party too
 - c) stay at home and have a pleasant evening with your family
4. Your wife (mother) asks you to clean the living room. Do you:
 - a) get a broom and some cleaning cloths and clean it carefully
 - b) forget that you were asked to do it
 - c) cover everything with newspapers and rugs and hope that your wife (mother) won't notice
5. Your uncle sends you some money to spend on the summer holidays. Do you:
 - a) spend it on a holiday
 - b) buy lots of paint, a new bedspread, a new lamp and decorate your room
 - c) buy a dog for the whole family

Now add up your score!

"1" –a-3; b-1; c-2;

"2" –a-1; b-3; c-2;

"3" –a-1; b-2; c-3;

"4" –a-3; b-1; c-2;

"5" –a-1; b-3; c-2;

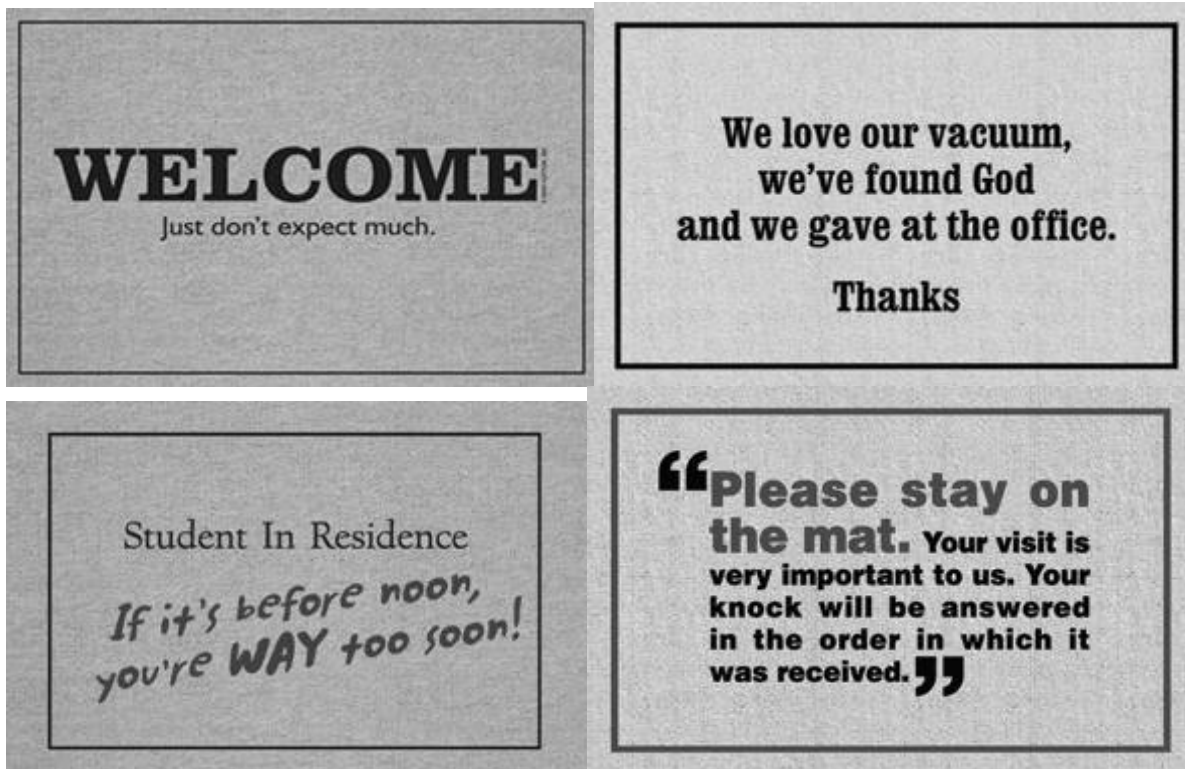
A. 15- 13 points. You are a true homebody.

B. 12- 9 points. You are a homebody, but you can't do without going out.

C. 8-5 points. You are not a homebody. Try to change your character, learn to take care of your home.

13

Read funny expressions on the doormats and tell what kind of a doormat you have. Make up two more interesting phrases to welcome your guests.



14

Read the text about the ways to protect a house. Do you have such charms at home? Do you believe they have magic powers?

Horseshoe

Possibly the most famous of the charms is the horseshoe. Believed to repel witches from entering your house, as well as to bring good luck to all who pass, the horseshoe must be hung above your front door and may either be nailed facing up or down. This belief originated from 16th century English folklore and horseshoes continues to greet visitors to homes around the world.

Wind Chimes

Wind chimes are believed to scare away the bad spirits. Plus, they sound lovely! Modern wind chimes have their origins in Indian wind bells, which were later introduced to China, where they were eventually used to protect homes. Japanese glass wind bells known as Fūrin are thought to bring good luck too.

Mezuzah

According to Kabbalah (Jewish mysticism), the mezuzah denies evil and destructive agents access to the house, and those who put up a mezuzah are

protected all the time. A mezuzah is a piece of parchment containing Hebrew verses and a prayer, and this is rolled up, housed into a beautiful case and affixed diagonally unto the doorpost.

Rowan

In some Celtic beliefs, a cross made from the branches of the rowan tree and bound with red thread was used as a protective charm above the doors of houses. As stated in the old rhyme: “Rowan tree, red thread, holds the witches all in dread.”

Arrowheads

Arrowheads over your front door are believed to prevent burglars from getting into our home.

Cinnamon Sticks

A more everyday object such as cinnamon sticks tied over the door will also protect your home. Long ago, this was used by Egyptians to make an area holy, and by the Chinese to purify temples.

Rosemary Wreath

A wreath made of fresh rosemary tied with a green thread will also protect your home. As an added protection, insert these flowers: snapdragons, cyclamen, garlic, flowers, marigolds, carnations or roses in intervals of three, seven or nine. Hang it on your door and even enjoy the fragrance!

Hamsa

A Hamsa, or the Hand of Fatima, is a palm shaped amulet with an eye symbol in the middle. In Arabic and Berber culture, the hamsa is believed to ward off the evil eye. The hamsa may be hung on your door or wall, and mostly nowadays it has become a popular charm for your necklace.

Garlic

And then there is the garlic. This may well be the most common protection hung on doors in many different parts of the world, for protection against a mythical creature known in even the most remote locations on the planet: the vampire. Garlic repels vampires; everybody knows that!

15

Translate the text below. Do you agree that the main entry is very important because it is through the main door that the house states its personality and absorbs energy? The front entrance of your home is your guest’s first impression of you and your home. Think and tell what your guests might say about you and your house judging by your entrance door.

WHAT IS THE MEANING OF A RED DOOR ON A HOUSE?

The Chinese consider red to be the lucky or sacred colour. Many doors are painted with a fresh coat of red just before Chinese New Year to invite good luck and happiness.



In Feng Shui, a red door symbolizes the mouth of the home. By painting our door red (or any bright colour that stands out) chi (positive energy) is drawn to the house. It is the entry point in which abundance and opportunities find us. In Ireland, a

red door is supposed to ward off ghosts and evil spirits. In Catholicism, a red door represents that the blood of Christ has been smeared on it and that the area beyond the door is holy and sacred. Also, according to the Old Testament, the Jewish slaves in Egypt smeared their doors with lambs' blood as a sign that the required sacrifice had already been made, and those homes would be passed over by the Angel of Vengeance. Supposedly red doors were used as part of the Underground Railroad, and homes with red doors were "safe houses".

Albert Einstein painted his door red because he couldn't recognize his house without it. And for homeowners, a red door announces that the house is paid for, free and clear.

16

Read the text about housewarming traditions and fill the gaps with appropriate words.

Drop, welcome, broom, dignitaries, heating, descent, prosperous, central heating, warmth, fire, cheers, neighbours, spirits, merit, loaves, firewood, pinch, folk, record, feast, to share, peace, present, threshold

Traditions are constantly changing and it has changed a lot over the years from 1 _____ of bread and salt in Russia to an idol of Lord Ganesha in India. Even the tradition of Housewarming Gifts has a long and revered history. The tradition of bringing new 2 _____ together has its origin in Russia.

Origins of Housewarming

The term "housewarming" is descended literally from the act of warming a new house, in the days before 3 _____. Each guest would bring firewood, and build fires in all the available fireplaces, offering 4 _____ as a gift. Aside from warming the house, this was also believed to repel evil 5 _____ by creating a protective atmosphere of 6 _____. Uninhabited houses were considered targets

for vagrant spirits, and therefore required a certain level of cleansing before a house was safe to be occupied by young children.

A villager named Boris and his wife Yelena had gifted a loaf of bread for good health and a 7 _____ of salt for long life to the Russian 8 _____ who were passing through their village and that was well received by him.

The village 9 _____ broke out into 10 _____ as a new tradition was born.

According to other sources, housewarming has a Scottish 11 _____. The word “huswermynge” is first mentioned in an English monastic 12 _____ from about 1150. It simply meant “13 _____ a house”. It’s been said that embers from the fireplace of an old home were carried to start the 14 _____ in a new house. It has also been told that after 1577 it came to be used metaphorically. A family in London having build a new home, made a royal 15 _____ for their friends, which they call their house warming”.

What is the difference between an “Open House” and a “House Warming Party”?

An “Open House” is usually more of a social gathering of friends, people 16 _____ by within designated hours, guests may stay as little as a half-hour or longer, no gifts are expected but some guest may bring a bottle of their favourite spirits 17 _____ and you may find more of these parties around Christmas or New Year’s.

A “House Warming” is exactly what it sounds like, it’s a way for friends, family, new neighbours to wish you a warm 18 _____ to your new home. Most guests will bring a gift for your new home.

While there is no ultimate way of knowing how housewarming gifts truly originated, some historians believe that the one above may have 19 _____. Some look back to the birth of the Christ child and the gifts of the Magi. However, some of the traditional gifts that one can 20 _____ to house owners for a new house are a 21 _____ to sweep away the evil, a loaf of bread so that there is no one ever hungry, honey that represents sweetness in their lives, coin to bring good fortune, a pinch of salt at the 22 _____ of each door and window for good luck, plants for your 23 _____ life, candles for light in life, wood for harmony and 24 _____ of the house.

17 **Have you ever felt homesick? Imagine you are far away from home. Write a letter to your parents telling what you miss most here in Kyiv. Use the active vocabulary.**

THE OUTSIDE OF MY HOUSE

18

Study the pictures below. Tell what kinds of houses are (not) common in your country?



semi-detached house (BrE)



duplex (especially NAmE)



town house (BrE)



row house (NAmE)



terraced house (BrE)



block of flats (BrE)



fire escape

apartment building (NAmE)



bungalow (BrE)



thatched cottage



mobile home (especially NAmE)



houseboat

19

In pairs, ask your partner about the following things and report to the class.

1. What kind of house do you live in?

- detached house
- semi-detached
- terraced house
- bungalow
- cottage
- block of flats
- multi-storey building
- weekend / summer house
- skyscraper
- maisonette
- mansion
- bed-sitter (bed-sitting room)
- private

- residential building
- public building
- personal possessions
- real estate / property

2. Is it your permanent or temporary residence?

- permanent
- temporary

3. What is the house made of?

- brick
- stone
- wood
- prefabricated blocks
- concrete

4. Is the house new or old? Is it kept in good condition?

- shabby
- dilapidated
- repaired
- in good repair
- architecturally unpretentious
- derelict
- redecorated
- (recently) renovated
- renewed
- restored
- well-kept
- imposing
- impressive

5. Is the house large or small?

- cramped
- cluttered
- poky
- medium
- lacking in space
- roomy
- spacious

6. Is it nice and well-appointed?

- pleasant-looking
- attractive
- sumptuous
- having all modern conveniences
- gas, electricity, hot and cold running water, a rubbish chute, a lift, a telephone

- central heating
- air conditioning system

7. Where is it situated? What's your address?

it is situated

- in the centre of
- due west of the centre
- half an hour's drive from

the district is

- some distance from the city centre
- in one of the suburbs
- on the outskirts of the town
- in a very remote part
- just a stone's throw from the centre / within a stone's throw of
- within easy reach of
- within five minutes' walking distance
- centrally located
- on a convenient traffic route
- far from the city centre
- in a quiet residential area
- the house commands a good view of the river / the lake / the woods
- to look south / north / west / east
- to look over / to overlook

8. What is there around your house?

- in front of the house there is a lawn / a flower bed
- at the back of the house there is a vegetable (kitchen) garden / a patch
- at the side of my house there is a garage / a shed / a barn / a well
- at the other side there is a conservatory / a greenhouse / a hothouse / a garden / a backyard / a playground / a sports ground
- on the top of my house you can see a chimney / a television aerial / an antenna / a satellite dish
- the house is enclosed by a fence / a hedge with a gate / a stile in it
- a path / a drive leads to

9. What are the other parts of the house worth mentioning?

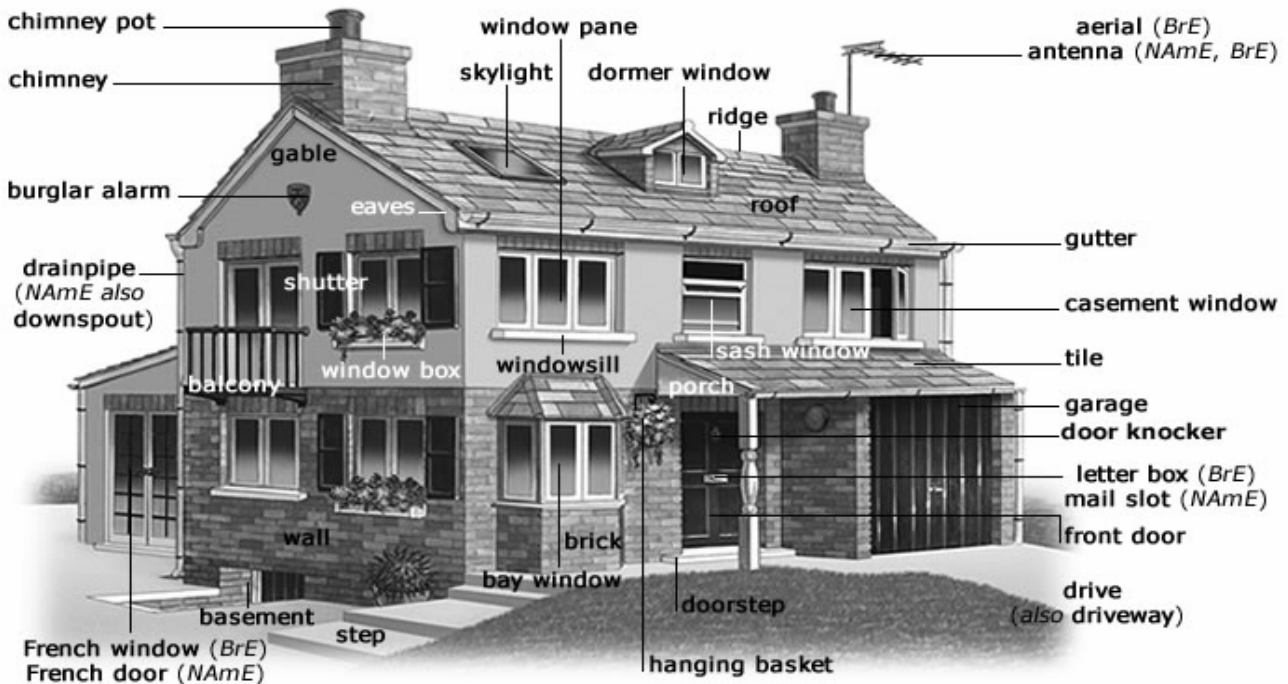
- the roof is made of tiles (slates)
- there is a spacious loft / an attic with a few dormer windows
- there is a skylight / a gutter / a drainpipe
- there is a cellar / a basement which can be used for a lot of purposes (we keep a stepladder, mops and brooms there)

10. What can you see in the premises?

- an arbour
- an orchard
- a court

- a kennel
- a stable
- a hayloft
- a hen-house
- a cowshed
- a pigsty

House



20 Write where you would expect to find the following rooms in a house and what they would normally be used for.

- | | | | |
|---------------|-------------|--------------------------|-------------|
| 1. an attic | 3. a cellar | 5. a lavatory / a toilet | 7. a lounge |
| 2. a basement | 4. a loft | 6. a larder / a pantry | 8. a study |

21 Match the definition with the correct part of a house.

- | | | | | |
|-----------------|-------------------|-----------------|------------------|------------------------|
| <i>an attic</i> | <i>a chimney</i> | <i>a pantry</i> | <i>a gutter</i> | <i>a French window</i> |
| <i>a hall</i> | <i>a skylight</i> | <i>a patio</i> | <i>a lounge</i> | <i>central heating</i> |
| <i>a shed</i> | <i>a landing</i> | <i>a cellar</i> | <i>a study</i> | <i>a utility room</i> |
| <i>a loft</i> | <i>a basement</i> | <i>a porch</i> | <i>a kitchen</i> | <i>a sash window</i> |

1. A window consisting of two sashes placed one above the other so that one can slide over the other to open it _____. 2. A half-pipe along the edge of the roof to carry away rainwater _____. 3. A window in the roof _____. 4. Used in modern houses instead of open fires _____. 5. A flat area at the top of a staircase _____. 6. A roofed entrance built onto a house before an entrance door _____. 7. Doors made of glass which usually open out onto the garden _____.

8. A hollow passage often rising above the roof of a building which allows smoke and gases to pass from the fire _____. 9. An underground room without windows, usually used for storing goods _____. 10. A comfortable room for sitting in _____. 11. A room, usually just for a washing machine, a freezer, etc. _____. 12. A small building separated from the house, usually for storing garden tools _____. 13. Space in the roof of a house, usually used only for storage _____. 14. A room for studying, reading, writing in _____. 15. A paved area between a house and a garden for sitting and eating, etc. _____. 16. An underground room with windows for living, working in _____. 17. A very small room in a house where food is kept _____. 18. A room where people cook and eat _____. 19. A wide passage just as you come into a house off which the rooms open _____. 20. A room immediately below the roof of a house (can be lived in) _____.



22 Complete each sentence a) to i) with one of the endings 1) to 9).

- a) I paused at the top of the stairs on the
 - b) The walls of the bathroom were covered in
 - c) There was a clock on the
 - d) I left my umbrella in the
 - e) After the storm we had to replace several
 - f) We stored our old books upstairs in the
 - g) I decided to oil the front door
 - h) There was no heat coming from the
 - i) You should try to remember to wipe your feet on the
- 1) hinges, which were rather rusty.
 - 2) loft, in case we needed them again.
 - 3) mantelpiece over the fireplace.
 - 4) landing and wondered which my room was.
 - 5) doormat outside the back door.
 - 6) slates which had fallen off the roof.
 - 7) radiator under the window.
 - 8) tiles with a pattern of a fruit and flowers.
 - 9) porch and opened the front door.

23**Fill in the missing words and phrases in the letter below.**

Hello! My name is Nick. Would you like to know where I live? O.K. I live in a a) _____ house which means I have to share it with another family, the Stars. Our street is not very long, but still you can see some b) _____ houses (for well-off people); some c) _____ houses (built in special rows) and even d) _____ houses (for those who are having a rest). A little bit further there is a big e) _____ having many apartments.

Our house f) _____ stone. I can't say it is in bad condition. It looks f) _____ and g) _____.

Unfortunately, the house isn't situated in the centre of the town, we live on h) _____. It is i) _____ from the city centre, but I don't feel unhappy, I can enjoy the quietness of the nature in a rather j) _____ district.

I love my place of living and try to make it more k) _____ which means people would be amazed by it.

There is enough space for everybody in our house, that's why I consider it l) _____. It has all modern conveniences, like m) _____, n) _____ o) _____ and p) _____.

Speaking about the things outside my house, I can mention a q) _____ which is at the back of the house. In front, we have a green r) _____ and several s) _____, abundant with flowers of various kinds.

The house is enclosed by a t) _____ with a u) _____ in it. In general, it looks really v) _____.

Now you have to know how it looks like. Come to visit me!

Yours, Nick.

24**Translate the passage into English.**

Наша сім'я живе в новій трикімнатній квартирі шістнадцятиповерхового будинку, що знаходиться в новому житловому районі. Квартира не велика, але затишна й зручна. Площа квартири – 80 квадратних метрів. Моя квартира складається з вітальні, спальні, кухні, передпокою, ванни, туалету та комірчини. У квартирі є також два балкони.

Раніше ми жили в окремому будинку на околиці міста, а тепер ми переїхали в інший район. Хоча це не дуже сучасно і зручно, але все ж ми живемо не у віддаленій частині міста, а в 10 хвилинах їзди від центру. Я витрачаю півгодини, щоб дістатися до роботи. Звідси майже рукою подати до головної вулиці, та й до того ж, будинок має сучасні вигоди: центральне опалення, електрику, газ, сміттепровід та ліфт. Поряд із будинком знаходиться дитячий садочок. На першому поверсі розташована

крамниця. Квартплата висока. Ми платимо 3 тисячі гривень, включаючи плату за газ та електрику і плату за всі вигоди.

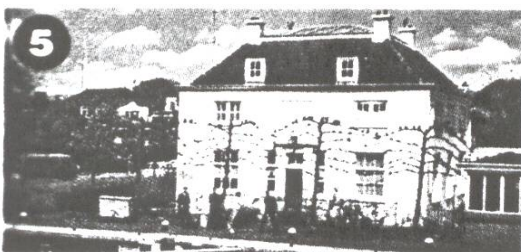
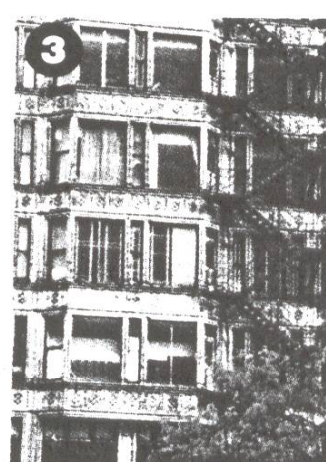
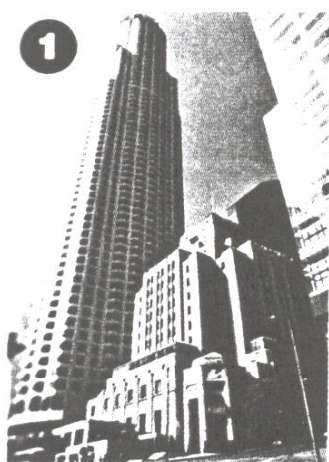
25 Match the types of dwellings with the pictures. Where do you think each type of dwelling can be found? Which one would you like to live in? Which is the most economical and which is the most expensive to keep? Justify your opinion.

skyscraper
cottage

block of flats
mansion

semi-detached house
detached house

e.g. Skyscrapers are found in large cities. They are rather expensive to maintain because they are usually high-class, luxurious buildings.



26 Complete the sentences below with appropriate words.

1. We share the house with another family. We live in a(n) _____. 2. My friend lives in a small house in the countryside. He lives in a(n) _____. 3. Look at this building that has several floors. It is a(n) _____. 4. What a huge building it is! I guess it has about 40 floors. It's a(n) _____. 5. I've been living here since 1972. It's my _____ residence. 6. I'm not going to live here till the end of my life. It's only my _____ residence. 7. If the house is very old, we can say it is _____. 8. We do not need to go out to empty the garbage bin. We have a _____. 9. In front of our house there is a charming place where there are a lot of flowers. It's a _____. 10. At the back of the house there is some space for growing vegetables. It is our _____. 11. I've got a darkroom in the _____ where

I develop films. It's perfect because there are no windows down there. 12. We keep our skis up in the _____ during summer. 13. I want to move to a _____ now as I see I can't manage the stairs any more at my age. 14. You can find the garden-chairs in the _____ at the bottom of the garden. Bring them up as we want to have a drink on the _____ and watch the sunset.

27

Translate the passage into English.

Сім'я Блейків має власний приватний будинок на околиці Лондона. Він розташований у віддаленій частині міста, на тихій вулиці та зручному транспортному маршруті. Від нього рукою подати до торгового центру. Будинок виходить на сільську дорогу. Також з нього відкривається чудовий краєвид на річку. Це новий, цегляний, добре спланований двоповерховий котедж з усіма зручностями. Будинок має червоний мансардний черепичний дах з декількома слуховими вікнами. Під дахом – просторе горище, на даху розташовані антена та димар. Ринви разом з дренажними трубами захищають будинок від дощу. В будинку є льох, який вони використовують для багатьох цілей. Будинок огорожений парканом з воротами. Перед будинком - невеликий зелений лужок та квітник з безліччю квітів. За будинком знаходиться двір, теплиця та город, де сім'я вирощує овочі. Поряд з котеджем – фруктовий садок та альтанка. Ліворуч від дому – гараж, де сім'я Блейків тримає машину. З іншого боку знаходиться буда, сінник і стайня. Від ганку до воріт веде доріжка з гравію.

28

What sort of accommodation do (did) these people have or where might they be living at the moment?

- | | |
|---|-----------------------------------|
| 1. a queen / a king | a chalet |
| 2. a monk | a guest house (or boarding house) |
| 3. a nun | a villa |
| 4. an eighty-year old person with no living relatives | a tent (or caravan) |
| 5. a cowboy | a suite |
| 6. a traveller away from home | a hovel / an old hut |
| 7. a forester in deep woods | a vicarage |
| 8. skiers in the mountains | a cave |
| 9. holiday-makers | a monastery |
| 10. a well-off couple | a convent (or nunnery) |
| 11. a camper | a palace |
| 12. a successful advertising executive | an old people's home |
| 13. a tramp – if he's lucky | a ranch (-house) |
| 14. a priest / vicar | a motel |
| 15. a cavemana palace or castle | a (log-)cabin |

29**Match the words with the pictures.**

bungalow
tent
lighthouse
castle

block of flats
terraced house
mansion
detached house

caravan
windmill
palace

houseboat
semi-detached house
cottage

**30****Choose the correct answer.**

- They live in a(an)..... house which stands by itself in a field.
 a) attached b) detached c) detaching d) semi-detached
- Having made his fortune he now in great luxury in a large house in the country.
 a) dwells b) inhabits c) leaves d) lives

3. My brother lives on the eleventh floor of that of flats.
a) block b) ordinary c) typical d) usual
4. In the village he was looked up to as the lord of the.....
a) castle b) fortress c) manor d) tower
5. He keeps all his tools and do-it-yourself equipment in a in the garden.
a) barn b) hut c) shed d) stable
6. Our house is joined to the other houses in the street: it's
a) attached b) connected c) terraced d) semi-detached
7. I am staying in a youth in the centre of the town.
a) hostel b) inn c) pub d) stable

31 What sort of people would you expect to find living in the following dwellings?

- 1) barracks, 2) an inn, 3) a shanty, 4) a hotel, 5) lodging, 6) a tent, 7) a hovel, 8) a mansion, 9) a wigwam, 10) an igloo, 11) a tenement.

32 Complete each of the following sentences with an appropriate word for a type of building.

1. He is a real prince and his family has lived in this _ _ _ t _ _ since the 14th century.
2. The high _ _ y _ _ _ _ _ _ _ _ in New York are mostly to be found in the central part of Manhattan.
3. Students can save money and make friends by living in a university _ _ _ t _ _ .
4. An elderly person is better off in a _ _ _ _ a _ _ _ with no stairs to climb.
5. I've always dreamed of moving to the country and living in an old _ _ _ t _ _ .
6. When he was set free after twenty years in _ _ _ s _ _ , he was amazed at the changes he found.
7. They don't live in a house, they live in a modern _ _ _ c _ of _ _ _ _ _ .
8. A family house standing on its own is called a _ _ _ _ c _ _ _ house.
9. He keeps his tools and equipment in a _ _ _ _ he has put up in his garden.
10. Originally this building was d _ _ _ _ n _ _ as a hotel. It was only after its construction began that they decided to turn it into a college.

Read the information about different unusual houses and think whether you would like to live in one of such houses. In groups, discuss advantages and disadvantages of living in such houses.

UNUSUAL HOUSES

Some of these following houses are currently historical monuments, while others are local tourist attractions. If you're whimsical, getting a unique object-shaped house might be a good property investment.

Piano House, China



Built to improve the tourism in An Hui Province, this building is shaped like a grand piano with a transparent violin as the lobby. It's a residence for music fans as well as college music students, but also serves as a local tourism center, with displays on developments in the province. The students at the Hefei University of Technology designed this building, which reportedly has a 50:1 scale for the original instruments.

Teapot Dome Gas Station, Washington

This adorable gas station house was constructed as a commentary on the Teapot Dome oil scandal in 1921. It was one of the oldest stations in use for decades, and even survived a car crash and relocation miles away. Placed on the National Historical Register in 1985, it may have a new life soon as a downtown tourism center.



Car House, Austria



Designed and lived in by Markus Voglreiter, this compact house is a tribute to 70s-style aesthetics and looks like a Volkswagen Beetle while still following residential building codes. The house has a unique heating and insulation system that's energy efficient, as well as a distinctive floor plan that has separate living spaces for the children and adults. The house also has tons of quirky windows of all shapes and sizes, allowing a lot of sunlight in.

Sanrio Strawberry House, Tokyo

Sanrio, the company behind Hello Kitty, has designed a store in the shape of a plump strawberry with an entrance-room toadstool. The three floors contain tons of Sanrio merchandise with a red-themed Strawberry room at the top floor. The building even comes with green leaves and stems on the roof, as well as small circular windows representing the strawberry seeds.



Basket House, Ohio



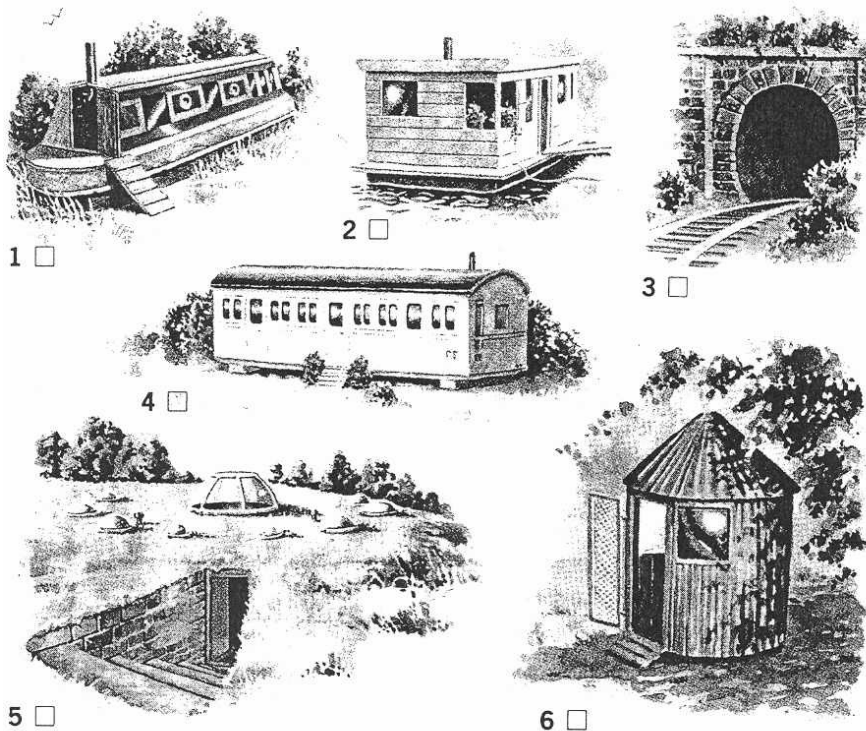
Longaberger Basket Company wanted their headquarters to reflect their product – so they designed a building in the shape of a basket, the largest one in the world. It looks like a huge picnic basket, down to the hand-woven lattice-work and the two handles, which need to be heated in the winter months to prevent ice deposits. The company has a history of basket-shaped buildings: they've made several earlier ones that are still standing in the region.

Biggest Treehouse In The World, Tennessee

The world's largest treehouse, located in Crossville Tennessee stands 97 feet tall and is based on 6 trees. This structure took builder Horace Burgess 11 years to build. Burgess, who now lives in the 10-story wooden house, says he began building it in 1993 after he received the go-ahead from God.



34 Would you like to live in an unusual house? What might be good or bad about living in one of these places?



35 Listen to people talking about their unusual homes. Name the pictures which show the places they are talking about. Decide whether the statements below are true (T) or false (F).

- A) 1. The boat does not actually float on the water.
 2. The man speaking turned the boat into a house.
- B) 1. The house was built because it was cheaper this way.
 2. They don't have a garden.
- C) 1. Some parts of the house are still empty.
 2. Guests sometimes worry that trains will come through the house.
- D) 1. The woman who lives in the house has recently sold it.
 2. She now lives in an old bathroom with her cat.

36 You are an estate agent trying to sell one of the houses you heard described. Describe its good points. Try to make it sound interesting and impressive.

37 You are going to read an article about a different approach to building. Eight paragraphs have been removed from the article. Choose from the paragraphs A – I the one which fits each gap (1-7). There is one extra paragraph which you do not need to use. There is

an example at the beginning (0).

GOING UNDERGROUND

The idea of living underground is not the sort of thing that would **appeal to** most people these days. But it could be the answer to many of today's **overpopulation** problems.

0 ___ C

Houses underground are less noisy, less expensive to heat and far less destructive to our **fragile** environment. All that **marks** the position of an underground house is a door in the grass. You'd hardly know it was there.

1 ___

"Some people think we're mad," says Rodney Jones, "but we wanted something more original than a three bed-roomed box. We liked the idea that the building would not disturb the countryside or the wildlife, and that our fuel bills would be low."

It is certainly true that bills are lower in underground dwellings: a study carried out by Bath University found that underground houses saved 75% of the heating costs of an equivalent dwelling above ground. It raises an interesting question: with statistics like that, why don't more people live underground?

2 ___

Christianity in particular has always equated the **subterranean** with evil. Even in today's society, the word "underground" is applied to the criminal and socially unacceptable.

3 ___

This can lead to other problems. A study of people working in an underground factory in Minnesota showed that they **experienced** higher levels of anxiety, **depression** and hostility compared to those in above-ground settings. What can be done about this? The Japanese have some solutions in mind for their planned "Geotropolis" project.

4 ___

Giant caverns will be excavated in the **mud-stone** rock 50 metres below the surface and linked by high speed railways to create a supercity 100 kilometres across.

5 ___

In addition, scientists at Japan's Shimizu Corporation have developed "space creation systems" for the city that mix light, sounds, breezes and aromas from the outside world.

6 ___

Places where windows are unnecessary, like cinemas, supermarkets and warehouses could all be **submerged**. It would save space, and make cities far more attractive.

7 _____

Regulations will also have to be imposed, **forcing** developers to consider long-term environmental impact rather than **short-term** financial gain. But as the population expands, there may soon be nowhere else to go but down!

- A. The Geotropolis project obviously involves extremely high technology. But on a less advanced level, there are hundreds of buildings in our society today that do not need to be above ground.
- B. Geotropolis will be an underground extension to Tokyo. Work on it is due to start within the next ten years.
- C. With land prices rising and the planet becoming more crowded, underground accommodation could provide the perfect solution. It has advantages over living above ground too.
- D. The idea of living underground is old fashioned and unpopular. Underground houses are permanently damp and cold, and there is no way of lighting them.
- E. Such houses are still rare, but they are becoming more popular. In the Devon countryside in Britain, Rodney Jones and his partner, artist Shannon Ridd, are converting a subterranean water tank into their dream home.
- F. To combat the problems of depression associated with living underground, rotating prisms in skylights will follow the sun above Geotropolis and reflect light down a huge shaft onto underground gardens, giving people the illusion that they are above ground.
- G. If underground building is going to catch on, it will require a change in culture. Architects, notorious show-offs, will have to learn to hide their buildings instead of parading them!
- H. There are practical reasons as well. People are used to having reference points in everyday life, such as the sun, ground, sky and horizon. In an underground space, the lack of these things can make people feel dizzy and disorientated.
- I. The reasons for this can be put down to traditional associations. For centuries, underground structures like catacombs and dungeons have been places of enslavement, incarceration and burial.

38

Fill in the correct words from the lists below:

a) premises, owners, tenant, landlord, flat, lodgers

There are two main alternatives to owning one's own home, the most popular of which is to rent a house or **1)**In this case the **2)**....., usually pays a monthly rent to the **3)** who, if the building is a block of flats, often lives on the **4)** Alternatively, some **5)** of houses choose to take in **6)** to cut household costs.

b) refuge, inhabitants, barracks

While the troops were stationed abroad during the war, the soldiers stayed in 1) Often, 2) of the area would come to seek 3) because their houses had been bombed and they had nowhere to live.

c) reside, dwellers, shelter, housing

1) was opened yesterday for the pavement 2) of the city of Sao Paolo in Brazil, who will be free to 3) there until 4) is found for them.

39 Translate the sentences into English.

1. Моя тітка та племінники живуть у двокімнатній квартирі на шостому поверсі звичайної панельної дванадцятиповерхівки. Це їх постійне місце проживання. Літо вони проводять на дачі за містом.
2. В Америці та Європі будівлі висотою понад 150 метрів називаються хмарочосами. В Азії хмарочоси сягають 700 метрів. Уявіть, який захоплюючий вид відкривається з вікон квартир на верхніх поверхах.
3. Виснажені мандрівники оглянули місцевість, намагаючись знайти місце для намету.
4. Сивий худий священик з довгою тонкою бородою вийшов зі свого будиночку та привітав нас.
5. Відомі співаки завжди зупиняються у найшикарніших номерах—люкс у готелях.
6. Агент з продажу нерухомості запропонував мені декілька будинків на вибір, але жоден я не міг собі дозволити через величезну ціну.
7. Якийсь безхатченко поселився у залишеному напівзруйнованому будинку, що виглядав як халупа, на околиці міста.
8. Добре, що у нас є будиночок-автопричіп, щоб подорожувати нашою великою сім'єю.
9. Усі в будинку для літніх людей знають цього згорбленого зморшкуватого дідуся, він довгожитель.
10. З давніх давен черниці живуть у жіночих монастирях, а монахи-у чоловічих.

40 Read the text about Francis Chan's home and answer the questions that follow it.

It's not much, but it's home. Francis Chan, a structural engineer, lives in Hampstead, north London, in a flat that's just 4ft wide by 21ft long. He loves it.

Tiny though it is, this is no converted broom cupboard. Peter Baynes, Chan's

architect, has achieved a brilliant piece of design, according to architectural experts. And all the comforts of conventional luxury homes are built in.

The Chan mini-mansion - "You could call it linear living," he comments - occupies what was once an alleyway down the side of a big Victorian house. Not an inch of space is wasted.

When you step in through the front door, you're standing in the shower, on Britain's only self-cleansing doormat. A door opens on to an equally tiny lavatory with a washbasin. Two steps further in comes the kitchen, complete with a full-sized cooker and a fridge, a microwave and a washer/drier. A worktop folds down from the wall.

Another step and you're into the dining/office area. Four people can squeeze in here for dinner, says Chan as he swings the table-top into place. He even has a fold-down drawing-board for when he's working at home. The bed is hidden beneath a lid right at the back. "I don't even have to make the bed," Chan comments. "I just put the lid down."

Storage is ingeniously tucked in all along the flat - Chan's business suits hang neatly on the wall over the bed. Daylight comes in through rooflights. Central heating consists of one electric convector - with the meter outside so that bulky meter readers don't have to shoulder their way in. It feels like a very small boat and Chan admits he toyed with the idea of naming it the "boat-house".

Chan bought the big house next door -divided into three flats- three years ago. He and Baynes started to restore it but Chan ran short of money, which put paid to his plan to live in the ground floor flat himself.

His idea to build a mini-office to replace the existing lean-to shed in the alley was rapidly modified. It became his home instead.

"Peter spent more time designing this tiny flat than he did on the whole of the rest of the house," recalled Chan. "It cost around £4,700 to build last year. Now it's been valued at £30,000. It proves that good design doesn't need to cost more. It just needs a lot of care."

Chan's microscopic home has been taken up by the influential Architect's Journal. Its editor, Peter Carolin, recently appointed Professor of Architecture at Cambridge University, said: "This is an excellent solution to a very unusual problem. It's very modest and completely appropriate - it's even witty. Francis Chan must be a very tidy man and Baynes must be very talented. It's the kind of solution a really good architect can come up with."

Chan hails originally from Hong Kong where, he says, flats are 15 meters bigger.

However, in Britain his home does not quite beat the celebrated Knightsbridge Broom Cupboard, an 11ft by 6ft one-bed flat which was sold for £36,000 in the eighties.

1. What is an alleyway?
2. How big is the flat?
3. Where is it positioned?
4. Where's the shower?
5. How many people can be invited to dinner at the same time?
6. Where's the bed?
7. Why did Francis Chan decide to live in a home like this?
8. How much did the flat cost to build?
9. What does the editor of the 'Architect's Journal' think of the flat?
10. Who do you think this article was written for?
 - professional architects
 - people interested in Do-It-Yourself
 - people buying their first home
 - the general reader

41 In pairs, discuss your answers to the questions.

1. Imagine you lived in Francis Chan's flat. What would be its advantages and disadvantages?
2. All the comforts of conventional luxury homes are built in to his house. What do you consider are essential items (e.g. a washbasin) in a house, and what are luxury items (e.g. a microwave)? Make two lists with about ten items in each.
3. Look at your list of essential items. If you had to save money, decide in what order you would sell or stop using them.

42 Read the story about Frank Webb who had a most unusual house, a former ladies' lavatory in Kew, south-west London. Then complete the text by putting the verbs in brackets into the correct tense.

Home is where you make it!

As soon as Frank heard that someone a) _____ (try) to sell the ladies' loo, he wanted it. He was sure that he could make the building, which b) _____ (situate) next to the famous gardens at Kew, into a beautiful home. Now he's very busy – he c) _____ (convert) it into one bedroom house.

"It might seem rather odd to want to live in a place which used to be a lavatory," he said, "but I d) _____ (think) it's really beautiful".

He was divorced recently, and he needed somewhere to live. He knew he wanted something small but unique. "A friend e) _____ (tell) me about it. I think she f) _____ (joke), but it was exactly what I g) _____ (search)

for”.

He is 57. His 25-year-old daughter, Kathy, h) _____ (love) the place, too. She i) _____ (help) her father with the work for the past few weeks as she has been on holiday. He advises visitors not to go into the kitchen. “It’s j) _____ (decorate) at the moment, and it looks awful”.

Since he bought the lavatory, several ladies k) _____ (knock) on the door, wanting to use it. He lets them use his own bathroom. When he first saw the building, it l) _____ (not use) for several years, so it was in quite a mess.

It m) _____ (build) in 1905. It is very solid, so he n) _____ (not have) to do any work on the walls or roof. He o) _____ (pay) £60,000 for it a year ago and since then he p) _____ (spend) an extra £20,000 putting in an upper floor for the bedroom.

“I like the thought that my home has a history,” he says with great pride.

43

Listen to two descriptions of places to live. Complete the information in the table.

| | First house | Second house |
|-------------|-------------|--------------|
| Location | | |
| Type | | |
| No of rooms | | |
| Facilities | | |
| Transport | | |
| Vicinity | | |

Listen again and make notes about the advantages and disadvantages of each house.

44

In pairs, make up a dialogue, using the information from ex. 43.

Student A

Persuade your partner that the first house is the best. Point out its advantages and compare it with the second house.

Student B

Persuade your partner that the second house is the best. Point out its advantages and compare it with the first house.

45

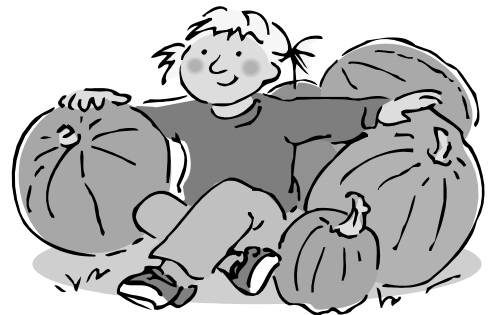
Translate the sentences into English.

1. Містер Спліт переїхав до цього маєтку кілька років тому. Спочатку споруда виглядала занедбаною, але господар доклав усіх зусиль, щоб зробити її досить привабливою і величною.
2. Я студент і живу у гуртожитку. Це моє тимчасове помешкання. Ті, хто мають постійне помешкання, мають більше можливостей зареєструватися у місцевій бібліотеці чи звернутися до лікарні.



3. – Про який будинок ти мрієш? – Звісно, я мрію про просторий, гарно облаштований та у гарному стані приватний будинок, який буде моїм постійним, а не тимчасовим житлом. Він буде зроблений з цегли, а дах – з черепиці. Мені також потрібен підвал, щоб тримати там драбину, швабри, віники та інші речі. На території будинку буде альтанка, фруктовий сад та газон з клумбою.

4. В українців є звичай огороджувати двір парканом. Мені подобається, коли цей паркан не кам'яний і не дуже високий. Загалом, мені більш подобається англійська жива огорожа.
5. Люди завжди приділяють багато уваги умовам проживання. Нехай то буде палац чи замок, мотель чи вілла, або розкішний готельний номер, люди прагнуть відчуття затишку і спокою, залишаючись там.
6. Перед будинком місіс Томсон є чудовий зелений газон і доріжка з гравію, що веде якраз до входних дверей. На жаль, вона не може собі дозволити побудувати теплицю. Вона б дуже хотіла вирощувати там різноманітні овочі та квіти.



46

Read the text and think of a title for it. Having read this text, be ready to describe the outside of your own place of living.

Soon we found ourselves in Spook's Lane. It is a very short side street leading out to an open country. On one side there are no houses at all. On the other there are only three. The first one is just a house ... nothing more to be said about it. The next one is a big, imposing, gloomy house of stone-trimmed red brick, with a mansard roof warty with dormer windows and so many spruces and firs crowding about it that you can hardly see the house. And the third and last is Windy Poplars, right on the corner, with the grass-grown street on the front and a real country road, beautiful with shadows on the other side.

I fell in love with it at once. You know there are houses, which impress themselves upon you at first sight for some reason you can hardly define. Windy Poplars is like that. I may describe it to you as a white house ... very white ... with green shutters ... very green ... with a tower in the corner and a dormer window on either side, a low stone wall dividing it from the street, with aspens, poplars growing at intervals along it, and a big garden at the back where flowers and vegetables are delightfully jumbled up together ... but all this can't convey its charm to you. In short, it is a house with a delightful personality and has something of the flavour of Green Gables about it.

I was glad we didn't have to go in by the front door. It looked so forbidding. It didn't seem to belong to the house at all. The little green side door, which we reached by a darling path of thin, flat sandstone sunk at intervals in the grass, was much more friendly and inviting. The path was edged by very prim, well-ordered beds of ribbon grass and bleeding heart and tiger lilies and so on. Of course they weren't all in bloom at this season, but you could see they had bloomed at proper time and done it well.

47

In pairs, look through the situations and choose one to make up a dialogue. Use the active vocabulary.

1. You prefer to have a nice flat in the centre of the city, your friend prefers a house in the country. Give reasons for and against each.
2. You are going to move to a different residential area. You have several offers. You are discussing flats with various people phoning you. Each side is interested in every detail of the other side.

THE INTERIOR OF MY HOUSE

48

Read the text and try to define the aspects we are going to deal with when studying the topic.



I would like to tell you a few words about my home. To begin with, I want to tell you that I live in Kyiv, one of the largest and oldest cities of Europe. It is one of the most ancient cities located on the picturesque banks of the Dnipro river.

Our family live in a new flat in one of the largest newly built residential areas. We moved into our flat seven years ago. It is a three-room flat on the fifth floor of an eight-storey building. It consists of a living room, a study, a bedroom, a kitchen, a bathroom, two larders and a lavatory. There are two balconies in our flat: the first one is in the living room, the second – in the bedroom. Our flat has all modern conveniences: central heating, running cold and hot water, electricity, telephone and gas. Besides, there is a lift and a rubbish chute in our block of flats. The layout is very nice, I must admit. The rooms are light, though not very large. In my opinion, it's a quite modern-looking flat. The windows face the park in front of the building and the view is really wonderful.

Our living-room is quite a big room of about 19 square metres. It is the largest room in our flat. As my parents don't like much furniture in the house, so in the living room there are two comfortable armchairs and a sofa, a coffee-table and a nice thick carpet on the floor. Opposite the window there is a wall unit, but it doesn't take much space in the room. Of course there is a satellite flat-screen TV and a stereo system in the living-room. A nice chandelier is hanging from the ceiling and there is a standard lamp to the left of the sofa. During the day, the light comes in through the window, but at night when it gets dark, we switch on the light and draw the curtains across the windows. We like to entertain guests in this room.

And now I would like to describe our study. At first it was my daddy's room, but as I grew older, it has become mine. Frankly speaking, I'm very happy to have a room for myself, that's why I always try to keep it tidy and cosy. There is a sofa, a writing table, a bookcase, and a wardrobe in my room. There is a laptop, a printer and many other gadgets on the table. On the wall there are some shelves full of English and Ukrainian books. There is an alarm clock on the shelf and a dressing table next to the sofa. In the chest of drawers I keep clean linen and handkerchiefs and in the wardrobe I keep my clothes, which I hang on coat-hangers. I have two water-colours on the wall above the sofa. But the most popular and favourite place with all of us is the kitchen, as we spend most of our time there. We all are not big-eaters, but use this place to have a chat about our problems and life.

In the kitchen there are some stools, a table, a cupboard, a sink with water taps, a fridge and a gas cooker. Of course, we usually have our meals there.

We like our flat very much. It is important that our house is rather close to the underground station and we can easily get to any place we like.

49 In groups, answer the questions about your place of living.

1. What kind of house do you live in? What is the house made of?
2. Is it your permanent or temporary residence?
3. Is the house new or old, large or small? Is it kept in good condition?
4. Is it nice and well-appointed?
5. Where is it situated? What's your address?
6. What is there near your house?
7. What can you see in the premises?
8. What are the other parts of the house worth mentioning?

50 Do you like your hall? Read the text and compare the hall described with yours.

OUR ENTRANCE HALL

Let's enter my flat. We are in the entrance hall. The principal staircase leads from the entrance hall to the landing on the first floor and there are wooden handrails above it. In the hall we have a stand for hats and umbrellas, a coat-rack, a chest of drawers (for shoes, bags, gloves, mittens and scarves). There is a big full-length mirror on the wall and a floor lamp near it. The floor is parquet. I would also like to buy a



Persian carpet and put it on the floor. Our front door is made of red wood; it has a spy hole, a door lock, a shiny door handle and a door plate. The hall is not very spacious but the nice pictures on the walls and a lot of flowers make it cosy and comfortable.

51 Give English equivalents to the words and phrases below. Use them in the sentences of your own to describe your entrance hall.

Передпокій; ганок; ключ; поріг; м'який килимок біля дверей; вішалка для одягу; табличка на дверях; одвірки; вічко; дверна ручка; гачок; східці; дверний дзвінок; крем для взуття; дерев'яне перило; щітка для взуття;

центральні сходи; чорний вхід; спускатися сходами; підніматися сходами; площадка сходів; броньовані двері.

52 Translate the passage into English.

Я не можу сказати, що наш передпокій просторий, але в ньому є місце для вішалки для пальто, дзеркала та комоду з багатьма шухлядами. У шухлядах ми зберігаємо парасольки, рукавички, шапки, взуття, шарфи та сумки. В окремій шухляді ми тримаємо крем, ріжок та щітку для взуття. В лівому кутку стоїть вазон на підставці для квітів. Оскільки наш хол не дуже світлий, ми поклеїли там шпалери світлого кольору. На паркетній підлозі лежить килимове покриття. Вхідні двері до нашої квартири мають блискучу ручку, замок, табличку з номером квартири, вічко та дзвінок. Двері зроблені з дуба й полаковані. Біля порога лежить невеличкий килимок овальної форми, де ми витираємо взуття. Загалом, наш хол красивий та затишний.

LIVING ROOM

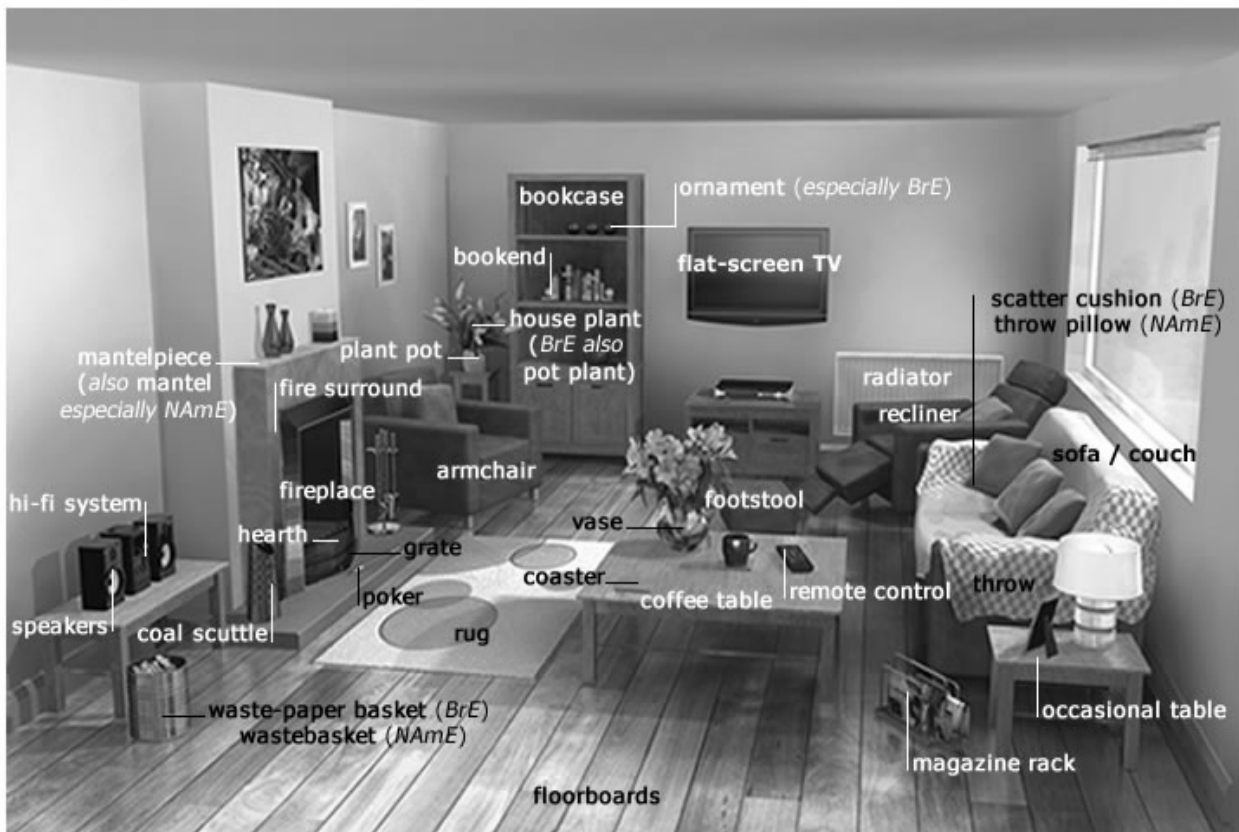
53 Do you like your living room? Read the text and compare the living room described with yours.

OUR LIVING ROOM

Our living room is quite a big room of about 35 square metres. It is well-furnished and pleasant-looking. As you come into the room you can see several wall units standing against the wall. There are beautiful china plates in the cupboard, crystal glasses and bowls in the display cabinet unit, a lot of interesting books in the bookcase that stretches the whole length of the wall. On the left there is a flat-screen TV set and a stereo system with loud speakers in the living room. On the extreme left there is a large window surrounded by the floor-length striped curtains. They are drawn back during the day so that one has a good view of the front garden and the street behind it. On a low windowsill there is a vase of daffodils. Opposite the window there is an elegant upholstered suite comprising a four-seater sofa with two armchairs and an imitation leather pouffe, a low table with an ashtray and a standard lamp with a plain cream lampshade next to it.

The wallpaper has a white and green check pattern. The woodwork and ceiling are painted cream. A large Persian deep-pile carpet is on the top of the polished parquet floor. A few tastefully selected reproductions, a luxurious chandelier and different knick-knacks make the room cosy and comfortable. We eat, watch television, and spend most of our time in this room. We like entertaining our guests here. We sit and chat about our life and enjoy the time spent together.

54 Look at the picture and say what things you have and what you don't have in your living room.



55 Translate the passage into Ukrainian.

In Western architecture, a living room or lounge room (informal: lounge) is a room in a residential house for relaxing and socializing. Such a room is sometimes called a front room when it is near the main entrance at the front of the house. The term sitting room is sometimes used synonymously with living room, although a sitting room may also occur in a hotel or other public building. The term living room was coined in the late 19th or early 20th century.

56 Fill in the gaps with prepositions where required.
Our Sitting Room

Let's have a look _____ this picture of our sitting room. As you come _____ the room you notice a piano with a low music-stool _____ front _____ it. There is a tall bookcase standing _____ the wall next to the piano. There is a large window _____ the left. Under the window there is a radiator, but you can't see it because it's _____ the settee. There are two cushions _____ the settee. The fireplace is at the other end _____ the room. There's an armchair on each side _____ the fireplace.



There's a clock _____ the centre of the mantelpiece and there is an oval mirror _____ it. _____ the right you can see a standard lamp. Opposite the fireplace you can see a small table _____ an ashtray and some newspapers _____ it. There is a small chair by the low table and a radio-set _____ the extreme right. The floor is covered _____ a beautiful thick carpet. An electric lamp hangs _____ the middle _____ the ceiling. _____ night when it gets dark, we switch _____ the light and draw the curtains. During the day, the light comes _____ the window.

57 Look at the picture of the living room. Name the things that you can see in the picture. What other things might be in this living room?

| | | |
|-----------|--------------|------------|
| armchair | curtains | rug |
| bathtub | lamp | mirror |
| bed | coffee table | picture |
| blinds | cooker | plant |
| bookcase | walls | radiator |
| carpet | wardrobe | shelf |
| fireplace | cupboard | stereo |
| fridge | cushions | toilet |
| shower | television | washbasin |
| sink | newspaper | floor |
| sofa | flowers | computer |
| bags | vase | books |
| knife | pouffe | front door |
| sconce | ashtray | staircase |



58 Listen to Nicole describing her living room. Say if the sentences are true or false. Give additional information.

1. Her living room is small.
2. Nicole likes her living room.
3. There is an armchair and two sofas.
4. There are three chairs at the table.
5. There's a small table with a radio on it.
6. There are many books.
7. There's a CD player and two CDs.
8. There are no pictures on the wall.
9. There is a lamp in the living room.
10. The room is very comfortable.

59 a) Listen to Tom describing the living room. Take notes and draw the picture according to the information you hear. Then be ready to describe it using your picture.
 b) Listen to Betsy describing her living room. Draw the picture according to her description.

Translate the passage into English.

Моя вітальня маленька, але красива, затишна, світла і гарно вмебльована. Розкішний персидський килим на паркетній підлозі – м'який та різнокольоровий. Справа стоїть комп'ютер, а зліва – шафа для одягу. Відразу ж біля комп'ютера – письмовий стіл, а над ним – декілька книжкових полицок. Біля вікна стоїть красивий торшер персикового кольору. Зліва, поруч із шафою, знаходиться м'який шкіряний куточок, який складається з великого дивану та двох крісел із декоративними подушками на них. Поряд із диваном – камін. У мене є ваза з квітами та попільничка на журнальному столику, що знаходиться між кріслом та шафою. На підвіконні – декілька вазонів із квітами. Я обожаю білий колір, тому квіти білі. В мене немає туалетного столика, тільки дзеркало та багато різноманітних картин на стінах. Стіни поклеєні шпалерами персикового кольору, в тон торшеру. Занавіски на вікні різнокольорові, вони підходять за кольором до килима. Загалом, я планую придбати білосніжну тюль та персикові гардини. Моя найулюбленіша річ в кімнаті – це розкішна люстра. Я купила її в Італії. Згадайтеся, якого вона кольору?

BEDROOM**Do you like your bedroom? Read the text and compare the bedroom described with yours.*****OUR BEDROOM***

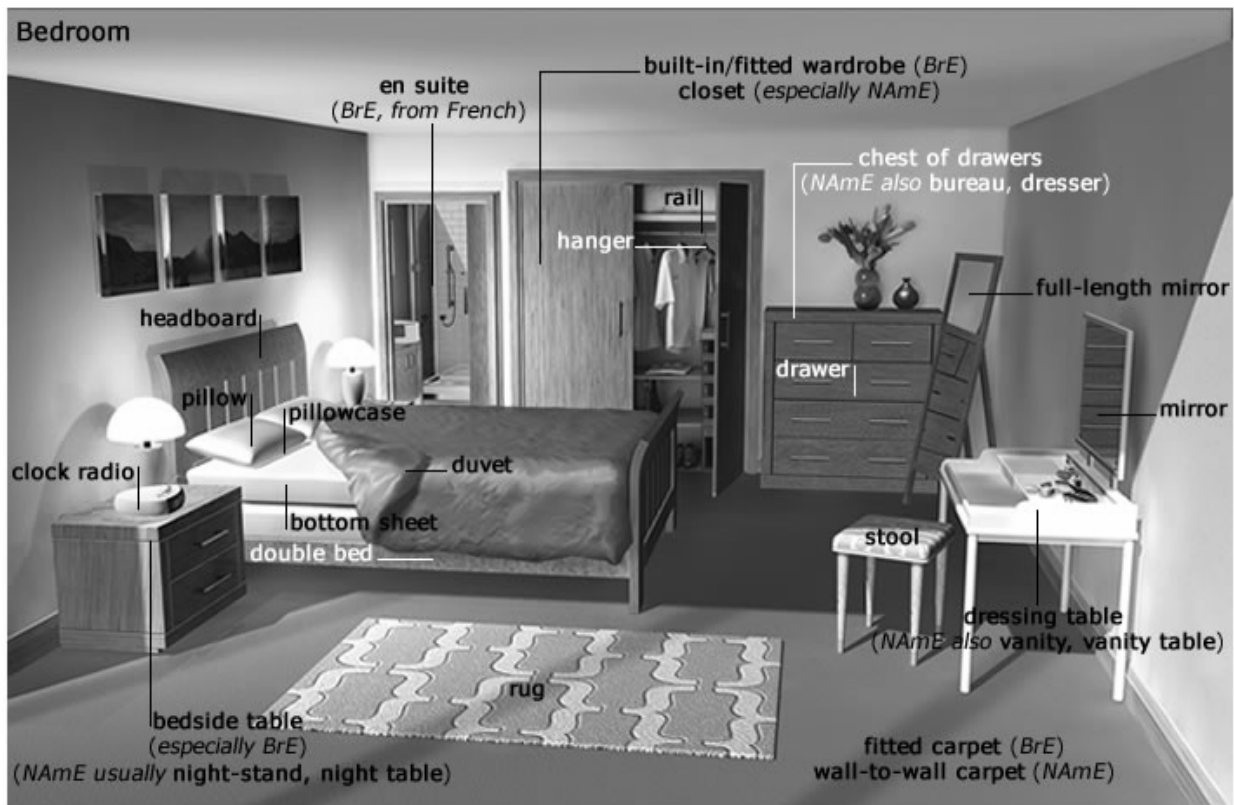
Our bedroom is quite typical with built-in furniture, a wardrobe with linen shelves, a wooden double bed with a bedside table on each side. As my wife adores flowers a lot, there are fresh tulips in the vase on the dressing table.

On the dressing table in front of the mirror you can see a hairbrush and a comb, a bottle of scent and a powder-box.

These are my wife's possessions. In the chest of drawers we keep bed linen such as sheets, blanket covers and pillow cases. In the wardrobe we keep my suits and other clothes, which my wife hangs on the coat-hangers.

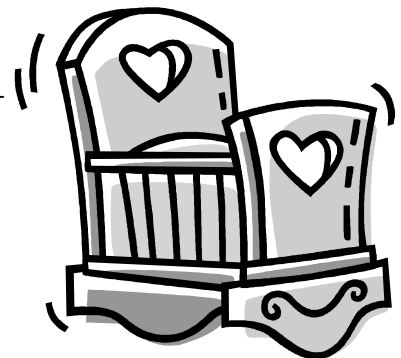
The parquet floor is covered with a soft thick carpet and there is a bedside mat on each side of the bed. At night when we feel tired and sleepy, we go up to our bedroom and fall asleep. We sleep the whole night through. Punctually at six-thirty in the morning the alarm clock rings and wakes us up. We feel fresh and are ready to start a new day.

62 Look at the picture and say what things you have and what you don't have in your own bedroom.



63 Write the words that fit the definitions.

1. things to stop people peeping through the windows at you _____
2. things to keep you warm in bed _____
3. things to sleep between _____
4. something to put your head on when you sleep _____
5. something to keep your clothes in _____
6. something to put a blanket in _____
7. something to place a pillow in _____
8. a two-storey bed _____
9. a sofa that can be converted into a bed _____
10. a bed for kids, babies _____



64 Study the pictures below, translate the words into Ukrainian. Match the pictures with the right person or family interested in this or that kind of a bed or beds in the furniture department.

- 1) A retired woman who spends summer holidays with her grandchildren in her summer cottage,
- 2) an elderly lady who suffers from back pain,
- 3) a tenant who rents a poky room,
- 4) a family with four-year-old twins,
- 5) a couple who likes

entertaining guests, 6) an antique dealer, 7) a camper, 8) a young man with his wife expecting a baby.



a) hammock



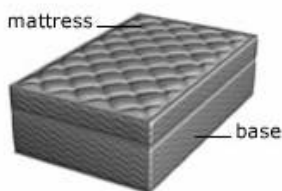
b) cradle



c) cot (BrE) / crib (NAme)



d) travel cot



e) divan (BrE)



f) four-poster bed



g) futon



h) single bed
(NAme also twin bed)



k) bunk beds



l) sofa bed



m) camp bed (BrE)
cot (NAme)



n) airbed (BrE)
air mattress (especially NAme)

65 Give English equivalents to the following words and word combinations.



Комод; туалетний столик, матрац; лампа для читання; нічний столик; килимове покриття; будильник; приліжкова тумбочка; двоспальне ліжко; підковдра; стьобана ковдра; пухова ковдра; простирадло; розкладне ліжко; подушка; дитяче ліжечко; наволочка.

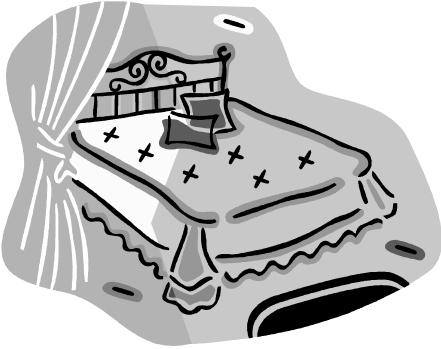
66 How do you make your bed? Put the sentences in the correct order.

- ___ Put the bedspread on top of the blanket.
- ___ Take off the dirty sheets.
- ___ Place the pillows in the pillowcases.
- ___ Put the blanket on the bed.
- ___ Put the pillows on the bed.
- ___ Then put the clean sheets on the bed.
- ___ Place the blanket in the blanket cover.

67

Fill in the gaps with prepositions where required.

Randy and Norma Chiu decided to redecorate their bedroom. The curtains and the bedspread used to be yellow; now they are blue. They decided to take _____ the blinds and put _____ the new curtains.



They chose light green sheets and pillowcases to go _____ the blue bedspread. They replaced the double bed _____ a king-size bed and threw _____ the headboard and the footboard. Their bureau and chest _____ drawers used to be _____ dark wood, but yesterday they bought new ones, painted _____ black. Last winter, Norma bought a lovely dark green comforter, but they put it _____ because the

weather was too warm _____ it then. They'll probably take it _____ a week or so. Finally, Randy wants to call the telephone company tomorrow to order a blue phone _____ the bedroom. They're sure they'll enjoy the new look _____ their bedroom.

68

Listen and write where these things are located in Nicole's bedroom.

- | | |
|-----------------|-----------------|
| 1. mobile phone | 4. car keys |
| 2. magazine | 5. Nicole's bag |
| 3. CD player | 6. books |

69

Write a letter to your mother and describe the way you want to redecorate your living room and bedroom. Use the active vocabulary.

70

Read the article and match the phrases *a-d* with the end of each article. Discuss the questions below the article.

- with 100 people in the room!
- because the green contained arsenic, a poisonous chemical.
- recorded "Give Peace a Chance".
- and poorer travelers didn't need to get out of bed.

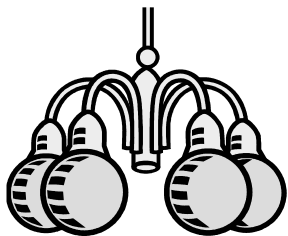
BEDS***Four things you probably didn't know about beds and bedrooms.***

- In 19th century Britain there existed a list of rules for bedrooms. They had to be fresh and airy, but not too airy in case people fell ill. You had to keep cooking smells away from bedrooms or burn incense to hide the smell. You couldn't put green wallpaper in bedrooms...

2. After their wedding in 1969, John Lennon and Yoko Ono spent a week in bed at the Amsterdam Hilton hotel as a protest against the war in Vietnam. As a result the couple...
 3. Louis XIV of France was a busy man and didn't worry about getting up in the morning. His valet woke him up at 8.30 and then he had breakfast with his important friends in bed. On some days when Louis was feeling sleepy, he didn't get up at all and he conducted his daily business from his bed...
 4. When people in Shakespeare's time stayed at an inn, they had to share their beds with complete strangers. When a rich traveler arrived at a busy hostel, he took a place of a poorer person. However, there were inns with huge beds for eight people...
- Do you know any interesting or strange facts about beds or bedrooms?
 - Are you a heavy or light sleeper?
 - Do you usually remember your dreams the next morning?
 - Can you remember a recent dream?

71

Translate the sentences into English.



1. Спальня – це місце не тільки для фізичного, а й морального відпочинку, тому шпалери в ній мають бути приємного кольору. На стінах можна повісити підібрані за стилем і смаком картини. Можна придбати двоспальне чи односпальне ліжко, або розкладне ліжко.

2. Спочатку ми хотіли в спальні покласти сіре килимове покриття, а потім передумали та вибрали звичайний килим. Найкращу люстру ми, звісно ж, повісили у вітальні. А в спальній кімнаті ми прилаштували симпатичне бра – це зручно.

3. Наша спальня вмебльована стильним спальним меблевим гарнітуром із світлого дуба. Він складається з елегантного двоспального ліжка з матрацом, тумбочок, що стоять по обидва боки від ліжка, туалетного столика з предметами туалету, шафи для одягу з полицями для білизни та комоду для постільної білизни, запасних простирادل, наволочок, підковдр та стьобаних ковдр. Ліжко вкрите красивим покривалом, що підходить за кольором до занавісок. В спальні також є два приліжкових килимки, дві лампи для читання та одна приліжкова лампа.

BATHROOM AND TOILET

72

Do you like your bathroom? Read the text and compare the bathroom described with yours.



My bathroom becomes the most important and useful in the morning when everybody wakes up and is in a hurry to be the first there. Fortunately we have two bathrooms: on the ground floor and on the first floor. So when the alarm-clock rings, I quietly put on my terry bathrobe and slippers and go into the bathroom, where I turn on the hot and cold water taps. While the water runs into the bathtub, I wash my face and neck, clean my teeth and comb my hair. Then I turn off the

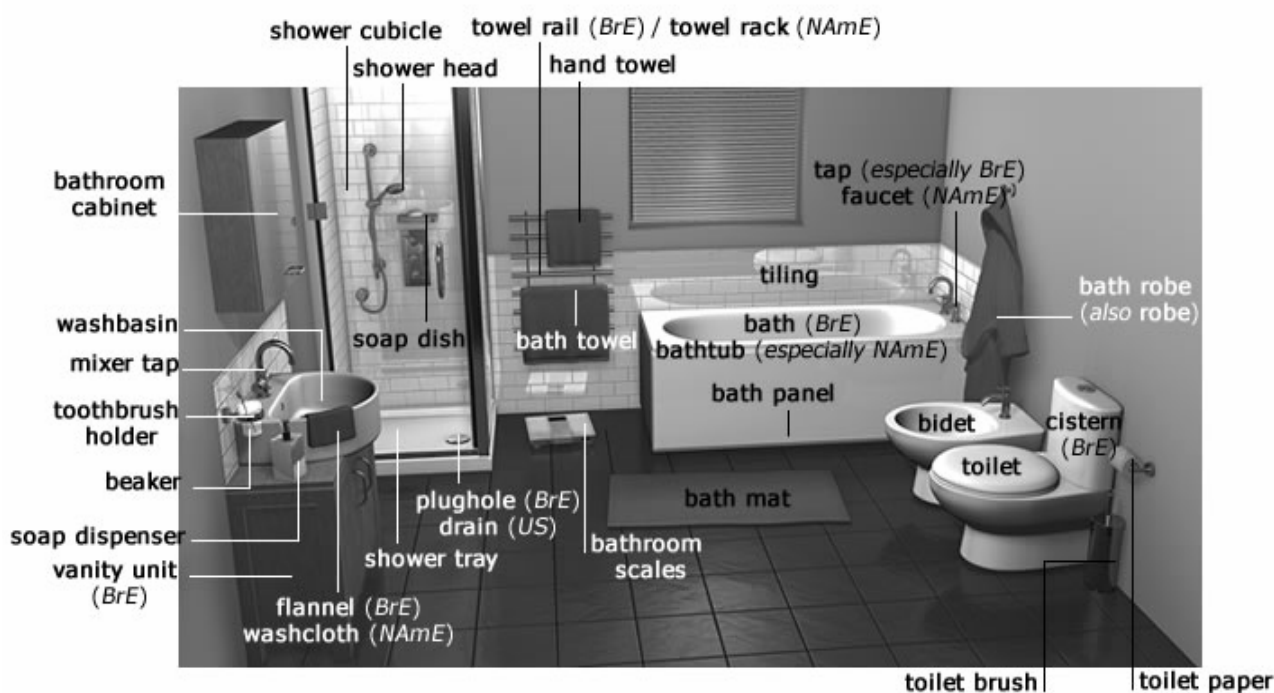
taps and have my bath. I sometimes take a shower in a modern shower cubicle. When I've dried myself with a soft terry towel, I get dressed.

My bathroom is very pleasant and I feel very comfortable and relaxed in it. I like everything here: a snow-white tub and a huge oval mirror, a bath mat and a shower curtain, terry towels and bathrobes and nice shelves above the washbasin. The top shelf is full of different stuff: bottles of shampoo, shower gel, shaving foam and balm. The bottom one has our toothbrushes, a tube of herbal toothpaste, a razor and a soap-dish with a bar of scented soap in it. In the right corner there is a toilet pan with a bidet. Behind you can find a cabinet for detergents, extra toilet paper blocks and sponges.

Though my bathroom is simple and ordinary, the blue and white tiled walls and the shining taps make it quite pleasant.

73

Look at the picture and say what things you have and what you don't have in your bathroom.



74

Complete these good bathroom rules. There may be more than one answer.

1. Hang up the _____ when you've finished with your bath.
2. Put the soap back in the _____ when you've done washing.
3. Put all your dirty clothes in the _____.
4. Clean out the _____ after you take a bath.
5. Don't splatter toothpaste all over the _____.

75

Name the word that doesn't belong and tell why.

- | | | | |
|--------------|--------------|-----------------|-------------------|
| 1. hamper | bathtub | tile | wastepaper basket |
| 2. shampoo | drain plug | soap | toothpaste |
| 3. sponge | washcloth | mirror | towel |
| 4. nailbrush | toilet brush | toothbrush | hairbrush |
| 5. faucet | bathtub | bathroom scales | shower curtain |

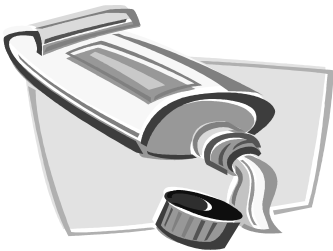
76

Write the words that fit the definitions.

1. something to wash your body with _____
2. something to dry it with _____
3. something to put a bar of soap in _____
4. something to clean your teeth with _____
5. something to wash your clothes with _____

77

Give English equivalents to the following words and word combinations.



Зубна паста; рідке мило; бачок, зубна щітка; кнопка зливу води; ванна; занавіска в душі; вішалка для рушників; махровий рушник; кусок мила; унітаз; килимок для ванної кімнати; аптечка; губка; пральний порошок; кран-змішувач; бритва; душова кабіна.

78

Read the situations. Tell what the person did next. Finish the story in two or three sentences. Use all of the words given below.

1. Sam was taking a shower. Suddenly, the phone rang.
shower curtain, bathtub, terry towel, bath mat, shampoo
e.g. *He pulled back the shower curtain and climbed out of the bathtub. Then he grabbed a bath towel and ran to answer the phone.*
2. Lisa was taking a shower. Suddenly, the hot water stopped!
cold water tap, hot water tap, bathtub, bath towel
3. Betty answered the phone at 7 p.m. It was Frank. He asked if she would like

to go to a movie with him at 8 p.m. Betty said “yes”, but after that she recollected that her hair was dirty.

washbasin, hand towel, shampoo, hair dryer

4. Joe’s mother called him and told that she was on her way over to see his new apartment. She said she’d be there in an hour. Joe’s apartment is a mess, especially the bathroom!

hamper, bathtub, washbasin, mirror, toilet, toilet brush, wastepaper basket

79

Translate into English.

Що може бути приємнішим за теплу ароматну ванну, а потім прохолодний душ?! Після цього загорнутись у м’який махровий халат, взути кімнатні капці та попрямувати на кухню, щоб насолодитись чашечкою кави чи чаю зі смачним тістечком.



Наша ванна кімната дуже проста та звичайна, але зручна. Ліворуч біля стіни стоїть світло-зелена ванна. Праворуч від ванни – умивальник. На ньому мильниця з духмяним милом, над ним на стіні висить дзеркало та поличка для тюбиків зубної пасти, бритви для гоління, зубних щіток й аптечки. Ванна також укомплектована душовою кабіною, вмонтованою так, щоб не було видно непривабливих труб. Далі праворуч – вішалка для рушників із махровими рушниками та халатом. У лівому кутку – унітаз із бачком і кнопкою спускання води у вигляді кнопки. Поряд із ним стоїть держак для паперу та біде. В іншому кутку – сучасна пральна машина та корзина для брудної білизни. Зліва від неї у стіні є невеличка шафа для прального порошку та інших миючих засобів. Біля ванни лежить червоний гумовий килимок для ванної кімнати, а біля унітазу – махровий килимок.



KITCHEN

80

Is the kitchen your favourite room? Read the story about Mary’s kitchen and say whether you’d like to have the same one.

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it’s not only where we cook and eat but it’s also the main meeting place for family and friends. I have so many happy memories of times spent there: special occasions such as homecomings or cooking Christmas dinner; troubled times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for sleepy children before

sending them off to school, then sitting down to read the newspaper with a steaming cup of coffee. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and the noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto the apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large notice-board, which tells the story of our lives, past, present and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from the take-away Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read!




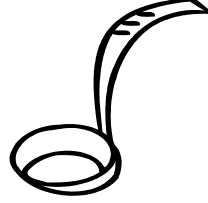

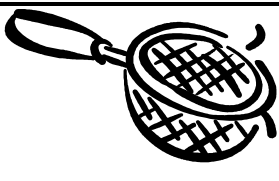
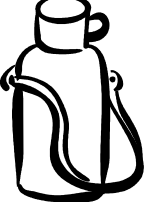
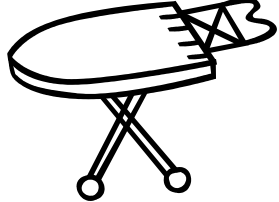


The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent on our kitchen.

81 Look at the picture and say what things haven't been mentioned in the text above.



82

Translate the words. Name the item that is shown in the picture.

| | | | |
|---|---|--|---|
|  | <input type="checkbox"/> a spatula <input type="checkbox"/> a corkscrew <input type="checkbox"/> a tin opener <input type="checkbox"/> a garlic crasher |  | <input type="checkbox"/> a salt cellar <input type="checkbox"/> a sieve <input type="checkbox"/> a pepper mill <input type="checkbox"/> an egg cup |
|  | <input type="checkbox"/> a carving knife <input type="checkbox"/> a penknife <input type="checkbox"/> a cheese knife <input type="checkbox"/> a fish knife |  | <input type="checkbox"/> a tea spoon <input type="checkbox"/> a ladle <input type="checkbox"/> a soup spoon <input type="checkbox"/> a dessert spoon |
|  | <input type="checkbox"/> a mug <input type="checkbox"/> a teacup <input type="checkbox"/> a tumbler <input type="checkbox"/> a wine glass |  | <input type="checkbox"/> a strainer <input type="checkbox"/> a grater <input type="checkbox"/> a peeler <input type="checkbox"/> a colander |
|  | <input type="checkbox"/> a casserole dish <input type="checkbox"/> a baking tray <input type="checkbox"/> a mixing bowl <input type="checkbox"/> a thermos flask |  | <input type="checkbox"/> a bread board <input type="checkbox"/> a chopping board <input type="checkbox"/> a draining board <input type="checkbox"/> an ironing board |
|  | <input type="checkbox"/> a mixer <input type="checkbox"/> a coffee mill <input type="checkbox"/> a toaster <input type="checkbox"/> a pepper box |  | <input type="checkbox"/> a spoon <input type="checkbox"/> a fork <input type="checkbox"/> a knife <input type="checkbox"/> a rolling pin |

83

Name the word that is odd in each line. Explain your choice.

Translate the words.

- | | | | |
|----------------|-------------|---------------|--------------|
| 1. knife | fork | dessert spoon | garlic press |
| 2. bowl | saucer | plate | frying pan |
| 3. kettle | coffee pot | saucepan | jug |
| 4. mincer | juicer | coffee mill | grater |
| 5. sugar basin | salt cellar | pepper box | mixer |

84

Name all possible kitchen utensils connected with the following things.

- | | | | | |
|----------|-----------|--------------|---------|------------|
| ▪ fish | ▪ soup | ▪ bread | ▪ sugar | ▪ hot pans |
| ▪ eggs | ▪ meat | ▪ cake | ▪ tins | ▪ salt |
| ▪ coffee | ▪ dishes | ▪ garlic | ▪ wine | ▪ pepper |
| ▪ water | ▪ matches | ▪ vegetables | ▪ tea | ▪ milk |

85**In pairs, discuss where you can keep or put the following things.**

- a) milk
- b) bread
- c) eggs to boil
- d) a tablecloth
- e) a box of matches
- f) tea-things
- g) meat that you are going to cook
- h) a pie you are going to bake
- i) dirty cups and dishes
- j) clean cups and dishes
- k) spaghetti you've just cooked
- l) fresh berries to be used in winter

86**Make a list of possible utensils, dishes, pots, pans, and appliances that would be needed in the situations.**

1. Pete got up and made breakfast of toast and coffee.
2. Karen opened a bottle of soda and then filled her glass with ice cubes.
3. Steve washed and dried the dishes by hand and then put them away.
4. Peggy took the hot roast out to serve her guests.
5. Don opened a tin of soup, then added water and warmed it up.

87**Choose the words that fit the following definitions.**

1. An appliance used for mixing, combining or chopping various foods and liquids _____
2. A box used for keeping bread _____
3. A dish on which food can be baked _____
4. An appliance used for freezing food _____
5. Where we cook soup _____
6. A pot to boil water in _____
7. A device used for making coffee _____
8. A bowl-like utensil with holes for draining food _____
9. Something mainly textile to cover the dining table _____
10. An appliance that grinds coffee _____
11. Something to wipe your mouth with after eating _____
12. Something that goes under a cup _____
13. It is a strong metal pot with a tight lid in which food can be cooked quickly under high pressure _____
14. Something that helps scrape the rest of the mixture out of bowls or frying pans _____
15. We cut meat on this _____
16. If you travel a lot, it is used to keep hot tea in winter and cold kvass in summer _____
17. It absorbs water on the table _____
18. You can use it to make very small pieces of cheese to sprinkle on a dish _____
19. It is used to open bottles of wine _____
20. Things that are used to keep under the plates on the dining table _____

88

Give the English equivalents to the following words and word combinations.

М'ясорубка; кухня; конфорка; сковорода; каstrуля; блюдо; часникодавка; сільниця; десертна ложка; цукорниця; мікрохвильова піч; столова ложка; чайна ложка; чайник; тертушка; холодильник; сушка для посуду; друшляк; тостер; електрична плита; глечик; раковина; консервний ніж; машина для миття посуду; миска; кавник; кавовий млинок; міксер; хлібниця; настінна шафа для посуду; фаянсовий посуд; кухоль; керамічна каstrуля; сито; розливна ложка; судок; термос; кришка; табуретка; склянка; перечниця.

89

a) Listen and complete the conversation between Suzie and her friend Matt.

Suzie: And this is the _____.

Matt: Mmm, it's very nice.

Suzie: Well, it's not very _____, but there are a lot of _____. And there's a new _____, and a _____. That's new too.

Matt: But what's in all these _____?

Suzie: Well, not a lot. There are some _____, but there aren't any _____. And I have some _____ and _____, but I don't have any _____!

Matt: Do you have any _____?

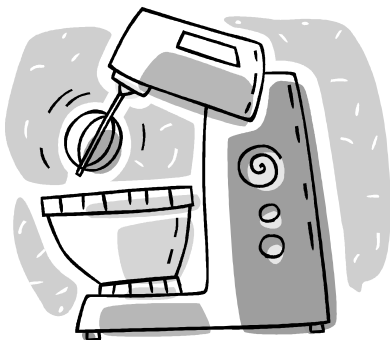
Suzie: No. Sorry.

Matt: Never mind. We can drink this champagne from those _____! Cheers!

b) What is there in your kitchen? How is your kitchen different from Helen's?

90

Translate the passage into English.



Наша кухня середнього розміру. Можна сказати, що вона добре оснащена. Центральне місце в кімнаті займає масивний дерев'яний прямокутний стіл з набором стільців, що підходять до нього. Праворуч біля вікна стоїть електрична плита, а над нею – витяжка. Поряд з плитою стоїть сушка для посуду. Біля стіни навпроти розташований холодильник. В гарних шафах для посуду знаходяться каstrулі, сковорідки, фаянсовий посуд, кавовий сервіз, керамічні каstrулі, ножі,

судки, друшляк, сито, перечниця, вазочка для цукру, сільниця, кухлі, миски, черпак, тертка та різноманітна побутова техніка: міксер, кухонний комбайн, соковижималка, м'ясорубка, кавовий млинок, тостер,

електрочайник. Коли в нас вечірка, кухня перетворюється на найгамірнішу кімнату. Це головне місце для зустрічей сім'ї та друзів.

91 Answer the questions.

1. What do you like about your kitchen most of all? What don't you like? Why?
2. What things in the kitchen are expensive / cheap?
3. What things do you use every day / sometimes / never?
4. What are the things that your mother / father uses while cooking?
5. What is your favorite appliance in the kitchen?

92 Act out a conversation in a furniture shop between you and the sales assistant, as you try to decide what to buy for your kitchen in your new flat. Make use of the active vocabulary.

93 Translate the text into Ukrainian.



Fridge facts

Did you know that Albert Einstein co-invented a refrigerator? He and his former student Leo Szilard received a patent for it in 1930. Coolants used at the time could be toxic, and Einstein got the idea for a simple, single-pressure absorption refrigerator when he read about a sleeping family killed by leaking refrigerator coolant.

The first household refrigerator produced by General Electric in 1911 was based on a design by a French Cistercian monk and physics teacher named Marcel Audiffren. The monk's sulfur dioxide refrigerating process took the form of a wooden refrigerator named the Audiffren. It cost \$1000, which was twice as much as an automobile.

According to Wikipedia, Refrigerator Magnets “are an iconic piece of America. More than 80% of all households in developed nations have magnets on their fridge, for both utility and purely decorative purposes. A refrigerator magnet's lifespan is typically between 5–10 years. Did you know that the number of times a refrigerator door is viewed in an average household per day is about 40?

94**Read funny fridge notes and say what's on your refrigerator.**

1. Kitchen closed – this chick has had it!
2. Martha Stewart doesn't live here!!
3. I'm creative; you can't expect me to be neat too!
4. So this isn't Home Sweet Home... Adjust!
5. Ring Bell for Maid Service...If no answer do it yourself!
6. I clean house every other day.... Today is the other day!
7. If you write in the dust, please don't date it!
8. I would cook dinner but I can't find the can opener!
9. My house was clean last week, too bad you missed it!
10. A clean kitchen is the sign of a wasted life.

95**Read a story from kitchen humour. Has anything similar happened to you?**

Housekeeping Husband

My friend's husband is always telling her that housekeeping would be a snap if only she would organize her time better. Recently he had a chance to put his theory into practice while his wife was away. When I popped in one evening to see how he was managing, he crowed, "I made a cake, frosted it, washed the kitchen windows, cleaned all the cupboards, scrubbed the kitchen floor, walls and ceiling and even had a bath." I was about to concede that perhaps he was a better manager than his wife, when he added sheepishly, "When I was making the chocolate frosting, I forgot to turn off the mixer before taking the beaters out of the bowl, so I had to do all the rest."

96**Read and translate the text.**

FURNITURE

When my wife and I moved into our present house, it was a little better than slums, completely unfurnished apart from a few bits and pieces which the former occupant had either forgotten or – more likely – decided not to take with her. (These included an enormous sideboard that weighed a ton, a chest of drawers with its only one remaining door hanging off, an ugly bookcase with all its panes of glass cracked, and a broken 19-th century piano stool.)

The floors then were just bare boards with one or two mats and strips of lino. We now have fitted carpets in every room except the bathroom (where we have special long-lasting tiles) and the kitchen (polished parquet floor), plus several sheepskin rugs in the reception rooms. On arrival we found most of the interior decorated with faded, flowery-patterned wallpaper, peeling at the

picture rail. We have painted throughout in beige (window and sills white) except in the lounge, where we have had pink. A few tasteful reproductions and a number of old German prints (all expensively framed) are on the walls, along with some carefully selected posters in the children's rooms.

Numerous structural alterations have been carried out, notably the conversion of the old garden shed into a second bathroom, complete with bath, basin, bidet and W.C. (lambswool-covered lavatory seat and press-button flush) and the extension of the conservatory to make a sun lounge – with window seats all around it – leading on to the newly-laid patio. The roof, meanwhile, has been completely renovated, slates giving way to tiles, double glazing has been fitted on all windows, and the old fireplaces have been blocked up, except in the lounge which has retained its grate and mantelpiece for the old-world image it creates. In terms of heating, we have installed a gas cooker, an electric cooker, gas-fired central heating, and double radiators each with its own thermostatic control.

We have also made dramatic improvements in the kitchen: a new sink unit with mixer tap and double drainer, a line of smart cupboards all along one wall and two rows of shelves along the other. Upstairs the old iron double bed we inherited has been replaced by elegant twin beds with interior sprungmattresses and quilts (duvets), of course. Our children Alexandra and Charles have recently moved out of bunk beds and into single beds in separate rooms; these have been specially equipped with a desk, blackboard and easel, and toy chest. All bedrooms have built-in wardrobes now and my wife has her own personal dressing table and dressing stool.

Our more expensive purchases, apart from the above, include: a leather upholstered lounge suite comprising a four-seater sofa – or should we say settee? – and two armchairs (we remember with horror the year we had to live with a studio couch plus a few pouffes and cushions), a solid wood table and set of matching dining room chairs, plus a microwave oven, a new shower unit, plumbed in of course, so that no unsightly pipes are visible, new stereo equipment, a flat-screen TV and cocktail cabinet.

It may interest you to know, finally, that we have made a formal complaint about the ghastly tallboy and divan that our neighbours have had standing in their back garden for nearly six months. Our garden, incidentally, has been recently landscaped and completely transformed: gone is the vegetable patch; in its place a neat lawn and flowerbeds. All our new friends say we have done a wonderful job on our property.

97 **If the couple decided to sell the house next month, which of these features could they say that it had?**

1. two bathrooms
2. polished parquet floor
3. a conservatory
4. a picture rail
5. a sun lounge
6. three bedrooms
7. a spacious garden shed

- | | |
|------------------------------------|------------------------------|
| 3. a slate roof | 8. ancient period fireplaces |
| 4. attractive wallpaper throughout | 9. a mature vegetable garden |
| 5. double glazed windows | 10. a modern kitchen |

98 Find the equivalents to the phrases. Use them in sentences of your own.

1. There was no furniture in the room.
2. A sideboard was big and weighed a ton.
3. A piece of furniture where we put clean linen.
4. A kind of carpet that covers the entire floor in the room.
5. A very smooth floor made of wood.
6. Small carpets that cover the floor only in some places.
7. People either paint the walls or decorate them with
8. A picture that is not an original one.
9. Having frames, which are expensive.
10. Serious changes made.
11. A sitting room.
12. Windows with two panes of glass.
13. A shelf on the top of a fireplace.
14. Two radiators combined.
15. Things considerably changed for the better ones.
16. A kind of a basin in the kitchen.
17. Taps with hot and cold water mixed.
18. Separate beds for one person to sleep.
19. A large bed for two people.
20. A unit consisting of two beds but not a double bed.
21. Covered or decorated with leather item of furniture for sitting.
22. A place where people take a shower (not a bathroom).
23. An item of furniture where one can keep clothes.
24. A very soft and comfortable stool which is an item of a lounge suite.
25. A place where one keeps bottles of spirits.
26. A synonym to a sofa.
27. A place where one usually grows vegetables.
28. A place where flowers grow.
29. All things that we own are our

99 Translate the sentences into English.

1. Навіщо ви переїхали у цю квартиру? Це не квартира, а просто нетрі: без меблів, підлога- просто голі дошки, стіни поклеєні шпалерами, що вицвіли і відклеюються!

2. Мешканець цієї квартири, мабуть, любить грати на піаніно, бо у вітальні, відразу біля комоду, стоїть рояль та стільчик біля нього.
3. Твоя кімната така тісна, бо ти поставила в ній величезний сервант.
4. У старій квартирі було тільки декілька одиниць меблів, на підлозі два килимки та шматки лінолеуму, у вікнах було вибите скло, а шпалери, що раніше були у квіточку, вицвіли.
5. Лакована паркетна підлога швидко псується на кухні, тому ми поклали міцні кахлі.
6. Щоб надати вітальні сучасного вигляду, пофарбуйте все всередині у рожевий або колір беж, а вікна та підвіконня – у білий.
7. Якщо ви не багата людина, прикрасьте свою оселю підібраними зі смаком репродукціями чи гравюрами у дорогих рамах.
8. Діти часто псують дорогі шпалери, наліпивши на них плакати.
9. Численні докорінні зміни надали обшарпаному будинку сучасного, охайного та, навіть, вражаючого вигляду.
10. Ми перебудували старий сарай на другу ванну кімнату, а потім вирішили ще й розширити оранжерею, щоб зробити веранду.
11. Не дуже зручно мати ванну об'єднану з туалетом, бо ванна, раковина, унітаз та біде роблять кімнату тісною.
12. Впевнена, він такий багатий, що в туалеті навіть кришка унітазу застелена овчиною, а кнопка зливу – золота.
13. Ці двері ведуть з вітальні у просторий зелений внутрішній дворик, що недавно був вимощений.
14. Зовні будинок реконструювали, змінивши старий потрісканий шифер на нову червону черепицю, встановивши подвійне скло на вікна, що, до речі, дуже допомогло утеплити будинок.
15. Будівельники подовжили стіну, заклавши вікно цеглою, і ми тепер можемо встановити вздовж неї сучасну меблеву стінку.
16. Ми дуже пишаємося нашим каміном з решіткою із кованого заліза та широкою камінною дошкою, що надає вітальні старовинного вигляду.
17. У всіх кімнатах нашого будинку подвійні батареї з терморегуляторами, тому, коли ми включаємо газове опалення, взимку тепло неначе влітку.
18. Зліва від кухонних дверей знаходиться раковина зі змішувачем, подвійною сушкою, а далі – ряд охайних шаф для посуду та два ряди полиць, у лівому дальньому кутку – газова та електрична плита.
19. Нагорі, в одній із спалень – залізне двоспальне ліжко, яке ми скоро замінимо на подвійне з внутрішніми пружинними матрацами, в іншій – 2-ярусне ліжко для менших дітей, а ще у двох окремі односпальні ліжка для старших дітей; усі застелені пуховими ковдрами.

20. Кімнати наших дітей вмебльовані письмовими столами, дошками, мольбертами, шафами для іграшок та вбудованими платяними шафами.
21. Найдорожча покупка в нашому будинку – це шкіряний м'який куточок, що складається з дивану на 4 місця з декоративними подушками, двох крісел та пуфика.
22. Масивний дерев'яний стіл зі стільцями навкруги стояв посередині їдальні.

100

Can you name:

- seven things in the living-room you can sit on
- five things in the living-room (or study) you can turn on/off
- three things in the flat you can sit at
- three things in the bedroom you can sleep
- all items of furniture where you can keep clean linen, clothes, books, etc.
- three things you can cover yourself while sleeping
- all types of lamps

101

Read the text carefully and fill in the gaps with the names of the appropriate furniture items.

Today I woke up feeling great! I got up from 1 _____, put my feet on the 2 _____ next to my bed and opened the window 3 _____ to see what the weather was like. Then I went to the bathroom and got into the 4 _____ to have a shower. After that I brushed my teeth in the 5 _____ and went into my room again. I took some underwear out of the 6 _____ and a sweater and a pair of jeans from the 7 _____. Mum was preparing breakfast when I went into the kitchen. It smelt delicious! I opened the 8 _____ and picked up a cup from a shelf. Then I opened the 9 _____ and took out a carton of milk. I put my cup of milk inside the 10 _____ to get warm and used the 11 _____ to make some pancakes. I like them with a lot of strawberry jam! I sat at the 12 _____ to keep my mum some company and when I finished breakfast I put my dirty cup and plate inside the 13 _____. Before leaving home to meet my friends I looked at myself in the 14 _____ to see if my hair was ok. Mum was putting some clothes to wash in the 15 _____ and preparing to take some dry clothes out of the 16 _____. When I got home in the evening, I went into the living room and sat on the 17 _____ to watch 18 _____. But there was nothing interesting on, so I took a book from the 19 _____ and read for a while. I also picked an interesting magazine which was on the 20 _____ in front of the sofa. As it was a bit cold, I lit the 21 _____

to get more comfortable. After dinner I went to my bedroom and sat on a 22 _____ in front of my 23 _____ to do the homework. At half past ten I turned on the small 24 _____ which is next to my bed on the 25 _____. Then I put my head on my _____ and went to sleep.

102

Choose the most suitable word for each space.

1. Some rooms don't have curtains at the windows, they have
a) blinds b) carpets c) gates d) stores
2. I was so tired last night that I fell asleep the moment my head touched the ...
a) bed b) blanket c) cushion d) pillow
3. What a beautiful! It's a pity we don't have any flowers to put in it.
a) crystal b) cup c) glass d) vase
4. She closed the windows and drew the before switching on the lights.
a) coverings b) curtains c) masks d) shades
5. When she cleaned the high windows, she always stood on a three-legged ...
a) bench b) chest c) ladder d) stool
6. Please, wipe your feet on the door- before you come in.
a) blanket b) mat c) carpet d) tile

103

Complete the sentences.

1. I keep all my clothes in the bedroom in a big _____ r _____.
2. The silver _____ t _____ on the table were shining brightly because they reflected the flickering light of the _____ n _____.
3. It was a cold evening so I had a log fire going in the _____ r _____.
4. The most important thing about a house or flat is that it should be h _____
_____.
5. My grandfather likes to sit in his favourite _____ c _____, smoking his _____
p _____.
6. In Krakow, in order to get Raiuno reception, it's essential to have a proper
a _____.
7. Although we now have eight chairs, I'm afraid this will not be _____ g _____
and some of our guests will have to sit on that old _____ t _____.
8. I eventually found the scissors I'd lost behind the chest of _____ w _____.
9. Our house has central heating, so every room has a _____ d _____.
10. Doors that go round and round are called r _____ doors.
11. It is very difficult nowadays to find cheap and comfortable a _____
_____ n in Cracow.
12. Everything in my kitchen is stored away in _____ b _____.
13. A door swings on its _____ n _____.

104**Write in which room you would look for the people listed below.**

- | | |
|---|-----------------------|
| 1. an artist | a _ t _ _ _ _ |
| 2. a football player | a ch _ _ _ _ _ - room |
| 3. a gardener in winter | a c _ _ _ _ _ |
| 4. a novelist | a s _ _ _ _ _ |
| 5. a patient before an appointment | a _ _ _ _ _ room |
| 6. a photographer developing pictures | a _ _ _ k _ _ _ _ |
| 7. a prisoner | a _ _ l _ |
| 8. some workers during their lunchbreak | a c _ _ _ _ _ |
| 9. some teachers between lessons | a s _ _ _ _ - _ _ _ _ |

105**Fill in the missing words.**

- Our family lives in a new flat in one of the newly built _____ areas.
- It is important that our _____ of flats is within easy _____ of the underground station and it doesn't take me long to _____ to any place I like.
- Our flat has all modern _____: central _____, running _____ and _____ water, electricity and _____.
- We have a two-_____ flat.
- In my opinion, it's quite a well-_____ flat.
- As my parents don't like much furniture in the house so in the living room there are two _____ armchairs and a sofa, a coffee table and a nice _____ carpet on the floor.
- Opposite the window there is a _____, but it doesn't take much _____ in the room.
- We like to _____ our guests in this room.
- I am very glad to have a room for _____, that's why I always try to keep it _____ and cosy.
- In the _____ I keep clean linen and handkerchiefs and in the _____ I keep my clothes which I hang on the _____.
- On the _____ table in front of the mirror there is a hair _____ and a comb, a _____ of scent and a powder _____.
- We are not big-eaters, but we use our kitchen as a _____ where we can have a _____ about our problems and life.
- There is a _____ above the staircase. It is made of _____.
- Please tidy your room. You always make a _____ in it.
- All the things like empty tins, bits of paper we throw away into our _____ bin.
- Come _____ stairs immediately. It's time for bed.

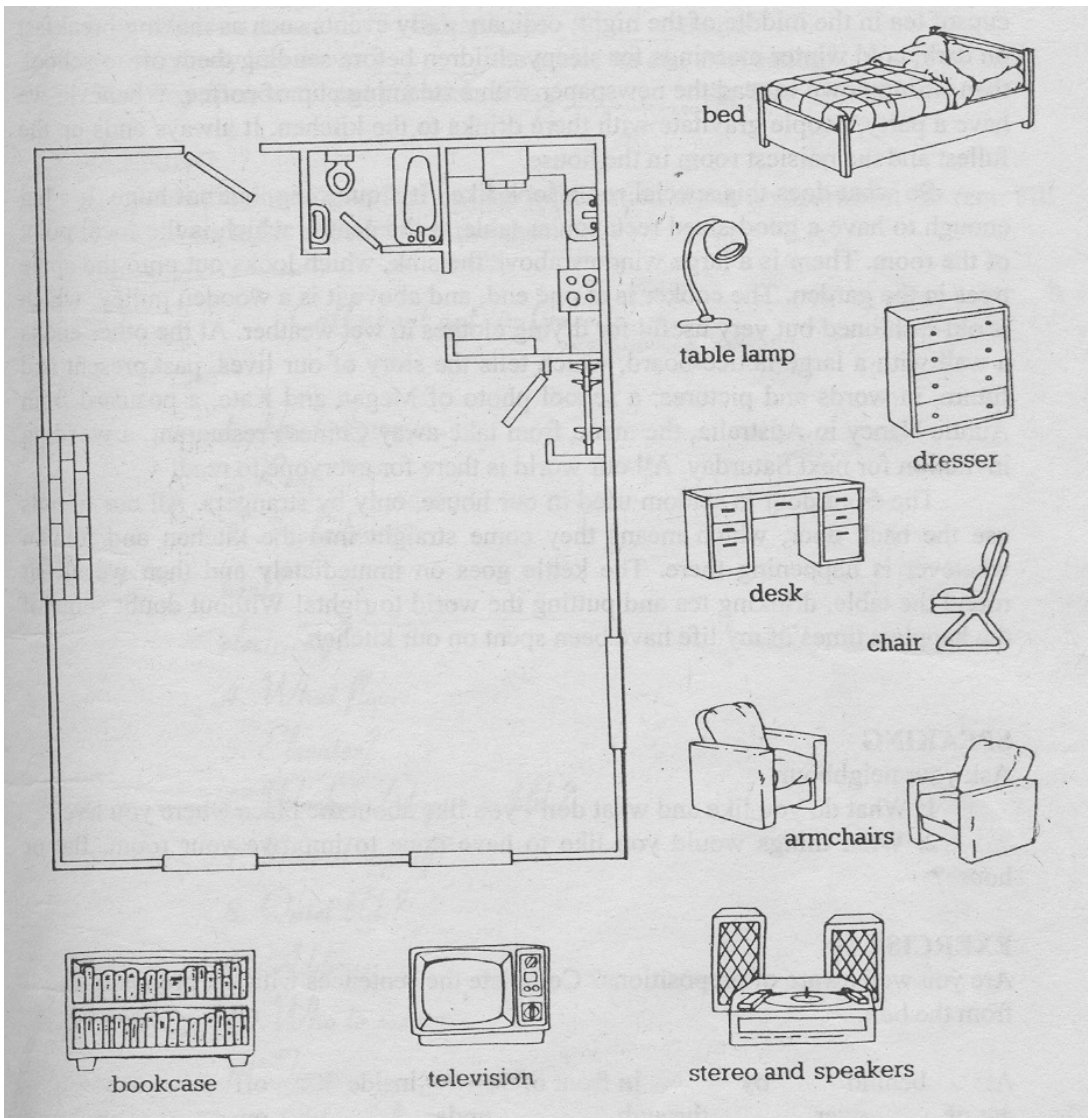
106

You have moved to a new flat. For the first six months you can only have 6 of the items from the box. Explain your choices.

| | | | | |
|----------|-----------------|------------|--------|------------|
| sofa | dining table | carpets | cooker | dishwasher |
| desk | washing machine | food mixer | TV | bed |
| curtains | saucepans | fridge | kettle | mincer |

107

A young couple is moving into a small apartment. Write the name of each piece of furniture in its correct position on the floor plan.



108

Imagine you are going to plan and decorate your lounge. You've decided to consult the interior designer. In pairs, make up a dialogue. Make use of his pieces of advice:

Do

- Consider your plan
- Diagram everything on paper
- Decide if you are going to use any of your present furniture
- Plan the placement of lighting according to your furniture arrangement
- Plan your dining room. (Do you plan an open-up table? Is your family large or small? Do you plan parties?)
- List every item to be placed in the room
- Plan furniture and colours
- Think of heating system

Don't do

- Don't place too much furniture against the walls
- Don't have too many things in the room
- Don't have a floor-to-ceiling window on the north side, you'll get cold
- Don't choose more than three main colours
- Don't be afraid to be different

109

Translate the sentences into English.

1. Як весільний дарунок Анна отримала будинок з давніми французькими меблями, зручними диванами, м'якими кріслами, з величезним письмовим столом в бібліотеці. Верхній поверх прикрашали вишукані давні шведські та датські меблі вісімнадцятого століття.
2. Наречена миттєво переїхала до будинку коханого. Це був величний будинок з велетенськими колонами і широкою під'їзною доріжкою. Він знаходився серед сотні акрів зеленого моря плодючої землі, частина якої була відведена під мисливське господарство, а в численних водоймищах водилося багато риби. За особняком зеленів великий парк.
3. Внутрішнє багатство вражало своєю розкішшю. Хол був облицьований мармуровими плитами, а стіни – пофарбовані. В різних місцях стояли покриті мармуром столи з позолоченими ніжками та стільці з червоного дерева.
4. У вітальні на долівці лежав величезний вовняний зі східним візерунком килим, зі стелі звисали дві кришталеві люстри. Простора

вітальня могла розмістити сорок гостей одразу; поряд знаходилась кімната для паління.

5. На другому поверсі було багато спальних кімнат, в кожній з яких було по одному давньому каміну. Третій поверх був призначений для слуг.
6. Вілла була побудована із каменю. Із вікон вітальні та їдальні відкривалась панорама острова. Легкі мереживні сходи вели нагору, де розміщувались чотири спальні кімнати. Меблі були підібрані бездоганно. Звичайні дерев'яні столи, лави та м'які крісла. На вікнах висіли оздоблені китицями білі шовкові занавіски.
7. У ванній кімнаті та спальні лежали вовняні килимки, виконані у традиційному рослинному візерунку. Що найбільше вражало, так це різноманітність картин на стінах.
8. Але найбільше всього в будинку Елізабет подобалась кімната у вежі з черепичним дахом. Сюди з другого поверху можна було дістатись сходами. Це був батьків кабінет. Посередині кімнати стояв величезний робочий стіл з кріслами навпроти. Двостулкові двері виходили на маленький балкон, що звисав над безоднею.

(С. Шелдон)

110

Before you read the text get the general idea by looking at the title and subheadings. You can also read the first paragraph. Do you know much about this topic? Read to see if you learn anything new.

Inside Homes Around the World

Walk inside a home in a new country, and it can look and feel so different! One big difference is the organisation of the inside, or interior space. For example, rooms in a house are *usually* separated by walls, but *not always*, and in the same ways.

The use of walls and doors

In many parts of the Arab world, people like to have homes with very large spaces, and they avoid **partitions**. Anthropologist Edward Hall explains that Arabs like to be together, so they don't look for privacy in separate spaces in the home.

Hall claims that Germans, on the other hand, like privacy. They have thick walls and heavy doors in their homes. And these doors are often closed. But in the USA, doors in the house (and at the office, too) usually stay open. When a door is closed, it is probably for a private conversation, or for study, resting, sleeping, dressing, or sex. Some modern homes in the USA and other places have no walls at all. This arrangement is an 'open floor plan'.

A special kind of wall

The walls in traditional Japanese and Korean homes are **unique**. They are

semi-fixed walls, or partitions. These are made of light wooden frames covered with special paper. The partitions are movable, so that rooms can be used for different purposes, such as sleeping, talking, or studying.

Furniture

Another big difference among homes is in the type of furniture, and where it is placed in the room. Homes in the USA look cluttered to many visitors because they are full of chairs, tables and chests. Americans often place the furniture around the walls. In Japan, however, furniture is often in the centre of the room, and sometimes there is *no* furniture. In German homes the furniture is traditionally solid and heavy, and stays fixed in one place. In many countries, including Ethiopia and Iran, Japan, Laos and Turkey, to name only a few, people often prefer to sit on floor mats or beautiful rugs, and *not* on chairs. Thus, rooms can have less furniture than in the West.

Closed doors, open doors, or no doors; thick walls, paper walls, no walls; lots of furniture, little furniture, or no furniture at all - these are just some of the differences we find from home to home, place to place.

Partition - a divider or wall / a room divider

unique -special, one-of-a-kind

semi-fixed -partly attached

111 Fill in the boxes with a word or two from the text.

| | Japan | Germany | The USA |
|-----------|-------|------------------|---------|
| Doors | 5 | heavy, closed | often |
| Walls | | | |
| Furniture | | | |

112 Do you know that feng shui is an ancient Chinese art based on the belief that energy moves through buildings? Feng shui tries to encourage this energy to act in the most positive way on people who live and work in the building. Do you think each of features 1-7 would create positive or negative energy for a house?

1. A straight road leads directly to the front door.
2. There is a hill at the back of the building.
3. The neighbouring houses are taller.
4. The house is built on a south-facing slope.
5. A railway line runs along the back of the building.
6. There is a pond in front of the house.
7. There is a tree or lamp-post immediately in front of the front door.

Read the newspaper article about feng shui. Four paragraphs have been removed from the article. Choose from the paragraphs A-E the one which fits each gap (1-4). There is one extra paragraph which you do not need to use.

FISHING FOR GOOD FORTUNE

In the East, the luck or karma of a house is called feng shui. I suppose this is something like the household gods of the Ancient Romans, which had to be kept happy with cakes, honey, wine and incense. But in the Orient, wherever the Chinese are predominant in the business community, feng shui has a more than religious significance - it can make or break a deal.

My host in Hong Kong this weekend had extremely good feng shui because his house overlooked two forested hills curving down towards a distant view of skyscrapers. A pearl 'between double dragons' was how his Chinese dinner guest described this view.

1 D

The Chinese chairman of my host's company had sent a feng shui man round to check out the suitability of his house, for all its wonderful location. When my host came back from his holiday in Europe he found men digging a large hole in his garden, round the corner from the swimming pool.

2

Fish are very good feng shui, which is why some species - koi carp for example - can command prices running into thousands of pounds. Obediently, my host let the fish pond be dug, and put goldfish in it. They swam around for a couple of weeks. Then they died.

3

'Well,' said his Chinese friends, shaking their heads. Clearly a whole bunch of evil spirits had been overrunning his home. A good thing the feng shui man had ordered the fish pond to be dug, or business might have gone rapidly downhill.

4

'I thought you were feeding the fish,' she said.

A

A third collection of goldfish went into the pond. My host took it into his head to ask his wife what she'd been feeding them, and should the mixture be changed? She stared at him.

B

He asked the maid what was going on. She explained that although the feng shui man had approved the house, he had declared that it would not be completely satisfactory without a fishpond.

C

Although the building had a hill at the back to protect it from evil influences, and a view at the front to encourage its 'intake' of wealth, there were serious

problems with the direction of the stairs inside.

D

The house across the hill, on the other hand, probably wouldn't reach its 60 million Hong Kong dollar selling price because of its poor feng shui. Of its last four owners, two had died in the house and the others, even more blameworthy, had been fired from their jobs.

E

This might be supposed to be the worst possible luck. Far from it. Chinese acquaintances explained that evil spirits had passed out of the house and its occupants into the fish, and so all was well. My host stocked the pond with more goldfish. They all died, too.

114

In groups, answer the following questions.

1. Do you like the place where you are living? Why or why not?
2. How many different homes have you lived in? Which one did you like the best? Why?
3. If you could change anything about your present home, what would it be?
4. What things in your home couldn't you live without?
5. What things in your house could you easily live without?
6. Which room do you spend the least time in?
7. Which room do you spend the most time in?
8. Have you changed anything in your house recently? If so, what was that?
9. Do you like to keep pets in your home?
10. Make a list of the 10 most important things you would look for when choosing a house to live in. (Speak both about the inside and the outside)

115

In pairs, look through the situations and choose one to make up a dialogue. Make use of the topical vocabulary.

1. You are meeting your friend whom you haven't seen for a long time. He tells you that he has received a new flat. You congratulate him on this occasion. He invites you to come and see his flat.
2. You are asking your friend about his flat: where this flat is situated, what the rent is, whether his flat has a balcony, how many rooms are in his flat, what conveniences are in his flat, whether he has a telephone; you unfortunately have no telephone.
3. While you are describing your flat, its space, the furniture and where it is, ask your friend to make a plan of it. Check it afterwards to see if the sketch is like your description.

116 Write an essay about the inside of your house. Make use of the active vocabulary.

HOUSEKEEPING

117 Translate the list of words and phrases into Ukrainian. Make up sentences with ten of them telling about household chores in your family.

to be keen on neatness
to dry the laundry
to iron the laundry
to dry-clean
to polish the furniture
to sweep the floor
to vacuum-clean/ to Hoover carpets
to air the room
it takes me some minutes/ hours to do the room
everything is spick and span
to be in ship-shape order
to shine (like a new pin)
to be immaculately clean
“Cleanliness is next to godliness”
(F. Bacon)
spring cleaning

to clean the mess in one's room
to turn out one's room
to do one's room/ to clean up
to put the things where they belong
to tidy up
to do (wash) the dishes/ to do the washing-up
to make things tidy
to dust
to beat the dust out of smth
to beat (a carpet)
to mop (up)
to wash/ to launder
laundry
to do the laundry

118 Find English equivalents for the words and word combinations below.

Прибирати в будинку; електричні прилади; генеральне прибирання; прискорити процес прибирання; класти речі на свої місця; класти брудну білизну в кошик для білизни; чистити килими пилососом; провітрювати кімнати; натирати меблі; витирати пил; підмітати підлогу; мити підлогу; поливати квіти; вибивати килими та килимки; міняти постільну білизну; мити посуд; все сяє; знімати занавіски.

119 Write words that fit the definitions below.

1. Something to clean and polish table tops with _____
2. Something to wash the dishes with _____
3. Something to dry the dishes with _____
4. Something to clean the floor with _____
5. Something to iron on _____
6. Something to clean the carpets with _____
7. Something to put the garbage into _____
8. Something to brush the clothes with _____
9. Something to sweep the floor with _____
10. Something to speed up the process of doing the house _____

120 What can you do to these items?

- | | | | | |
|-----------------|-----------------|---|--------------|-------|
| 1. floor | <u>Sweep it</u> |  | 6. furniture | _____ |
| 2. bed | _____ | | 7. bathtub | _____ |
| 3. wet dishes | _____ | | 8. carpets | _____ |
| 4. dirty dishes | _____ | | 9. flowers | _____ |
| 5. mirror | _____ | | 10. laundry | _____ |

121 **Chore** is another word for a job which is regular and unpleasant. Chores are small jobs we do in or around the house. Errands are small jobs we do away from the house: e.g. go to the bank, go grocery shopping, ...

We 'do chores' and 'run errands'.

E.g. Tomorrow, I have to do some chores. I need to run some errands today.

Each of the speakers below is talking about one of the chores in the box. Which one?

Ironing, bed making, vacuum cleaning, washing, cooking, dusting, washing up, window cleaning, shopping, polishing

- a) Put the dishes in the sink.
- b) I'd better turn it inside out first or it may go shiny.
- c) I can't really put them outside. It looks like rain.
- d) Can you get me a trolley? They're over there, look.
- e) I think I'll need that big saucepan. Can you reach it?
- f) The bag's full. That's why it isn't picking up all the dirt.
- g) You've left finger-marks on the outside and inside.
- h) You've missed part of the mantelpiece. I'll move the ornaments.
- i) You can see your face in this table now – not that you'd want to!
- j) I usually change the sheets and pillow cases on Wednesdays.

122 Each noun and each verb in the boxes relates to one or more of the chores in the table below. Group them together by listing the words in the most relevant columns.

Mop, rinse, dry up, stir, sweep, wipe, scrub, beat, scorch, soak, wring, fold,

drain, scour, chop, press

Sponge, broom, brush, bucket, ironing board, cloth, detergent, dustpan, chopping board, bowl, tea towel

| | Cleaning the floor | Washing up | Washing a sweater | Ironing a blouse | Making dinner |
|-------|--------------------|------------|-------------------|------------------|---------------|
| Verbs | | | | | |
| Nouns | | | | | |

Match each noun with at least one verb to describe part of a chore.

123

Complete the sentences with the words from the boxes above.

- Oh dear, the iron was too hot. Look, I've ___ your blouse. Do you think anyone will notice?
- This floor is very dirty. Can you bring me a fresh ___ of water? I want to rinse the ___ again.
- The collar of this shirt is so dirty I'll have to ___ it in a ___ of hot water for half an hour, and then ___ it with a brush.
- Thanks for washing the dishes. We haven't got time to ___ them ___. Let's just leave them there to ___.
- Can you ___ the ironing board and put it away? I've finished the ironing now.
- First ___ two eggs in a ___. Then ___ three mushrooms into small pieces and add them, with some milk and salt.

124

Imagine a child is helping you do the following chores. He/she has never done any of them before. Give him/her exact instructions.

- washing up
- ironing a T-shirt
- washing a pair of very dirty socks
- boiling an egg
- making a bed
- polishing a wooden table

125

Imagine that your hall, living room and bedroom are in a mess. Think where you would put the things to tidy up your rooms:

an umbrella; books; a dressing-gown; cushions; a coat; flower pots; a bedspread; a doormat; slippers; a comb; a lot of knick-knacks; an alarm-clock; a bottle of scent; gloves; a telephone; an ashtray; a vase; a key; an eiderdown.

a) Name the actions which each person in the pictures is doing. Which of the chores do you / would you find most unpleasant? Why? Which have you never done? Why not?





b) Listen to the radio show and name the pictures which are mentioned. Write down the phrases you hear.

c) Who does it? Listen again and choose the right person.

| <i>name/chore</i> | Ralph | Ralph's mom | Tom | Tom's wife |
|-------------------------------|--------------|--------------------|------------|-------------------|
| does the shopping once a week | | | | |
| is always on the phone | | | | |
| uses the washing machine | | | | |
| always does all the housework | | | | |

127 Your friend's parents are away for a few days. You have agreed to help your friend with some housework.



- Find out what housework your friend needs help with.
- Find out the time you're both free.
- Agree what your friend will do for you in return.

128 Translate the passage into English.



Як мені вдається підтримувати чистоту в будинку? Це дуже легко, коли робиш це регулярно та маєш багато електричних приладів, таких як пральна машина, пилосос, посудомийна машина, праска та інші. Я витрачаю близько двох годин, щоб прибрати у квартирі. Спочатку я поливаю квіти.

Потім кладу речі на свої місця, а забруднені речі я кладу в корзину для брудної білизни. Я завжди витираю пил та полірую меблі, підмітаю підлогу, а мій брат чистить пилососом килими та миє підлогу. Я завжди намагаюся підтримувати чистоту у кімнаті. Кожного ранку я застеляю своє ліжко. Перед тим, як лягати спати, я завжди провітрюю кімнату. Моя сестра також завжди тримає свою кімнату в чистоті, а ще вона завжди чистить своє взуття та одяг. Мій брат прибирає безлад у своїй кімнаті сам. Проте, він не любить одягати наволочки на подушки. Моя мама дуже любить чистоту. Кожні вихідні вона займається пранням, а брат прасує. Я мию посуд та витираю його рушником для посуду, а мій тато виносить відро для сміття та чистить миючим засобом раковину та ванну. Ми витрачаємо близько 2-х годин, щоб прибрати у квартирі.

129

Do you know what spring-cleaning is? Read the text and tell the difference between a usual cleaning and spring cleaning.

SPRING-CLEANING

In England and some other countries it is the custom to give the house a special clean in the spring. It is not that housewives neglect their work at other times during the year, but that there are some things which it is difficult to do daily or even weekly. For example, heavy cupboards, which need two men to lift them, are often never moved except at the spring cleaning, and naturally the narrow space behind them, and the floor on which they stand, become dusty and dirty. Every effort is made to clean the house thoroughly from top to the bottom. Sometimes a room is entirely cleared of furniture so that the ceiling, walls and floors can be dealt with; small repairs are done, and, if possible, a certain amount of repainting.

For women, it is especially busy time; for men, it is a time to keep out of the way, except for the help they can give with moving furniture before they go off to the office, and putting it back when they return in the evening. While they are absent, the cleaning and dusting, the beating of carpets, mats, and rugs, the polishing of brass and woodwork go on, and after some days of this extra housework the house itself looks almost new. The opportunity is taken to get rid of unwanted or valueless objects, and to buy things that may be needed. Often something that has been given up for lost comes to light behind a cupboard or a drawer where it has fallen.

Although we consider that the year begins on January 1st, the natural beginning of the year is spring. Perhaps that is why this is the season usually chosen to make our homes specially fresh-looking and clean. Just as nature brings out new green leaves and bright flowers, and even the birds build

themselves new nests, so we ourselves make an effort after winter to start a new year with the self-respect that cleanliness always gives.

Glossary: clean (here) – cleaning

130

Answer the questions.

1. When do we give our house a special clean?
2. Does it mean that housewives neglect their work at other times during the year?
3. Why can't we give our house a thorough cleaning every day?
4. When do we clear a room entirely of furniture?
5. What can men help the women with during the cleaning?
6. What kinds of work do women do while their husbands are at their work?
7. How does the house look after some days of this extra housework?
8. What do we generally get rid of at that time?
9. Where are the things that have been given up for lost found during the cleaning?
10. Why is spring chosen to make our homes fresh-looking and clean?

131

Answer the questions. Follow the model.

MODEL: What do we do if our carpets are dusty? – We beat them.

1. What do we do if our brass is dirty?
2. What do we do if the ceiling looks gray?
3. What do we do if the doors and windows have lost their colour?
4. What do we do if the floor is dirty?
5. What do we do if the furniture is dusty?
6. What do we do if our windows are dirty?

132

Translate the text into English.

Як ми робимо генеральне прибирання

Така подія трапляється кожних чотири місяці, найчастіше, перед важливими святами. Особисто я не люблю цей час, коли квартира виглядає так, ніби там щойно підірвалася бомба.

Отож, щоб прискорити процес прибирання, потрібно дотримуватися певних порад. Спочатку ми виносимо невеликі меблі з кімнати, згортаємо килими та покривала. Потім знімаємо тюль, гардини та перемо їх. Після цього витираємо пил, провітрюємо кімнати, пилюємо килими, дивани та крісла. Потім миємо підлогу. Шваброю користуємось лише для того, щоб дістатись найнедоступніших куточків.



Коли це генеральне прибирання, доцільно також заглянути в кухонні шухлядки. Впевнена, що не завадить помити ложки, виделки, тарілки, чашки, склянки, каструлі і т. ін. Щоб надати їм свіжого та блискучого вигляду, варто скористатися якимось миючим засобом. Потім меблі заносяться назад до кімнат. Коли прибирання позаду, мені подобається пройтись чистими кімнатами, насолоджуючись свіжістю повітря. Це справді так чудово жити в чистоті та затишку!

133

Read the text and be ready to describe the way you do housework yourself.

1001 HOUSEHOLD HINTS

- I. DARK ROOMS with small windows should be wall-papered in cream or yellow shades to look brighter. The pattern for curtains should also include yellow, orange or touches of bright red.
- II. SUNNY ROOMS should use duller shades of upholstery and drapery if a cool effect is wanted. Greens and blues mixed with white are very cooling, but yellows, reds and oranges are not. Mauves and certain shades of pink and blue can look rather dark and depressing under artificial light.
- III. MOVING HEAVY FURNITURE without scratching the floor can be done by slipping old socks over furniture legs.
- IV. PROTECT WINDOW SILLS from dust by keeping them waxed with furniture polish. The polish will last longer and the sill will be easier to wipe clean.
- V. WHEN BUYING A CARPET, buy the best that you can afford. It's better to buy a smaller carpet of good quality than a bigger one of poor quality.
- VI. A PLAIN CARPET shows foot marks and dirt more than a patterned or two-toned carpet. If you have small children, it is better to avoid plain, light coloured carpets.
- VII. USE A FEW DROPS OF VINEGAR in the rinsing water for dishes occasionally. It gives the dishes a shine and keeps the hands soft.
- VIII. YELLOW MARKS on washbasins and tubs, caused by dripping taps, can be cleaned by rubbing with a cut lemon or with vinegar.
- IX. CLEAN BATHROOM MIRRORS with an old nylon sock. Very handy for polishing off splash marks and making the mirror shine.

X. THE PURPOSE OF DISHWASHING is not merely to clean, but also to disinfect. Pots and pans, plates, glasses and cutlery should always be washed in hot, soapy water so all bacteria are killed.

XI. CHINA IS BEST CLEANED with hot soapy water. Tea and coffee stains can be removed by rubbing with a mixture of salt and lime juice. For fine china use a cloth clipped in soda and rinse off immediately.

XII. TO KEEP THE REFRIGERATOR from various food smells, keep a fresh lemon or lime inside. It absorbs odours.

XIII. SILVER will keep brighter if a little milk is added to the water in which it is washed.

XIV. TO ADD SPARKLE to glassware, add a little laundry blue to the washing water; then rinse with hot water.

134 Do you have special secrets to keep your house/flat spick and span? Read the humorous rules of housekeeping and say whether you stick to such ones.

Vacuuming too often weakens the carpet fibers. Say this with a serious face, and shudder delicately whenever anyone mentions Carpet Fresh.

* Dust bunnies cannot evolve into dust rhinos when disturbed. Rename the area under the couch “The Galapagos Islands” and claim an ecological exemption.

Layers of dirty film on windows and screens provide a helpful filter against harmful and aging rays from the sun. Call it an SPF factor of 5 and leave it alone.

Cobwebs artfully draped over lampshades reduce the glare from the bulb, thereby creating a romantic atmosphere. If your husband points out that the light fixtures need dusting, simply look affronted and exclaim, “What? And spoil the mood?”

In a pinch, you can always claim that the haphazard tower of unread magazines and newspapers next to your chair provides the valuable Feng Shui aspect of a tiger, thereby reducing your vulnerability. Roll your eyes when you say this.

If unexpected company is coming, pile everything unsightly into one room and close the door. As you show your guests through your tidy home, rattle the door knob vigorously, fake a growl and say, “I’d love you to see our Den, but Fluffy hates to be disturbed and the shots are SO expensive.”











Don’t bother repainting. Simply scribble lightly over a dirty wall with an assortment of crayons, and try to muster a glint of tears as you say, “Junior did this the week before that unspeakable accident... I haven’t had the heart to clean it...”

Mix one-quarter cup pine-scented household cleaner with four cups of water in a spray bottle. Mist the air lightly. Leave dampened rags in conspicuous locations. Develop an exhausted look, throw yourself onto the couch, and sigh, “I clean and I clean and I still don’t get anywhere...”

* Dust bunnies (or dustbunnies), also called dust mice, are small clumps of dust that form under furniture and in corners that are not cleaned regularly.

135 Match words and pictures.

An A / C unit, a blender, a coffe maker, a deep fryer, a dishwasher, an electric kettle, a food processor, a freezer, a fridge, a hair dryer, an iron, a microwave oven, a rice cooker, a sandwich maker, a space heater, a toaster, a vacuum cleaner, a washing machine.

| | | | |
|--|--|---|--|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  |
| 17  | 18  | | |

136

If you are busy cleaning your room you are sure to need some equipment. Think for a moment how some of these household gadgets and devices are important to us.

1. If you had to live without two of the following, which ones would you choose to leave behind?

- a washing machine
- a hoover (vacuum cleaner)
- a dryer
- a dishwasher
- a fridge
- a freezer

2. And which three of these?

- an iron
- a mixer
- a toaster
- a liquidizer(-iser)
- a mincer
- a sewing machine
- an electric kettle
- a coffee grinder
- a hairdryer

137

Work in pairs to find out electric appliances in the pictures. With a partner, decide which three appliances deserve prizes for being the most useful inventions for the household. Give reasons.

1



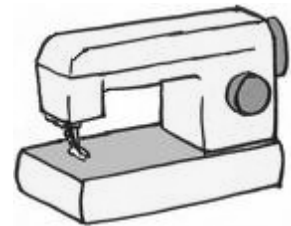
2



3



4



138

Can you imagine what a Patent Combination Step-ladder is? Read the story and say whether we have the same device in our country. Answer the questions after the text.

A VERY DANGEROUS INVENTION

A step-ladder is a thing most useful to people who are moving into a new house. The servant finds it extremely convenient when they have to wash the windows, to remove the dust from the door and window-frames, and to perform many other household duties; but the master of the house will need it when he hangs his pictures, when he fixes the curtains and when he is asked by his wife to hang a shelf or two in the cellar.

I would, however, warn my countrymen against the thing which is offered to them under the name of Patent Combination Step-ladder. I bought one in the city just before we moved, because the shop assistant showed me how, by a

simple operation of a set of springs, the ladder could be changed into an ironing-table, and from that into a comfortable settee for the kitchen, and finally back into a step-ladder, if the owner wished. It seemed very tempting to buy three things for a single price. So I bought it, but I soon discovered that it was not so useful as I had expected it to be.

On the day of its arrival, the servant used the ladder to remove the globes from a chandelier in the lounge, but while she was busy doing that work the springs unexpectedly began to move, and the machine was changed into an ironing-table, while the maid-servant was thrown down on the floor and lay there with a sprained ankle among the fragments of two globes broken into pieces.

After this unfortunate accident we decided to use the apparatus only as an ironing-table. Probably the thing would have remained an ironing-table, if it had been suitable for this purpose. On the following Tuesday, however, while half a dozen shirts were lying upon it ready to be ironed, someone passed by and knocked against it accidentally. It gave two or three threatening jerks, tore two shirts into rags, hurled the iron out into the yard, and after a few convulsive movements of the spring quietly took the shape of a step-ladder.

Then it became evident that it could with a greater safety be as a settee, and it was placed in the kitchen in that shape. For a few days we heard no more about it. It gave much satisfaction. But one night, when the servant had company, the bench was perhaps overloaded, for it had another and most alarming paroxysm; there was a trembling of the legs, then a tremendous jump, and one of the visitors was hurled against the range, while the machine turned several somersaults and appeared once more in the shape of an ironing-table.

It has now become so sensitive that goes through the entire drill very quickly if anyone comes near it or coughs or sneezes close at hand. We keep it in the garret and sometimes in the middle of the night a rat will come across the floor or a current of air will pass through the room, and we can hear it dancing over the floor and taking the shape of a ladder, a bench and a table fifteen or twenty times in quick succession.

We are willing to sell the machine for a very small sum. It might be a valuable addition to the collection of some good museum. I am sure that it will be more useful as a curiosity than a thing used for housework.

1. What thing/device is considered to be rather useful to people who are moving into a new house?
2. What did the master buy? Why did he buy it?
3. What happened on the day of its arrival?
4. What did they decide to do with this apparatus after the accident?
5. Where and in what shape did they place it then?
6. Where do they keep it now? What do they want to do with it?

139**Replace the italicized parts of the sentences with words and phrases from the text:**

1. Once in a while the *head of the household* likes to do things about the house. Today, for instance, he is going to *hang* the curtains and *take down* the globes from the chandelier to be washed.
2. When the maid *hit her elbow against* the ironing-table it gave a jerk and *threw* her against the *gas stove*.
3. The cook *was engaged in* baking a cake because she was going to *receive guests* in the afternoon.
4. *Too many people were sitting on the bench*. No wonder it broke.
5. When are you *taking your furniture and other things* to the new flat?

140**Give the English equivalents to the following words and word combinations. Use them in sentences of your own.**

Витирати пил; вішати занавіски; знімати ковпаки з люстри; в день приїзду; розбитись на друзки; жбурнути; набути форми чогось; господар/господиня, що приймає гостей; приймати гостей; чутливий; близько; служниця; дивовижа; набір пружин; вітальня; страшні ривки; судомні рухи; спокуслива покупка; зробити сальто; потік повітря; кашляти; чихати; горище; виконувати обов'язки по домашньому господарству; розтягнути щиколотку; нашттовхнутися на драбину; більша безпечність; тривожні приступи; кухонна плита; виконувати всі справи у швидкій послідовності; цінний додаток; перевантажувати; порвати на клапті.

























141**Choose a proper word from those in brackets:**

(*master - mistress - landlord - landlady - host - hostess - owner*)

1. Who is the of this bicycle? I'd like to use it for a while.
2. We apologized to our amiable and left soon after tea.
3. Paul avoided meeting his in every possible way. The money had not arrived yet and he had nothing to pay his debt with.
4. The maid servant told the visitor that her could not see him. She was in bed with a bad headache.
5. Margaret was the most charming and she seemed to be well aware of it.
6. All the household trembled when Mr. Lawson returned home. He was a cruel and it was always best to keep out of his way.

142 Write instructions to leave with the removal men who are helping you to move house. Tell them where everything is at the moment and where you would like it in your new home. Warn them about any particularly important or fragile articles.

143 Match the pictures with the words below.

| | | | |
|---|---|--|---|
| <p>1</p>  | <p>2</p>  | <p>3</p>  | <p>4</p>  |
| <p>5</p>  | <p>6</p>  | <p>7</p>  | <p>8</p>  |
| <p>9</p>  | <p>10</p>  | <p>11</p>  | <p>12</p>  |
| <p>13</p>  | <p>14</p>  | <p>15</p>  | <p>16</p>  |
| <p>17</p>  | <p>18</p>  | <p>19</p>  | <p>20</p>  |
| <p>21</p>  | <p>22</p>  | <p>23</p>  | <p>24</p>  |

| | | | | | |
|--------|----------------|-------|----------|--------|------------|
| axe | nail | pin | screw | mop | hoe |
| rope | dustpan/shovel | saw | broom | thread | spanner |
| spade | screwdriver | drill | scissors | chain | chain |
| hammer | pliers | nut | string | rake | safety pin |

144 Complete sentences with the names of tools.
Each dash (_) represents one letter.

1. We cut down trees with an _ _ _ .
2. We cut paper or cloth with a pair of _ _ _ _ _ _ _ _ .
3. We knock nails into wood with a _ _ _ _ _ .
4. We put it and take out screws with a _ _ _ _ _ _ _ _ _ .
5. We tighten or loosen nuts with a _ _ _ _ _ .
6. We saw wood with a _ _ _ .
7. We bend and cut wire with _ _ _ _ _ .
8. We clean the yard from snow with a _ _ _ _ _ .
9. We fasten pieces of cloth with a _ _ _ .
10. We sew with _ _ _ _ _ .

145 Listen to the dialogue between Barbara and Charles. Fill in the blanks in the sentences below and practise the conversation with a partner.

Arranging the house

1. Give me a hand with this _____, Charles. I want it over there by the _____.
2. Don't you think it would be better under that _____ by the _____?
3. No. The _____ isn't staying there anyway. I only _____ it on the _____ because it was in the way on the _____. We can arrange the pictures when all the _____ is in place.
4. Where did I put my big _____? It's not in the _____ and I want to _____ these _____ on the door _____.
5. You had it in your hand when you went into the _____.
6. Yes, I think I put it down on the _____ above the _____.
7. Pass me that _____ behind the _____ before you go; and take your _____ off that nice _____.
8. You didn't shut him _____ last night, did you? He'll get lost.
9. No, he's definitely _____ the house. He's probably crept into a _____ somewhere and gone to sleep.

146**Translate the text into English.***Техніка у нас вдома.*

Я - інженер і дуже люблю техніку. Моя дружина - вчителька, вона також любить техніку. Раніше дружина готувала смачні обіди та прала мої сорочки. Ввечері вона готувала на кухні обід, а я завжди читав газети або розповідав, як я провів день.

Коли ми купили холодильник, дружина сказала: "Тепер ти повинен навчитися мити його. Техніка – це твоя спеціальність". Тепер я кожного місяця мию холодильник.

Потім ми купили пральну машину, і я навчився прати. Дружина сказала, що я непогано перу. Тепер, коли дружина готує на кухні обід, я мию холодильник або перу.

Я гадав, що техніка не прийде в кухню. Але дружина купила машину, яка чистить картоплю та інші овочі, готує коктейлі та каву. І тепер обід теж готую я.

У нас ще є телевізор та радіоприймач, котрі я повинен ремонтувати. Техніка допомогла мені зрозуміти, що домашня робота – це і чоловіча справа.

147**Which of the following household items do you think were in use fifty years ago? Which do you have in your home?**

Personal computer, fridge, electric razor, radio, washing machine, video recorder, deep freeze, tin opener, microwave oven, CD player, food processor, tumble drier, music system, iron, cassette recorder, vacuum cleaner, dishwasher, word processor, jacuzzi, television, mobile phone.

2. Imagine life in your family fifty years ago. How did your parents and grandparents live? How was their daily life different from today's?
3. If you lived then, what would you miss about your life today? What wouldn't you miss? Write two lists. Compare your ideas with your partner and the rest of the group.

148**Read the text about the Jones family and discuss the questions.**

1. What was the experiment that they agreed to do?
2. Which of the items mentioned above are used in the article? Underline those which are.

THE FAMILY WHO TURNED BACK THE CLOCK

The Jones family have nine TV sets, six computers, three cars, and every domestic appliance. What would their life be like without them?

When Malcolm Jones woke up last Monday, he heard the birds singing. Not remarkable, you might think, especially given that he lives near a forest. But

birdsong in the Jones' household is usually drowned by a tidal wave of electronic music crashing around the house as soon as his four children wake up.

This is a family who have chosen to fill their home with every conceivable gadget. They have nine television sets, including one in each bedroom and in the kitchen. All the children have their own personal computers and CD players. Of course, there are all the usual appliances we all take for granted, such as the washing machine, tumble drier, dishwasher, deep freeze, microwave oven, and video recorder, but they also have an electric trouser press, two power showers, an Olympic-sized spa bath and jacuzzi, three cars, and a music system which plays throughout the whole house. What happens if all the props of modern living are removed?

To help us find out, we asked the Joneses to turn back the clock fifty years and to switch off all their labour-saving gadgets and push-button entertainment for three days. We also wanted them to stop using their cars. The family, comprising Malcolm, 48, Carol, 43, and their four children Emma, 17, Richard, 14, Tamsin, 9, and Tom, 7, were not enthusiastic, but everyone, except for Emma, agreed to try. (She couldn't stand the thought of being without the telephone and her car, which she had only just learnt to drive, so she refused point-blank to join in). The other three children were not allowed to use their computers or watch TV. They were banned from opening the freezer to get out fish fingers and oven chips. Malcolm was forbidden to use his electric razor and mobile phone, but allowed to use his car for work. Carol was encouraged to go everywhere on foot or by bicycle (women rarely drove 50 years ago), told to ignore the washing machine and dishwasher, and she was discouraged from using the telephone.

The much-dreaded three days got under way!

Old-fashioned meals, games, and entertainment were planned for the evenings. After eating together at the kitchen table, they sat playing cards, putting off doing the washing-up because they all hated doing that.

Carol was surprised at how long everything took. 'By the time I had washed up the breakfast things and got back from walking the children to school, it was nearly lunchtime. Getting to the shops, which normally takes five minutes in the car took at least an hour, so it was impossible just to pop out for a loaf of bread. It was strange having to wait until the washing dried in the garden before getting the ironing done, instead of simply using the drier.'

Although Carol found it quite difficult to get used to the length of time it took to do things, she enjoyed having a slower, more relaxed pace of life. Also, the lack of electronic entertainment, particularly the TV, had a dramatic effect on the children. They got on much better together and seemed to enjoy each other's company more, although they clearly believed that they were suffering. Tamsin even spent some time gazing at the blank TV screen in her bedroom.

‘All sorts of things that we had put off doing got done,’ said Carol. ‘Bikes got mended, rooms tidied, bookshelves sorted, hamsters cleaned out. Tamsin and Tom started to play games together and even read stories to each other.’

What Malcolm liked most was the peace. ‘I usually start the day by watching the business news on TV from bed. Then I press the music button while I shower and get dressed. I didn’t miss any of this, I just enjoyed hearing the birds singing and chatting to Carol. I think the whole experience did the children a lot of good. If it were my decision now, I’d throw all the televisions away.’

The children vigorously denied that any good had been done to them. Richard spoke for them all when he said, ‘It was awful. I missed my music, I missed the computer games, and I missed the TV. We had to read *books* instead!’

Carol’s feelings were the most ambiguous. ‘I enjoyed doing more things together as a family. But as the housewife, I didn’t like my day being so full of household chores. When you’ve got a dishwasher, you stack it as you go through the day and turn it on at night. But you can’t leave dirty dishes in the sink all day, so you’ve got to keep doing the washing. Also, without a phone and a car, I felt really isolated.’

All of this just goes to show that, fascinating as the experiment was, you cannot turn the clock back. This is doubtless a big relief to the Jones’ children!

149 Work in groups of three. Read the article again and answer the questions.

1. What is the first thing the children usually do when they wake up in the morning?
2. What does this family own which is more than the average family owns?
3. What were some of the rules of the experiment for each member of the family?
4. Who refused to join in the experiment? Why? Who enjoyed the experiment most? Why? Who enjoyed it least? Why? Who had mixed feelings? Why?
5. Choose one member of the Jones family and imagine you are him/her. Describe your typical day to the others in your group. ‘*Well, the first thing I usually do when I wake up is...*’
Now describe a day for the same person during the experiment. ‘*During the experiment, when I woke up I wasn’t allowed to..., so...*’
6. Which member of the family is most likely to have said the following?
Why?
 - a) There’s no way I’m going to give up using my car!
 - b) It’s a beautiful morning, isn’t it dear?
 - c) No, I haven’t ironed your white shirt yet! I haven’t had the time.
 - d) Come on! Stop gazing at the blank screen. Let’s have a game of Scrabble.

- e) Well, I'm not doing it! I did it last night. Anyway, I want to mend the puncture on my bike.
- f) Damn! I forgot to buy sugar!
- g) If it were up to me, I'd throw the lot out!
- h) Personally, I think life was much harder fifty years ago.
- i) Never again! That was the longest three days of my life!

150 Read the humorous quotations, choose the one you like and comment on it.

1. Nothing annoys a woman more than to have a company drop in unexpectedly and find the house looking as it usually does.
2. A clean house is a sign of a broken computer.
3. They say that housework can't kill you, but why take a chance?
4. Doing housework while your kids are still at home is like shoveling the sidewalk before it stops snowing.
5. You know you are really broken when you finally clean your house hoping to find change.

151 What do you and the members of your family do during springcleaning? Describe the process in full. Use the active vocabulary.

HOUSE-HUNTING

152 Read the text and think of a title for it.

Most British people obtain their home in one of three ways. The majority, about two-thirds, buy their own houses or flats. About 10 per cent of the population live in flats or houses which they rent privately from another person or organization. The majority of the remaining 25 per cent live in accommodation that is owned by, and rented from, their local council. Council houses (or flats), as these are called, are available to everyone, but in many areas there are long waiting lists, and the homes go to the most needy people. In the past few years it has become possible for council house tenants to buy their property from the local authority at a fairly cheap price – this is determined by taking into account how much rent the person has paid to the council over the years.

Homes in Britain are relatively expensive, although prices vary from area to area. They are most expensive in the London area and cheapest in northern England, parts of Scotland, Wales and Northern Ireland.

There are two types of organization which are central to buying of houses and flats.

The first is the estate agent. An estate agency is, essentially, a shop which arranges for the sale of homes.

Let us imagine that Mr and Mrs Smith want to sell their house. First, they ask one or more local estate agents to visit the house and tell them how much they should be able to sell it for. They will also want to know how much the agent will

charge for his services (usually between 1% and 2% of the selling price). If the Smiths are happy with his proposals, the agent will publish the details of the house in the form of giveaway leaflets and possibly in the local or even national newspapers. The leaflet will describe the house in detail, describing the position, number and sizes of its rooms, the garden and so on.

Mr and Mrs Smith then wait for prospective buyers to arrive.

Imagine that Mr and Mrs Johnson want to buy a house in the same area. They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' house, they will visit the property to look at it. If they are still interested after seeing the house they may make an offer to the Smiths via the estate agent. Often the offer will be slightly less than the official "asking" price. If the Smiths agree, the house can be sold.

But the Johnsons probably do not have enough money to pay for the house immediately, so what do they do? They go to the second type of institution involved in house buying and selling – the building society.

A building society's main function is to lend people like the Johnsons enough money to buy a house. Banks also offer a similar service.

Building societies make their money by borrowing money from some members of the public – their "depositors" – and lending it to others. Many British people have building society savings accounts. They save their money with a building society, which pays them interest. The society then lends this money to people who want to buy a house or flat and charges them a higher interest rate on the amount borrowed. This long-term loan is called a mortgage.

So Mr and Mrs Johnson go to a local building society where they will be asked a number of questions – What type of jobs do they have? How much do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up to about 90 per cent of the price of the house, to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers are signed, the money is paid to the Smiths

or to their legal representative – usually a solicitor – and the Johnsons can move in.

Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house – but since they are paying it in fairly small sums once a month they are, at least, able to afford it.

153**Translate the text into Ukrainian.***The Language of Estate Agents*

It is a running joke in Britain that the more disreputable estate agents will always try to make the houses they are trying to sell sound much more desirable than they really are. An estate agent would never write: "This is a horrible little house in very poor condition. The trains go past every 10 minutes and shake the walls. The back garden is laughably small. This is why it is so cheap."

Instead he would say: "This compact residence is ideally priced for the first-time buyer. Although in need of some renovation, it has some highly attractive features, including a small patio/garden to the rear. It is very convenient for the railway station."

154**Answer the questions.**

1. In what way do most British people obtain their homes?
2. What organizations are involved in the process of buying and selling houses?
3. What do British people usually do when they want to sell their house/flat?
4. What do they usually do when they want to buy a house/flat?
5. What is a building society? How does it make money?
6. How does a building society work?

155**Give the English equivalents to the words and phrases below. Use them in the sentences of your own.**

Отримувати дімівку; приватним чином знімати/орендувати в когось квартиру; наймач/мешканець; викупити квартиру в місцевої влади; брати до уваги; агенція по продажу нерухомості; ймовірні покупці; будинки на продаж; зробити пропозицію через агента; позичати гроші в когось; довгострокова позика; іпотека; щомісячні витрати; бути вартим чогось; повертати гроші; справжня ціна; дозволити собі/мати можливість купити будинок.

156**Many people in the US are looking for an apartment they can afford. Read the article and say whether it is true about house hunting in your country.**

For two years, Mattie Presley has been trying to move out of her sister's house. But in Seattle, where the 24-year-old office assistant lives, almost 99% of the apartments are occupied, and waiting lists are long. The apartments that are left are too expensive for Miss Presley. "I'm stuck," she says.

In many other cities the apartment supply is almost as tight. The occupancy rate in some parts of Los Angeles is 98% Romeo Lucio, a 23-year-old law student there, shares a cramped \$433-a-month apartment with two roommates.

That's better than last year, when he lived out of his Toyota Celica sedan for three weeks waiting for an opening at an apartment complex.

In Detroit, where occupancy is 97%, retired nurse Ann Jordan lives with her daughter's large family. To make room for her, two of her grandchildren and a 3-year-old great-grandchild must sleep on the living room floor. "It pains me to see my family crowded so," says the 67-year-old Mrs. Jordan. But government-subsidized apartments for the elderly have five-year waiting lists, and non-subsidized housing is far too costly.

Around the country there is a growing shortage of apartments. One result is that many people, usually the young and those on fixed incomes, must move in with relatives or take on roommates. The shortage is likely to worsen as the rise in interest rates drives even more builders away from apartment construction.

Condominium conversion is growing, and this trend worsens the apartment shortage by reducing the supply of rental apartments and driving up rents of the remaining units.

Basically, the shortage has two causes: increasing construction and operating costs and owner's declining ability to raise rents. Biltmore Homes, a Detroit builder, was forced to cancel a 108-unit luxury apartment complex when it turned out that the firm would have to charge \$705 a month in rent to recover its investment.

Meanwhile rents haven't kept pace with costs. "Rents have risen only about half the general rate of inflation," says Kenneth Rosen, a Princeton University economics professor who studies housing.

All of which is little consolation for the apartment hunter. "I get mad every day," says Kathy Rowe, who's been looking for a month for an apartment in Atlanta, where the occupancy rate is about 98%. "If the newspaper ads say call after 6 p.m. and you call at 6:13, you miss the apartment."

"I'm just biding my time," says Miss Presley in Seattle. At one complex she's next in line for a \$185-dollar-a-month, two-bedroom apartment. She's waiting for a couple to move out when their new home is completed. But she worries about paying the rent, which would be nearly 43% of her \$435 a month take-home salary. She's unmarried and has a five-year-old son. "I'm just going to have to let a lot of things go," she says, "like eating out, a weekly bowling night, and an occasional movie ticket."

For some young people in the USA having to live at home has yielded unexpected rewards. "I appreciate my parents a lot more," says Jeanne Mori, a 23-year-old fine arts graduate student at UCLA. "I'm not into the big independence struggle anymore, and living at home has made me realize that my parents are really okay. "

For the elderly, though, it's often frustrating to live with their children. "I've always been independent," says Mrs. Jordan in Detroit. "My family doesn't want me to live alone, but I prefer to be alone." Mrs. Jordan has travelled all

over town looking for low-rent housing, where older citizens pay \$ 100 or less in rent. At one such apartment complex, she was told the waiting list had 800 names.

157

Decide whether the statements are true or false.

- a) There is a shortage of affordable apartments in many American cities.
- b) The occupancy rate in some parts of Los Angeles is 38%.
- c) Waiting lists are long for government-subsidized housing.
- d) According to the article, the supply of apartments will increase when interest rates go up.
- e) Builders are not building new apartments because of a shortage of land.
- f) Condominium conversion has little effect on the apartment shortage.
- g) There has been a growth in the construction of new apartments.
- h) Rents have kept pace with costs.
- i) Some young people, such as Jeanne Mori, like living at home.
- j) The elderly don't always want to live with their children.

158

Read the article about a housing problem in Britain. Compare it with the problems that people face in our country.

No visitors to Britain can help being struck by a big number of **building sites** and a relatively large number of new houses and flats that he sees **in the suburbs** of towns and cities all over the country but especially in the South-East and Midlands of England. The overwhelming majority of these **dwelling**s are two-story houses, built either in rows (**terraced houses**), in pairs (**semi-detached houses**), or singly (**detached houses**), with a small enclosed garden at the front and the back. In recent years a considerably higher proportion of new housing has been in the form of flats and block of flats have now become a common feature of the **urban scene**. Nevertheless, the traditional British prejudice in favour of houses has only been modified, not fundamentally changed. An increasing number of people, chiefly **elderly** and **childless**, prefer to live in bungalows.

As it was implied above most of the **residential areas** and **housing estates** have been built **on the outskirts** of towns and cities, well away from the industrial estates with their factory buildings, warehouses, power stations and railway sidings, and also at a considerable distance from the town or city centres. In the inner parts of many British industrial towns and cities large areas of **slums** still continue to exist, however. In addition, almost every older town contains large areas of shabby monotonous and depressing terraced houses which are only slightly better than the official slums themselves.

Despite all the buildings that have taken place since the war, there is still an

acute shortage in many parts of Britain, particularly in the expanding centres of the Midlands and the South-East. The housing problem is not simply a matter of the shortage of decent houses, however. The essence of the problem in contemporary Britain is that housing becomes **a source of profit** for financiers, landowners and builders. Houses and flats are commodities and are bought and sold like other commodities.

Broadly speaking, three main alternatives are open to a family seeking a home in contemporary Britain: they may **rent** a house or a flat from a **private landlord**; they may rent a **publicly-owned council** house or flat; or they may buy a house of their own, usually **on a mortgage**. Of course, millions of families prefer to buy a house, though the burden of mortgage repayments is very heavy.

A person looking for a place to live is free to choose, but only between several different ways of being exploited. Whichever **alternative** he chooses, whether he is a private or a council **tenant** or an **owner-occupier**, he pays dearly for the privilege of having a roof over his head.

159 Answer the questions.

1. What dwellings are the overwhelming majority in Britain? What has become a common feature of the urban scene in recent years?
2. Who prefers to live in bungalows? Why?
3. Where have most of the residential areas and housing estates been built?
4. What continues to exist in the inner parts of British industrial towns?
5. What has become a source of profit for financiers? Why?
6. What alternatives are open to a family seeking a home in Britain?

160 Look through the text again and find synonyms to the given words and word combinations:

- | | |
|-------------------|-----------------------|
| a) in the suburbs | f) lack of |
| b) housing estate | g) the bigger part |
| c) modern | h) having no children |
| d) option | i) looking for |
| e) mainly | j) convenience |

161 Give English equivalents to the following words and phrases below. Use them in sentences of your own:

Джерело прибутку; мешканець; літні люди; гідні будинки; міське життя; однотипні та гнітючі будинки; до того ж; купувати будинок в кредит; житлова проблема; житловий масив; на значній відстані; суть проблеми; будівельний майданчик; відносно велика кількість; переважна

більшість; зростаюча кількість людей; бездітні сім'ї; промислова зона; склад; сучасна Британія; товари; шукати житло; бути враженим чимось; залізничні колії.

162

Complete the text with the words from the box.

Buyer, document, lawyer, price, purchaser, terms, contract, fixtures, legal, proof of ownership, seller, time, deposit, information, possession, property, signs

When a _____ has chosen the house he wants, he has a _____ draw up a contract. This _____ states the _____ definition of the _____, gives the purchase _____, and demands _____ from the present owner. It also includes other important _____, such as the _____ that are to remain in the house and the _____ when the _____ will take _____.

The buyer pays a _____ when he _____ the _____. The deposit binds the _____ to the _____ of the contract.

163

Complete the text with the words from the box.

let, rent(v), rent(n)-2, deposit, evict, landlord, landlady, tenant, contract / agreement, host, guest, hospitality, agency

We spent six months in London in 1988. Finding a home was hard. For the first week, we were a) _____ of the parents of a friend of mine. They were very kind and showed us great b) _____. Our c) _____ also helped us look for a place to live and put us in touch with an d) _____ which specializes in short-term accommodations. On the fourth day we went to visit a two-bedroom flat in Fulham which was to e) _____. We liked it a lot, but the f) _____ told us that she had promised to g) _____ it to another couple the day before. They had had trouble with the h) _____ of the flat where they were living: he wanted to increase their i) _____ by 30 percent, and they were refusing to pay, so he was going to j) _____ them. That's why they needed another home.

We were very worried when we heard this, and we learnt that it is very important to read your k) _____ or lease carefully before signing it. Then your rights as a l) _____ can be protected.

Anyway, the next day we heard that the flat in Fulham was available after all, so we hurried back to the agency, checked the m) _____ carefully, and paid a n) _____ of £400, as well as the first month's o) _____ - another £400. Living in London was going to be pretty expensive.

164**Listen to 5 people and decide which statements are true and which are false.**

1. At first Guy's family thought to rent a house in the outlying district.
2. Guy will be doing nothing but working hard while his family is in Scotland.
3. Guy needs a house without any gardens because he doesn't like gardening.
4. Children left at 8 p.m. and they will be back at 9 a.m.
5. They don't want to have a modern house.
6. While Mr Hunt has been shaving, Mrs Hunt has been making a list of things inside the house.
7. Simon thinks that the best way is to buy a farm because he likes animals and their family is rich enough.
8. Jane has been sleeping in her room as she feels bad.
9. They are not able to have an old house built.
10. While children are enjoying their stay in Scotland, Mrs Hunt will be looking after Mr Hunt.

165**Read and translate the text.*****JUST WHAT WE ARE LOOKING FOR!***

I left the hotel today at eight o'clock for an early appointment with the agent, who yesterday assured me he has found me just the house we're looking for. When I arrived he looked less convinced than I did. Even at that time of the morning, I was already irritable and despondent as I arrived at the first address. At first I walked past the house. Where it should have been a garden was a wilderness of trees and overgrown grass. Then out of the green darkness stepped the agent. "Ah, there you are! It's here," he said. I stepped in through the broken-down gate, and walked up the dusty garden path. It immediately felt cooler and calmer. The agent rattled a large bunch of keys, and tried several in the door, talking to himself all the time, before he exclaimed, "Ah!"

We let ourselves in and walked into a deliciously cool, but dusty house. I went into a gloomy living room downstairs and switched on the light, but nothing happened. The agent heard me clicking the switch and said, "Ah! No good. The switch needs mending. I'll have an electrician repair it immediately." I peered into the darkness and made out the shape of a window on the far side. The agent walked over to the window and threw open the peeling shutters, and the sunlight streamed in. A rather faded sofa and two battered armchairs sat around an open fireplace which hinted at log fires in winter. The curtains were stripy but more or less in shreds. Outside there was a terrace and beyond the trees, the dense undergrowth, the tall grass and wild plants that were once the garden, were the mountains in the distance. I walked through into what must have been a kitchen, but only recognisable because of the antiquated equipment

which I last saw during a visit to local museum. I turned on the tap, and once again, nothing happened. “The water needs to be reconnected. We’ll get the plumber to do it. It’s no problem,” the agent said. Upstairs there were two bedrooms and a bathroom with low ceilings and which were, despite being hidden in the roof, still quite cool. The bathroom had no bath and not much room, but a beautiful view over the garden. The basin was filthy with dirt of the years during which the place had been unoccupied. I sat on the brass bed in the dusty bedroom, and looked round, thinking, not bad, not bad at all. In my mind, I could see the house with new curtains and carpets, our own furniture, which had been in store for several months, books on the shelves, beds made up, lengthy lunches on the terrace, endless summers and warm winters. I could do most of the work myself.

I went downstairs and the agent looked at me hopefully. It was worth the lengthy search, the dusty visits to endless houses, the depressing inspections of grim flats, to see his smile when I said to him, “It’s just what we’re looking for.”

166 Choose the correct alternative A, B, C or D to complete the advert and the email.

To rent: a fully (1)... one-bedroomed apartment on the fifth floor of a modern block of flats, conveniently (2) ... near the town’s main shopping centre. All rooms are (5) ... decorated and the accommodation is in excellent (4) To (5)... a viewing telephone 020 786 50991. I went to look at that flat we saw (6) It’s fairly central and very near the shopping centre, but it’s in a really (7) ... , neglected part of town-not sure I could live there. The flat itself wasn’t very expensive-nicely decorated but a bit (8) ... and the (9) ... were more than a little threadbare. And the building as a whole looked in really urgent (10) ... of repair-crumbling brickwork, broken drainpipes, patches of damp... I guess I’ll just have to keep looking, won’t I?

| | | | | |
|----|--------------|-------------|---------------|----------------|
| 1 | A sized | B filled | C reformed | D furnished |
| 2 | A put | B stationed | C located | D approached |
| 3 | A previously | B formerly | C lately | D newly |
| 4 | A way | B condition | C form | D circumstance |
| 5 | A arrange | B see | C set | D place |
| 6 | A announced | B marketed | C advertised | D rented |
| 7 | A well off | B run-down | C out-of-town | D faraway |
| 8 | A cosy | B cramped | C tasteful | D brand new |
| 9 | A carpets | B tables | C floors | D walls |
| 10 | A desire | B state | C necessity | D need |

167

Read the descriptions from the estate agent's brochure. Match the estate agent's descriptions with the right person or family interested in this or that kind of a house.

- | | |
|--|---|
| a) This is an attractive terraced house with two floors, close to shops and underground station. Children – welcome. | 1. Mr and Mrs Dawson are both retired. Their children are married and have left home. Mr Dawson wants to move to a house that has a garden and Mrs Dawson wants a house without any stairs. |
| b) A beautifully-situated bungalow which has a garden attached. | 2. Tina has been sharing a house with some friends. She would like to be more independent, but she can't afford a house. |
| c) A detached house with plenty of garage space and a garden – this is an opportunity not to be missed. | 3. Stephanie and Nigel got married in March. They're expecting their first baby at the end of the year. They can't afford a big house, but they don't want a flat. |
| d) This small flat has its own balcony and is situated on the fourth floor of a residential block. | 4. The Clifford family have been living in a semi-detached house, but now they need something bigger. They have four children as well as a dog and a cat. |

168

Write the advertisements in full using the prompts from the box below.

- 1) Mod. det. hse., immac. cond. 3 gars. 5 beds., 3 receps., 2 fully tiled baths.+sep. wcs; lge. fit. kit.18×9 ft., dble sink; lux. lnge. Gas CH/ chw; dble. glaz. Curts., fit. cpts. included. Landscd. gdn., swim. pool. Few mins., stn., bus, \$150,000.
- 2) A lux. sgl. furn. flt w/gdn. 1 rm., k. & b. C. H. Cpts., Col. T.V., tel., fridge, ckr., h/c/w. \$180 p.m. Refs. rqd. Avail. mid. Apr. Tel: 01-678-1234 Evgs after 7.

- 3) WEST SIDE. Lrg sunny 1 BR apt. Kitchen, bath. 2 flr walkup. \$400+1 mo sec dep. Immediate occ.
- 4) DOWNTOWN. Furn 2 BR apt w/kitchen, din rm, 1 bath. W/w crpt, frplc, balc. Elevator bldg. Avail Febr. \$700+util. 679-9842 eves.
- 5) BEDFORD. 3 BR, 1 bath apt. Nr transp+shops. Avail immediately. \$300 including util. 481-8769.
- 6) NEAR UNIVERSITY: Small 2-rm apt w/bath. No pets or children. Laun in basement. Quiet. \$ 250. 323-1465 anytime.
- 7) SUNNYSIDE. 2-story, 3 BR house avail for Feb occ. 2 baths, liv rm, din rm, kitchen. Indoor pkng avail. 40 min to centre of town. \$900/mo. 524-1773.

| | |
|-------------------|----------------------------|
| Apt – apartment | sec dep – security deposit |
| Avail – available | lrg - large |
| Bath – bathroom | transp - transportation |
| Bldg – building | mo - month |
| BR – bedroom | nr - near |
| Util – utilities | occ - occupancy |
| Eves – evenings | pkng - parking |
| Flr – floor | w/ - with |
| Frplc – fireplace | w/w – wall to wall |
| Furn – furnished | laun – laundry |

169 Choose one of the places and write an advertisement for a roommate to share it with you.

ROOMMATE WANTED

Responsible professional woman seeks woman to share rent and utilities of 2 bath apt., Fisher St. Area. No pets. Rent \$350.
Phone Gloria
(after 5 pm) 784-6321

HOUSE TO SHARE

Male grad student, non-smoker, is looking for 2 rommates to share old East Side house. Modern kitchen and bath. Quiet, residential neighborhood, near bus. \$230/mo+util.
Glenn 576-9856 (keep trying)

170**In pairs, make up a dialogue, using the active vocabulary.****Student A**

You want to rent a furnished room. You saw an advertisement for the room in the illustration and have come to see it. Express your doubts to the landlord/landlady.

Student B

You are the landlord/landlady of the room in the illustration and are showing it to a prospective tenant. Respond to his/ her doubts, highlighting its positive aspects.

171

A man is phoning to find out the information about an apartment for rent. Fill in the answers to his questions on the checklist.

Call about apartment in Gazette

1. No. bedrooms:
2. Rent:
3. Includes:
heat?
electricity?
4. What floor:
5. Elevator?
6. Washers/dryers
in bld.?
7. Near shopping?
8. Quiet bld.?
9. Address:
10. Who to see:
11. Time:
12. Other info:

172

A friend of yours has asked you to look for a suitable flat. Based on the estate agent's description (and your imagination), write a report for your friend, stating the advantages and disadvantages of this particular accommodation.

The accommodation

Entrance hall – with cupboard space.

Lounge – 15 x 20 Windows on two sides, with radiators, power points and imitation gas “log” fire. A room that with little effort would become welcoming and relaxing.

Dining room – 10 x 15 A delightful room with windows overlooking the rear garden.

Kitchen – 10 x 10 Fully fitted, with oven/hob, dishwasher and ample cupboard space. A breakfast bar runs down one wall.

Bedroom 1 – 15 x 18 A large, airy room that would easily accommodate a double bed and wardrobe, with a window overlooking the rear. Bright and fresh.

Bedroom 2 – 10 x 12 An attractive guest room, or a lovely room for a single bed.

Bathroom – 12 x 12 Bath, bidet and WC in avocado green. Automatic air-extractor.

There is a communal garden to the rear, which is mature and spacious. Rear garages are available to purchase.

Price: £160,000

173

When you choose a home to rent or buy, which of the following points is or would be more important for you? Write 1, 2 and 3 beside the three important ones. Compare your ideas with a partner's.

1. _____ neighbours, and possibilities for social relations
2. _____ ease of cleaning and maintenance
3. _____ location
4. _____ lack of noise
5. _____ garden and views
6. _____ size and number of rooms
7. _____ age and condition
8. _____ other: what? _____

174

Read the advertisements for homes taken from a British estate agent's publicity. Assuming you had the money, which home, if any, would you want to look at and why?

- A spacious Victorian terraced house enjoying views across the city. Handy for local shops, buses, schools, etc. A porch, an entrance hall, 2 impressive reception rooms, a kitchen/breakfast room, a bathroom with a shower. 3 bedrooms, gas central heating, a small but delightful garden.
- Southern outskirts of the city: a double-fronted pre-war semi-detached 3-bedroom house in a quiet tree-lined road. Convenient for local shops and city buses. Period hall, a good-sized lounge, a dining room, a utility room/storeroom, electric storage heaters, double-glazing. A charming mature garden, a garage.
- A purpose-built upper floor flat located in one of the city's prime residential areas, some 10 minutes' walk from the city centre and railway station. Close to local shops and canal path walks. Commanding superb views over the city and surrounding hills. Gas central heating, a hall, a 6m x 4m living room, a bathroom, 2 double bedrooms with wardrobes, a garage.
- A very well-proportioned detached bungalow, not far from the city centre, containing a luxury kitchen, an impressive open-plan living room with a fireplace, 4 double bedrooms, and 2 bathrooms. Gas central heating, fair decorative order throughout, large secluded garden, and double garage.

175

Read the situations. Decide on a solution. Report your solutions to the class.

1. The tenant can't pay his rent in time, but the landlord wants the money to pay utility bills.
2. The tenant wants to nail bookcase shelves to the living room walls. The landlord doesn't want nails in the walls.
3. The tenant hates the neighbours. He wants to break his lease and move. The landlord says 'No'.
4. It's May 25 and it's cold. The landlord turned off the heat on May 15. The tenant wants the heat turned on.
5. The landlord is raising the rent again. He says taxes and utilities are more expensive. The tenant says he cannot pay more rent.
6. The stairs are broken. The tenant wants them fixed. The landlord says he cannot find a carpenter.

176

Write an informal letter to a friend describing a house for rent.

We can divide it into five paragraphs. We start our letter with *Dear + your friend's first name*.

Introduction

In the first paragraph we write our opening remarks and the reason for writing our letter.

Main Body

In the second paragraph we describe the location of the house and give details of the rent.

In the third paragraph we describe the exterior of the house (what it is made of, garden, etc).

In the fourth paragraph we describe the interior of the house (e.g. floors, rooms, furniture, special features, etc). We start each main-body paragraph with a topic sentence, i.e. a sentence which introduces or summarizes the paragraph.

Conclusion

In the last paragraph we write our closing remarks and sign off using *Yours*, *Best wishes*, etc + our first name.

We can use a variety of adjectives to make our descriptions more interesting to the reader.

Analysing the rubric

Read the rubric, look at the underlined phrases and answer the questions.

Peter has been looking for a summer house to rent on the coast for August. He has asked his friend, Laura, to find a house for him. Laura has found a suitable house and is going to write Peter a letter describing the house and giving rental details.

1. Who is going to write a letter?

2. What style is appropriate?

formal - to someone in authority

semi-formal - to someone you don't know very well

informal - to someone you know very well

3. Which of the following would you expect to find in Laura's letter?

- description of the outside
- description of the inside
- location of the house
- historical details
- weather conditions
- rent

Analysing a Model Text

- a. Read the letter and underline the topic sentences, then replace them with your own topic sentences.

Dear Peter,

1. How are you? Hope everything's OK. I'm writing to let you know that I think I've found the perfect summer cottage for you.

2. It's in a really nice location. It's a quiet area, but the best thing about it is less than a kilometer from the sea. Also, the rent for the cottage is only £150 a week.
3. The house is really charming outside. It's an old brick farm building which has been converted into a holiday cottage. It's got a patio and is surrounded by a beautiful garden.
4. Inside, the house is nice and comfortable. It has two floors. On the ground floor there is a cosy living room and a kitchen with all the modern equipment you would expect, as well as a dining room and WC. Upstairs there are two small bedrooms and a bathroom. The house is fully furnished so you don't need to worry about that.
5. Let me know if you like the sound of it. I can easily talk to the owner, Mr Smith, for you. I hope I'll see you soon. I'll tell you all of my news then.

Yours,

Laura

- b.** Which words/phrases does Laura use to describe the interior/exterior of the house? In which paragraphs does she mention these?

Style

- c.** Study the table, then find examples of informal style in Laura's letter.

Informal style

- Abbreviations *e.g. I've got*
- simple linking words *e.g. but, so, and, etc.*
- shorter sentences *e.g. I'd like to see you*
- personal tone *e.g. I've got some great news*
- everyday expressions *e.g. Thanks a lot*

Formal style

- no abbreviations *e.g. I have got it*
- formal linking words *e.g. despite*
- longer sentences
- impersonal tone *e.g. passive*
- formal expressions *e.g. I look forward to hearing*

Opening/Closing Remarks

- d.** What are Laura's opening and closing remarks? Which of the following can you use instead? Why can't you use the others?

- Thanks for your letter.
- I feel obliged to write to inform you.
- Sorry I haven't written for so long.
- Get in touch with me soon.
- Looking forward to hearing from you.
- I look forward to receiving a prompt reply.

THE HOUSE OF MY DREAMS

177

‘What is the house of your dreams?’-it is a question that several people were asked and here are their answers. Read and say whose ideas are close to you?

IRENE: For me, it’s absolutely easy to say what my idea of a perfect house is. I’ve been dreaming about it since my childhood. I was brought up in such a house. This is the house my parents have. My house should be my home, first of all. I mean it should be the place where I feel comfortable and welcome. I dream about a cosy house in a centre of a small quiet town, not very big but large enough for me and my family. I think it should be a house with three bedrooms, a kitchen, a sitting room, and a big dining room with a large table. I like to have guests and to treat them to something tasty – that’s what I need a big dining room for. I would also like to have a small garden with flowers and fruit trees, with an arbour and some comfortable benches. There should also be a lawn and a playing yard for children. I’d also like to have a fireplace in the house to sit around it with my husband and children. Isn’t it great?

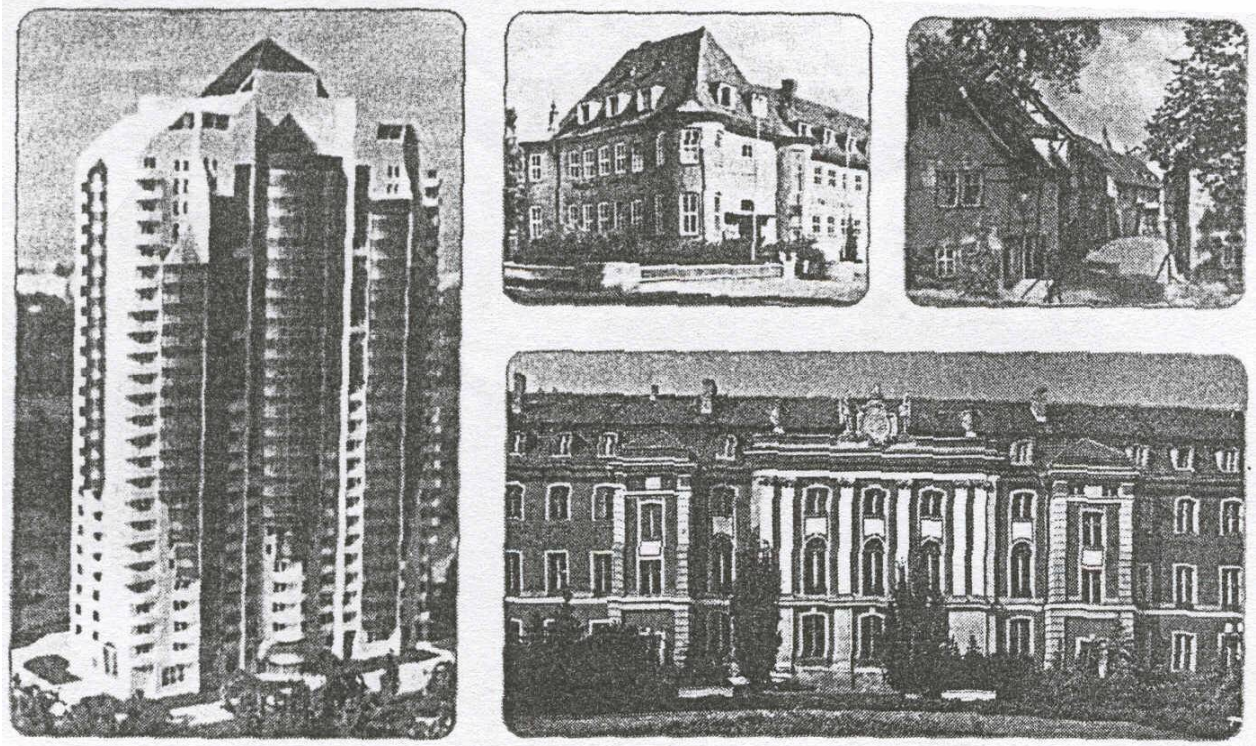
NATALIE: Well, let me think about my ideal house.... It should be large, first of all.... a mansion. I think, somewhere in an isolated place, two or three-storeyed building with a balcony, columns and the things like that. It’s even better if it looks like a castle with towers and gates and high walls. It’s so romantic! Plenty of rooms, staircases, attic and basement. It would be great if it was a real old house where ghosts lived, like in fairy-tales. I could feel there a princess. But there should be, of course, all those modern conveniences like central heating, electricity, cold and hot water, gas and telephone. The furniture should be also ancient, expensive and dark. And I’ll have two Doberman dogs, of course. It’ll add much to the style. There should be something mysterious about it. Yes, I think that’s the house of my dream, the place I’d like to live in. Isn’t it great?

JANE: A house I’d like to live in? No, I’d better call it a flat. If you have a house of your own you have to take care of it. It’s easier to live in a flat, somewhere in the centre of a city, in a skyscraper on the top floor. Well, yes, I think it’ll be fantastic! It should be very large: a bedroom, a kitchen, a toilet, a bathroom and a large living room. There should be enough place for parties. I like to have parties with dancing, music and snacks. The more people come the better. So I’ll need plenty of space for guests. There should also be as much kitchen equipment as possible to save my time and effort. I’m not much of a hostess. If I had a flat like that I’d be really happy, wouldn’t I?

GEORGE: The house of my dreams? Well, it would be a farm or rancho, I think. It’ll be situated near a forest, a river or a lake. You know, I like nature. The house should be a simple one, not very big, but with a large yard and fields

around. I don't need all the modern conveniences, as I won't spend much time in there. I'd like to have some cottages or cabins also to have some rest when I get tired. There should be a garden also to grow fruit and vegetables. But the main thing is the cattle-yard, the place I can keep cows, sheep, horses and pigs. I like animals and I like to take care of them. There should also be five or seven dogs to live with me. Dogs are my favourite animals: they are so clever and kind! And that's practically all I want. Nature, animals and serenity – these are the only things I long for. Isn't it terrific!

178 Look at the pictures of the houses below and say who wants to live in such houses: Irene, Natalie, Jane or George. What makes you think so?



179 Fill in the missing phrases to complete the following ideas about housing.

- Irene has been dreaming about _____.
- Irene thinks that her house should be her home where she _____.
- Irene wants to live in _____ with _____.
- Irene likes to have guests and to _____.
- Irene wants to have a _____ near her house.
- Natalie dreams about a house which looks like a _____ with _____.
- Natalie wants to live in a house with modern conveniences like _____.
- The furniture in Natalie's house should be _____.
- Jane doesn't want to live in a _____, but she dreams about a _____ in _____.

a _____.

- Jane wants to have a large flat: _____.
- There should be a lot of place for _____ in Jane's flat.
- Jane is not very much of a _____, that's why she wants to have as much _____ as possible.
- George would like to live in a _____.
- George wants his house to be surrounded by _____.
- The main thing in George's house is a _____ with _____.
- George's favourite animals are _____, because they are _____.

180

Listen to four people describing their dream houses. Match the people with what they say.

Which speaker...

- would not like to have other people living nearby?
- would like to live somewhere that was partly old and partly modern?
- would not spend much time inside their dream house?
- doesn't think they will ever get their dream house.

181

Read the description of the house given in a jumbled order and put the paragraphs in the correct order. Pay attention to the structure of the text.

THE HOUSE OF MY DREAMS

A. My house would have a large, bright kitchen where I could sit quietly at a wooden table admiring the view of the garden through the window. My living room would be simple, with basic furniture like a long sofa and two large armchairs. It would also have a fireplace so I could keep warm on cold windy nights. There would also be several wooden bookcases full of books to keep me company. My bedroom would have a four-poster bed with a white linen bed cover and the walls would be painted a soothing pale blue.

B. It would be a small wooden cottage surrounded by a neat green lawn stretching all the way down to the river. There would be colourful flowers gently swaying in the cool breeze and an orchard at the back of the house with trees full of sweet and juicy oranges, apples and pears.

C. If I could choose, I would live in a house just like this with its beautiful natural surroundings and peaceful atmosphere.

D. Imagine walking up to the sound of birds singing in the trees outside and warm sunlight through your bedroom window. This is what I dream of when I imagine my ideal house.

182

Some people believe that it's possible to say what kind of person you are if they know what your house looks like. What could be said about the owner of the house described in exercise 181?

183**Complete the ideas about the house of your dreams.**

- I am dreaming about ...
- My house should be...
- I want to live in a very ... house with...
- I like to have guests and to...
- I want to have a ... near my house.
- I want to live in a ... somewhere in ...
- I dream about a house which looks like a ... with ...
- I want to live in a house with modern conveniences like ...
- The furniture in my house (flat) should be ...
- I don't want to live in a ... but she dreams about a ... in a ...
- I don't want to have a large flat: just a ...
- It would have a view overlooking ...
- The rooms would be painted ...
- On the floor I'd have ...
- The most beautiful room would be ...
- I'd share my home with ...

184**Read the text and name the most incredible facts about the house described.**

DOME SWEET DOME!

Weather-proof, solar-powered – and no housework to speak of! Just imagine a house which cleaned itself, where robots prepared the meals, where dusting, ironing and vacuum-cleaning were the things of the past. Imagine the house heated and powered by the energy equivalent to just one gas cooker ring, the house in which you could actually go skiing... Science fiction? Science fact!

The Home of the Future will be built indoors, for a start. Small groups of houses will nestle under gigantic glass domes surrounded by lush trees and shrubs. Tropical birds may flit across the roof-tops in the constant, computer-controlled warmth.

The house itself will be any style or size you fancy. Being indoors, it will need only a tiny amount of energy to heat. Much power will come from solar panels in the dome – the round roof.

Forget front door keys. Your door will be opened as soon as it hears the voice it recognizes. Your space-age butler – the ultimate computer – will oversee security. This discreet electronic servant will control everything, from temperature, humidity and lightning to household gadgets and cleaning chores. He'll pay bills and order food, making sure it's delivered to your door. He'll

book your holidays, order library books, even help you with the crossword!

Having a party? Make the living room larger by moving the walls. After your guests leave make it smaller again. Push a button and the walls will move backwards or forwards.

You'll be able to see what your guests are wearing before they arrive by calling them up on a video-phone in the hall. And the washing? Simply place it in the integrated laundry until it comes out ready to wear, thanks to the new, easy-care fabrics. What, no electric sockets? Instead each room will have a "power wall" where you will be able to attach electric appliances.

Gone, too, will be the good old-fashioned duster – the air will be filtered and then scented with your favourite perfumes.

There will be plenty of room for fun! The leisure room door will be the entrance to a world full of endless adventure. When you get bored, simulators will provide any experience from canoeing to parachuting and skiing.

The garden will be in the loft. Roof will be made of glass. This will allow flower borders, shrubs and lawns to grow well in that wasted space we normally use for rubbish.

Love them or loathe them, such homes of the future are on their way.

185

Give the English equivalents to the word combinations:

- 1) захищений від негоди/стійкий проти атмосферних впливів;
- 2) що працює від сонячної енергії; 2) величезний скляний купол; 3) густі дерева та кущі; 4) постійна температура, що контролюється комп'ютером; 5) сонячні панелі; 6) дворецький космічної ери; 7) основний комп'ютер; 8) поміркований електронний слуга; 9) піклуватися про безпеку, 10) приєднувати електричні пристрої.

186

Answer the questions.

- 1) Where will the Home of the Future be situated?
- 2) Will you need front door keys for the house?
- 3) Who will do household chores in the house?
- 4) What are the biggest advantages of the house described?
- 5) Would you like to live in the house described? Give your reasons.

187

Read some more facts about houses of the future. What would you like to have in your dream house?

- An intelligent kitchen tells you how to cook anything you can think of.
- Wherever you go in the house, music follows you, programmed to calm you down.

- A central cleaning system sucks up dust as soon as it lands.
- If you are out at work or university and want a bath when you get home, you can ring the computers in your house to prepare it for you when you get in.
- In a street, the computers in each home would communicate with each other. If you want to play loud music, your computer would ask the computer next door if anyone was asleep.

188

Do you know that so-called “houses of the future” already exist? Here are some facts about such houses.

How smart homes work

When you're not home, nagging little doubts can start to crowd your mind. Did I turn the iron off? Did I set the security alarm? Are the kids doing their homework or watching television?

With a smart home, you could quiet all of these worries with a quick glance at your smartphone or tablet. You could connect the devices and appliances in your home so they can communicate with each other and with you.

Any device in your home that uses electricity can be put on your home network and at your command. Whether you give that command by voice, remote control, tablet or smartphone, the home reacts. Most applications relate to lighting, home security, home theater and entertainment, and thermostat regulation.

The idea of a smart home might make you think of George Jetson and his futuristic abode or maybe Bill Gates, who spent more than \$100 million building his smart home. Once a draw for the tech-savvy or the wealthy, smart homes and home automation are becoming more common.

Smart Home Benefits

Smart homes may make life easier and more convenient. Who wouldn't love being able to control lighting, entertainment and temperature from their couch? Whether you're at work or on vacation, the smart home will alert you to what's going on, and security systems can be built to provide an immense amount of help in an emergency. For example, not only would a resident be woken with notification of a fire alarm, the smart home would also unlock doors, dial the fire department and light the path to safety.

Smart homes also provide some energy efficiency savings. Because systems like Z-Wave and ZigBee put some devices at a reduced level of functionality, they can go to sleep and wake up when commands are given. Electric bills go down when lights are automatically turned off in empty rooms, and rooms can be heated or cooled based on who's there at any given moment. One

homeowner boasted that her heating bill was about one-third less than a same-sized normal home. Some devices can track how much energy each appliance is using and command power hogs to use less.

Smart home technology promises tremendous benefits for elderly people living alone. A smart home could notify the resident when it's time to take medicine, alert the hospital if the resident falls and track how much the resident is eating. If an elderly person is a little forgetful, the smart home could perform tasks such as shutting off the water before a tub overflow or turning off the oven if the cook had wandered away. One builder estimates that a system like this could cost \$20,000, which is less expensive than a full-time nursing home. It also allows adult children who might live elsewhere to participate in the care of their aging parent. Easy-to-control automated systems would provide similar benefits to those with disabilities or a limited range of movement.

Inside Bill Gates' Home

Microsoft Chairman Bill Gates' home just outside of Seattle, Wash., might be the most famous smart home to date. Everyone in the home is pinned with an electronic tracking chip. As you move through the rooms, lights come on ahead of you and fade behind you. Your favorite songs will follow you throughout the house, as will whatever you're watching on television. You can entertain yourself by looking at Gates' extensive electronic collection of still images, all available on demand. The chip keeps track of all that you do and makes adjustments as it learns your preferences. When two different chips enter the same room, the system tries to compromise on something that both people will like.

Here are a few more examples of cool smart home tricks:

- Light a path for nighttime bathroom trips.
- Unlock your door automatically as you approach.
- Feed your pets on a schedule with a preset amount of food.
- Instantly create mood lighting for any occasion.
- Program your television so that your children can watch only at certain times.
- Warm the bedroom before you get out of bed so that it's nice and toasty when you get up.
- Turn on the coffee maker from bed.

189

Decide whether the statements are true or false. Justify your choice.

- 1) Smart homes have been specially designed for absent-minded and forgetful people.

- 2) One is able to control everything in a smart home at a distance.
- 3) Smart houses can play tricks on you.
- 4) You are able to control lighting, entertainment and temperature in a smart home from your couch.
- 5) All devices and appliances in your smart home can communicate with each other and with you.
- 6) Bill Gates is one of the famous owners of smart homes.
- 7) Smart home owners' bills could be one-third less than a same-sized normal home.
- 8) Smart homes are not economical.
- 9) Smart home technology promises big advantages for the aged.
- 10) Everybody can afford a smart home.

190 Smart homes look great on paper, but are they for everyone? In your opinion, are there any disadvantages of such homes?

191 Students are invited to participate in the competition for the best story "The House of My Dreams" announced by a local newspaper. Do not lose your chance to become a winner with a free trip to the Caribbean.

Remember that a *descriptive composition* about a place or a building should consist of:

- a) an introduction in which you identify it, give its exact location and state the reason for choosing it;
- b) a main body in which you describe the main aspects of the place or building in detail;
- c) a conclusion in which you mention your feelings and your final thoughts about the place or building or give a recommendation.

INTRODUCTION

Paragraph 1

set the scene (name and location of the building/place, reasons for choosing the building/place)

MAIN BODY

Paragraphs 2, 3

overall look and particular details (Place: sights, facilities, free-time activities.

Building: first look and specific details)

CONCLUSION

Feelings and final thoughts about the building/place and/or a recommendation.

TOPICAL VOCABULARY

| Accommodation | Житло |
|--|---|
| residence (a place of residence, a place of living) | місце проживання |
| permanent residence | постійне місце проживання |
| temporary residence | тимчасове місце проживання |
| a dwelling (a dwelling place) | житло, будинок, оселя |
| a housing estate (a residential area) | житловий масив |
| a residential building | житлова будівля |
| a public building | будівля громадського призначення |
| an industrial area (estate) | промислова зона |
| property <i>BrE</i> (real estate <i>AmE</i>) | нерухоме майно |
| personal possessions | особиста власність |
| a private house | власний (приватний) будинок |
| a skyscraper | хмарочос |
| a multi-storied building (a multistory ~) | багатоповерховий будинок |
| a block of flats <i>BrE</i> (an apartment building <i>AmE</i>) | багатоквартирний житловий будинок |
| a walk-up <i>AmE</i> | будинок без ліфта |
| a flat <i>BrE</i> (an apartment <i>AmE</i>) | квартира |
| a bedsitter (a bed-sitting room) | гостинка, однокімнатна квартира |
| a two-room flat | двокімнатна квартира |
| a mansion | особняк |
| a manor | маєток |
| a thatched cottage | котедж, сільський будинок під дахом із соломки |
| a weekend house (a summer house) | дача |
| a maisonette | невелика двоповерхова квартира або будинок |
| a bungalow | одноповерховий будинок без сходів з верандою |
| a detached house | окремий будинок, особняк |
| a semi-detached house <i>BrE</i> (a duplex house <i>AmE</i>) | один з двох будинків, що мають спільну стіну |
| a frame-house | каркасний будинок |
| a terraced house <i>BrE</i> (a row house <i>AmE</i>) | будинок в ряді однакових будинків зі спільними стінами |
| a housing co-op <i>BrE</i> (a condominium <i>AmE</i>) | кооперативний будинок (в якому мешканці є власниками свого житла) |
| a hostel , a hall of residence <i>BrE</i> (a | гуртожиток |

| | |
|--|---|
| dormitory <i>AmE</i>) | |
| a hostel | готель |
| a palace | палац |
| a castle | замок |
| a monastery | монастир (чоловічий) |
| a monk | чернець, монах |
| a nunnery (a convent) | жіночий монастир |
| a nun | черниця, монахиня |
| an old people's home (a nursing home) | будинок для людей похилого віку |
| a ranch (a ~ house) | ранчо, американська тваринницька ферма |
| a log cabin | хатина з колод |
| a chalet | будинок у горах |
| a tent | намет |
| a caravan | будиночок-автопричіп, фургон |
| a hovel (an old hut, a shanty) | навіс, халупа, курінь |
| a vicarage | будинок священика |
| a vicar (a priest) | священик |
| a cave | печера |
| a motel | мотель, готель для автотуристів |
| an inn | готель, заїжджий двір |
| a suite | номер люкс |
| a tenement | багатоквартирний будинок, що здається в оренду, орендоване приміщення |
| lodging | наймана кімната, кімнати, квартира |
| barrack / barracks | барак / казарми |
| a brick / a stone / a wooden house | цегляний / кам'яний / дерев'яний будинок |
| to be made of brick (~ stone, ~ wood, ~ prefabricated blocks, ~ concrete) | бути зробленим з цегли (~ каменю, дерева, блоків, бетону) |
| a plastered house | оштукатурений будинок |
| a whitewashed house | побілений будинок |
| facing <i>BrE</i> (siding <i>AmE</i>) | обшивка зовні будинку |
| wood panelling | обшивка деревом |
| moulding | ліпне оздоблення, багет |
| a house-warming party | новосілля |
| the ground floor <i>BrE</i> (the first floor <i>AmE</i>) | перший поверх |

| | |
|---|--|
| a floorspace | площа |
| to be 25 feet (meters) long by 15 feet wide (1 foot=30,48 cm) | бути 25 футів (метрів) у довжину на 15 у ширину |
| to look over (to overlook) the street | виходити вікнами на вулицю |
| to look (face) south | виходити вікнами на південь |
| the house commands a beautiful view of the river | з будинку відкривається прекрасний вид на річку |
| a layout | план |
| due west of the centre | на захід від центру |
| half an hour's drive / ~ walk from (a walking distance from) | пів години їзди / ~ пішки від |
| the district is | район знаходиться |
| within easy reach of the city centre | поблизу центру міста |
| off the main road | віддалений від головної вулиці |
| at a considerable distance from the city centre | на значній відстані від центру міста |
| on the outskirts (in the suburbs) | на околиці |
| in the suburb | в передмісті |
| in a very remote part | в дуже віддаленій частині |
| just a stone's throw from (within a stone's throw of) the centre | рукою подати від центру |
| on a convenient traffic route | на зручному транспортному маршруті |
| impressive / imposing | вражаючий / величний |
| sumptuous | розкішний |
| pleasant-looking (attractive) | привабливий |
| repaired | відремонтований |
| redecorated | після ремонту |
| restored (renewed, renovated) | відбудований, відновлений |
| architecturally unpretentious | архітектурно простий |
| in good / bad repair | у доброму/ поганому стані |
| in good condition (well-kept) | в гарному стані |
| well-appointed (well-equipped) | добре обладнаний |
| well-furnished (fitted) | добре вмебльований |
| shabby | занедбаний |
| dilapidated | напівзруйнований |
| derelict | в поганому стані, тому що покинутий, залишений власником |
| lacking in space | такий, де не вистачає простору |
| cramped (pokey) | тісний, убогий |
| cluttered (crammed) | захащений, заставлений меблями |
| roomy (spacious) | просторий |

| | |
|--|--------------------------------------|
| medium | середнього розміру |
| having all modern conveniences | такий, що має усі сучасні вигоди |
| central heating | центральне опалення |
| hot and cold running water | гаряча та холодна вода |
| a rubbish chute | сміттєпровід |
| an air conditioning system | кондиціонер |
| an energy efficient house | енергоефективний будинок |
| a sitting room (a living room, a lounge) | вітальня |
| a dining room | їдальня |
| a study | кабінет |
| a toilet (a lavatory, WC, loo) | вбиральня, туалетна кімната |
| a larder (a pantry) | комора, комірчина |
| a utility room | кімната господарського призначення |
| a tile(d) roof / a slate(d) roof | черепичний дах / шиферний дах |
| an attic | горище (жиле) |
| a loft (a garret) | горище (нежиле) |
| a chimney | димохід |
| an antenna (a television aerial) | телевізійна антена |
| a satellite dish | супутникова антена |
| a dormer window | слухове вікно |
| a skylight | вікно на даху, застелений дах |
| eaves | звис даху, карниз |
| a lift <i>BrE</i> (an elevator <i>AmE</i>) | ліфт |
| a casement window | створне вікно |
| a sash window | підйомне вікно |
| a bay window | еркер, вікно з виступом (“ліхтарем”) |
| a double-glazed window | вікно з подвійним склом |
| French windows <i>BrE</i> (French doors <i>AmE</i>) | скляні двері |
| a frame | рама |
| a drainpipe | дренажна труба |
| a gutter (guttering) | ринва, водостічна труба |
| a fixed frame | кватирка |
| shutters | віконниці |
| to lock the door with the key | замикати двері ключем |
| a porch | ганок, під’їзд |
| a cellar | підвал (нежилий), льох |
| a basement | підвальне приміщення, цокольний |

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| | поверх |
| in the premises | на прилеглий до будівлі ділянці (території) |
| in front of the house | перед будинком |
| at the back / rear of the house | за будинком |
| at the side of the house | поряд з будинком |
| at the other side of the house | з іншого боку будинку |
| a court (a yard) | двір |
| a patio | патіо (відкритий внутрішній дворик) |
| a sports ground (a playground) | спортивний майданчик / ігровий майданчик |
| a neat lawn | охайний газон |
| a gravel path leads to | доріжка з гравію веде до |
| an asphalted drive (a driveway) | асфальтована дорога |
| a flower bed abundant with flowers | квітник з безліччю квітів |
| a vegetable garden (a kitchen ~, a vegetable patch, a ~ plot) | город, ділянка землі |
| an orchard | фруктовий сад |
| a conservatory (a greenhouse, hothouse) | оранжерея (теплиця) |
| an arbour | альтанка |
| a well | колодязь, криниця |
| a garage | гараж |
| a fence / a hedge | паркан / живопліт |
| to be enclosed by a fence / ~ a hedge | бути огороженим парканом ~ живоплотом |
| a gate | ворота |
| a stile | східці (біля паркану, огорожі), перелаз турнікет |
| a wicket | хвіртка |
| a kennel | буда, собача конура |
| a stable | стайня |
| a pigsty | свинарник, хлів |
| a barn | амбар, комора |
| a cowshed | корівник |
| a hayloft | сінник |
| a shed | сарай |
| Hall | Передпокій |
| a hall (an entrance hall) | передпокій, хол |
| a lobby | передпокій, вестибюль, фойе, коридор |
| a front door / a back door | парадні двері / чорний вхід |

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|---------------------------------------|--------------------------------------|
| an armoured door | броньовані двері |
| a doorbell | дверний дзвінок |
| an intercom | домофон |
| a door handle | дверна ручка |
| a door plate | табличка на дверях |
| a spy hole (a peep hole) | вічко в дверях |
| a doorstep | пори́г |
| a doorway | дверний отвір, вхід у примущення |
| a door-frame (a door-case) | одвірки, дверна коробка |
| a doormat | килимок біля дверей |
| to wipe one's feet on the doormat | витирати ноги |
| a coat rack (a coat stand) | вішалка |
| a coat hanger | вішалка для одягу |
| a coat hook | гачок для одягу |
| an umbrella stand | підставка для парасольок |
| a chest of drawers | комод |
| a drawer | шухляда |
| a tallboy | високий комод |
| a shoe cabinet | тумбочка для взуття |
| a shoe horn | ріжок для взуття |
| shoe polish | крем для взуття |
| a shoe brush | щітка для взуття |
| a mirror / a full-length mirror | дзеркало / дзеркало в повний зріст |
| a mirror in a carved wooden frame | дзеркало в різбленій дерев'яній рамі |
| a staircase / the principal staircase | сходи / центральні сходи |
| to go downstairs / to go upstairs | спускатися / підніматися сходами |
| a handrail (banister, baluster) | перила, поруччя, балюстрада, парапет |
| a landing | площадка сходів |
| a ceiling | стеля |
| a windowsill | підвіконник |
| to furnish | меблювати |
| well-furnished | гарно умебльований |
| unfurnished | неумебльований |
| to decorate / ~ with wallpaper | прикрашати / обклеювати шпалерами |
| papered (decorated with wallpaper) | обклеєний шпалерами |
| painted | пофарбований |
| parquet | паркет, паркетний |
| linoleum (lino) | лінолеум |
| lamine | ламінат |
| Living room | Вітальня |

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| built-in furniture | вбудовані меблі |
| wall units | меблева стінка |
| a bookcase | книжкова шафа |
| a display cabinet | вітрина |
| a cupboard (a sideboard) | буфет, сервант |
| a drinks cupboard (a cocktail cabinet) | бар |
| a wardrobe | шафа для одягу, гардероб |
| an upholstered suite | гарнітур м'яких меблів |
| a leather upholstered suite comprising (which comprises) a four-seater sofa and two armchairs | гарнітур шкіряних м'яких меблів, що складається з чотирьохмісного дивану та двох крісел |
| a couch | кушетка |
| a settee (a sofa) | диван |
| a divan | тахта, низький диван |
| a cushion | декоративна подушка |
| a pouffe (a pouf) | пуф |
| a coffee table (a low table) | журнальний столик |
| a dressing table <i>BrE</i> (a vanity table <i>AmE</i>) | туалетний столик |
| a china ashtray | парцелянова попільничка |
| a knick-knack | дрібничка, прикраса |
| a fireplace / a mantelpiece | камін / камінна полицка |
| a mantel clock | годинник на камінній полиці |
| a grandfather clock | високий годинник (що стоїть на підлозі) |
| a rocking-chair | крісло-гойдалка |
| a fitted carpet <i>BrE</i> (a wall-to-wall carpet <i>AmE</i>) | килимове покриття |
| a rug (a mat) | невеликий килимок |
| a luxurious crystal chandelier | розкішна кришталева люстра |
| a lampshade | абажур |
| a standard lamp | торшер |
| a sconce | бра |
| a fluorescent lamp | лампа денного світла |
| a candlestick / a candelabrum | підсвічник / канделябр |
| drapes / curtains | порт'єри, гардини / занавіски |
| a net curtain | тюль |
| to draw (pull, close) the curtains | закривати штори |
| to draw back (to pull back) the curtains | відкривати штори |

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| a curtain rail (a curtain rod) | карниз для занавісок |
| a picture rail | планка, на яку вішається картина |
| blinds (jalousies) | жалюзі |
| a laptop / a tablet PC | портативний комп'ютер / планшет |
| a remote control | пульт дистанційного управління |
| a loudspeaker | гучномовець |
| a fan | вентилятор |
| Bedroom | Спальня |
| an alarm clock | будильник |
| a bedside lamp / a reading lamp | приліжкова лампа / лампа для читання |
| a chest of drawers <i>BrE</i> (a bureau, a dresser <i>AmE</i>) | комод |
| a wardrobe | шафа для одягу |
| a built-in wardrobe (a fitted wardrobe <i>BrE</i> , a closet <i>AmE</i>) | вбудована шафа |
| a single bed / a double bed | односпальне ліжко / двоспальне ~ |
| a cot <i>BrE</i> (a crib <i>AmE</i>) / a cradle | дитяче ліжко / колиска |
| bunk beds | двоповерхове ліжко |
| a four-poster bed | ліжко з пологом на чотирьох стовпчиках |
| a sofa bed | диван-ліжко |
| a hammock | гамак |
| a roll-away bed | розкладне ліжко |
| a folding bed (a camp bed) | розкладушка |
| a headboard / a footboard | передня / задня спинка ліжка |
| a bedside cabinet, a bedside table <i>BrE</i> (a night table, a nightstand <i>AmE</i>) | приліжкова тумбочка |
| bedding (bedlinen) | постільна білизна |
| a bedspread (a bedcover) | покривало |
| an eiderdown; a comforter; a duvet | пухова ковдра |
| a quilt | стьобана ковдра |
| a blanket | ковдра |
| a blanket cover | підковдра |
| a sheet (a linen) | простирадло |
| a pillow case (a pillow slip) | наволочка |
| an interior-sprung mattress / an air bed / an air mattress | матрац / надувний матрац |
| to make one's bed | застелити ліжко |
| Kitchen | Кухня |
| a buffet | буфет |

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| a cupboard / a wall cupboard | шафа для посуду / навісна шафа |
| a kitchen unit | кухонний гарнітур |
| a drawer | шухляда |
| an electric cooker / a gas cooker | електрична плита / газова плита |
| a burner (a hotplate) | конфорка |
| a knob | ручка на плиті |
| a cooker hood | витяжка |
| an oven | духовка |
| a microwave oven | мікрохвильова піч |
| a cooker (a stove) | кухонна плита |
| a stove | піч |
| a baking sheet (a baking tray) | деко |
| a cake tin | форма для випічки |
| a refrigerator (a fridge) / a freezer | холодильник / морозильна камера |
| a worktop (a working top <i>BrE</i> , a counter <i>AmE</i>) | робоча поверхня |
| kitchen paper <i>BrE</i> (a paper towel <i>AmE</i>) | паперовий рушник |
| a tea towel <i>BrE</i> (a dishtowel <i>AmE</i>) | кухонний рушник |
| a dishcloth | ганчірка для миття посуду |
| a kitchen sponge / a scourer | кухонна губка / металева мочалка |
| a kitchen bin <i>BrE</i> (a trash can <i>AmE</i>) | відро для сміття |
| a water tap (a faucet <i>AmE</i>) | кран |
| a mixer tap | кран-змішувач |
| a stainless steel sink | раковина з нержавіючої сталі |
| a dishwasher | посудомийна машина |
| a dish-rack (a plate rack, a dish drainer <i>BrE</i> , a draining board <i>AmE</i>) | сушка для посуду |
| a kettle | чайник |
| a pan set | набір посуду |
| a saucepan | каструля |
| a frying pan | сковорідка |
| a lid | кришка |
| a grater | тертка |
| a colander | друшляк |
| a sieve | сито |
| a strainer | ситечко |
| a skimmer | шумівка |
| a peeler | ніж для чищення овочів |

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| a nutcracker | щипці для горіхів |
| a garlic press (a garlic crusher) | часникодавка |
| a corkscrew | штопор |
| a tin (can, bottle) opener | консервний ніж |
| a coffee maker | кавоварка |
| a coffee grinder (a coffee mill) | кавовий млинок |
| a mincer <i>BrE</i> (a meat grinder <i>AmE</i>) | м'ясорубка |
| a mixer (an electric whisk) | міксер |
| a food processor | кухонний комбайн |
| a juicer | соковижималка |
| a liquidizer (a blender) | блендер |
| labour-saving gadgets | побутові прилади, які заощаджують працю |
| an electric appliance | електроприлад |
| a device (a gadget) | прилад, пристрій |
| kitchen utensils | кухонний посуд |
| a rolling pin | качалка |
| a bread bin (a bread box) | хлібниця |
| a chopping board <i>BrE</i> (a chopping block <i>AmE</i>) | дошка для нарізання овочів, м'яса тощо |
| crockery | посуд (фаянсовий, череп'яний) |
| earthenware | гончарні вироби, кераміка |
| china-ware | порцелянові вироби |
| cutlery | столові прибори |
| a tea-set / a coffee-set | чайний сервіз / кавовий сервіз |
| a mug | велика чашка, кухоль |
| a tumbler | бокал (без ніжки), висока склянка |
| a wine glass | бокал, келих, фужер |
| a saucer | блюдце |
| a jug | глечик |
| a casserole dish | кастрюля з вогнетривкого матеріалу |
| a pressure cooker | скороварка |
| a cruet-stand | судок |
| a thermos flask | термос |
| a knife block | набір ножів |
| a soup spoon (a tablespoon) | столова ложка |
| a dessert spoon | десертна ложка |
| a teaspoon / a coffee spoon | чайна ложка / кавова ложка |
| a ladle | розливна ложка |
| a spatula | лопатка |
| a set of bowls | набір мисок |

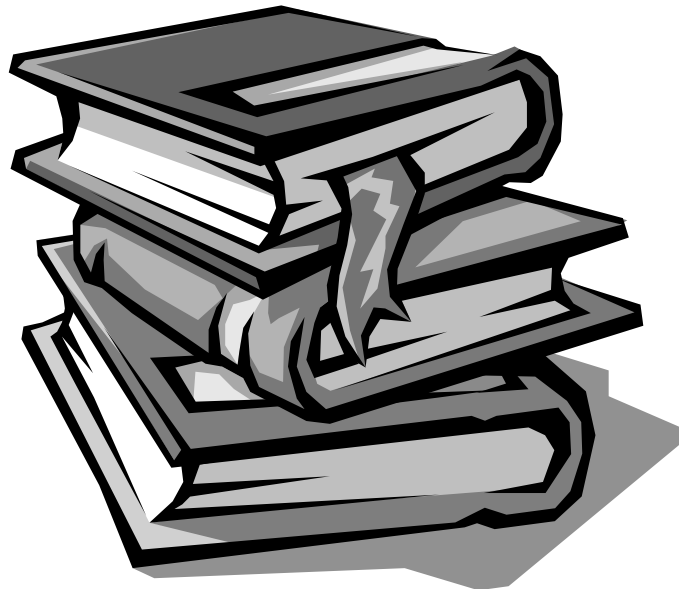
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| a salad bowl / a fruit bowl | салатниця / вазочка для фруктів |
| a teapot / a coffee pot | чайник для заварки / кавник |
| a sugar basin | цукорниця |
| a spice jar | баночка для спецій |
| a salt cellar <i>BrE</i> (a salt shaker <i>AmE</i>) | сільниця |
| a pepper-box, a pepper pot <i>BrE</i> (a paper shaker <i>AmE</i>) | перечниця |
| a butter dish | маслянка |
| a tray | піднос, таця |
| a tablecloth | скатертина |
| a napkin, a serviette | серветка |
| Bathroom | Ванна кімната |
| a bathtub / a Jacuzzi | ванна / джакузі, гідромасажна ванна |
| to have a bath / to have a shower | приймати ванну / приймати душ |
| a washbasin | раковина |
| a diverter | перемикач |
| a shower cubicle (a shower unit) | душова кабіна |
| a shower curtain | занавіска в душі |
| a drain plug | пробка у ванні |
| a toothbrush / dental floss | зубна щітка / зубна нитка |
| a tube of toothpaste | тюбик зубної пасти |
| shampoo / balm (balsam) | шампунь / бальзам |
| shower gel / shower foam | гель для душу / піна для душу |
| shaving cream / a razor | крем для гоління / станок для гоління |
| a bar of soap | брусок мила |
| a soap-dish (a soapbox, a soap tray) | мильничка |
| liquid soap | рідке мило |
| laundry soap | господарське мило |
| scented soap | духмяне мило |
| a sponge | губка, мочалка |
| washing powder / detergent | пральний порошок / миючий засіб |
| a bathroom cabinet (a vanity unit) | шафа в ванній кімнаті |
| a first aid kit | аптечка першої допомоги |
| a medicine cabinet | шафа для ліків |
| a top shelf / a bottom shelf | верхня полиця / нижня полиця |
| a hair dryer | фен |
| a terry bathrobe | махровий халат |
| a terry towel | махровий рушник |
| a flannel, a facecloth <i>BrE</i> (a washcloth <i>AmE</i>) | серветка, маленький рушничок для обличчя та рук |

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| a towel rail <i>BrE</i> (a towel rack <i>AmE</i>) | вішалка для рушників |
| a laundry basket, a linen bin for dirty linen <i>BrE</i> (a hamper <i>AmE</i>) | корзина для брудної білизни |
| a rubber bath mat | гумовий килимок для ванної кімнати |
| sanitary engineering | сантехніка |
| Toilet | Туалет |
| a toilet pan | унітаз |
| a toilet seat / a toilet cover | сидіння на унітазі / кришка на ~ |
| a cistern | зливний бачок |
| a press-button flush | копка зливу води |
| a bidet | біде |
| a toilet roll holder | держак для туалетного паперу |
| Housekeeping | Ведення домашнього господарства |
| a broom / a sweeper / a dustpan | мітла, віник / совок для сміття |
| a vacuum cleaner (a Hoover) | пилосос |
| a duster | ганчірка |
| a mop | швабра |
| an ironing board | дошка для прасування |
| a stepladder | драбина |
| a dishwasher | посудомийна машина |
| laundry | пральня, білизна для/після прання |
| to do the laundry (to launder) | прати |
| spring-clean(ing) | генеральне прибирання |
| to wash (to laundry) | прати |
| to do the dishes (to wash the dishes, wash up) | мити посуд |
| to mop the floor (to mop up) | мити підлогу шваброю |
| to tidy up (to make things tidy) | прибирати |
| to clean the mess in one's room | прибирати безлад в кімнаті |
| to turn out one's room | прибирати дуже ретельно в кімнаті (з пересуванням меблів) |
| to do one's room / to clean up | прибирати в кімнаті |
| to put the things where they belong | класти речі на свої місця |
| to keep in order | тримати в порядку |
| to keep the room clean | тримати кімнату в чистоті |
| to dust | втирати пил |
| to beat the dust out of smth. | вбивати пил |
| to beat the carpet | вбивати килим |
| to polish the furniture | полірувати меблі |
| to sweep | мести, підмітати |

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| to iron | прасувати |
| to dry-clean | піддавати хімічній чистці |
| to air the room | провітрювати кімнату |
| to water the flowers | полювати квіти |
| to empty the bin | виносити відро для сміття |
| it takes me ... hours to do the room | мені потрібно ... годин, щоб прибрати в кімнаті |
| everything is spick and span | без єдиної плями, дуже чисто |
| to shine like a new pin | сяяти як нова копійка |
| in ship-shape order | бути у повному порядку |
| immaculately clean | бездоганно чистий |
| to be keen on neatness | дуже любити чистоту |
| Cleanliness is next to godliness. | Чистоплотність дуже близька до благочестивості. |
| House-hunting | Пошуки житла |
| to house-hunt (to seek a dwelling) | шукати житло |
| urban life | міське життя |
| rural life | сільське життя |
| acute shortage of dwellings | гостра нестача житла |
| decent houses | гідні будинки |
| monotonous and depressing houses | однотипні та гнітючі будинки |
| to buy a house on a mortgage | купувати будинок в кредит |
| hire purchase (HP) | купівля на виплат |
| a housing problem | житлова проблема |
| a building site | будівельний майданчик |
| a tenant (a lodger) | орендар, наймач, пожилець |
| a dweller (a resident, an inhabitant, an occupant) | мешканець |
| a landlady / a landlord | власниця / власник квартири, що здається внайми |
| to draw up a contract | укладати контракт |
| to sign a contract | підписувати контракт |
| terms of the contract | умови договору |
| lease | оренда, договір про оренду |
| a deposit | завдаток |
| a down payment | авансовий платіж, частина грошей (при купівлі на виплат) |
| a monthly instalment | щомісячний черговий внесок (при купівлі на виплат) |
| a real estate agent | агент з продажу нерухомості |
| a rent/ to rent | квартплата/винаймати, здавати в оренду |

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| to raise a rent | піднімати плату за квартиру |
| to let | здавати внайми |
| utilities | комунальні послуги |
| utility bills | рахунки за комунальні послуги |
| a room-mate | сусід по кімнаті |
| to share a room with somebody | жити в одній кімнаті з кимось |
| The house of my dreams | Дім моєї мрії |
| an isolated place | ізольоване, відокремлене місце |
| serenity | спокій, безтурботність |
| a gigantic glass dome | величезний скляний купол |
| weather-proof | захищений від непогоди/стійкий проти атмосферних впливів |
| solar-powered | що працює від сонячної енергії |
| oversee security | піклуватися про безпеку |
| computer-controlled temperature | постійна температура, що підтримується комп'ютером |
| a smart house | розумний дім |

EDUCATION



TOPICS

- ❖ **Value of education**
- ❖ **My studies at school**
- ❖ **Choosing a university**
- ❖ **My experience at university as a freshman**
- ❖ **Student's working day**
- ❖ **Exams**
- ❖ **British, American and Ukrainian systems of education**
- ❖ **My university**

VALUE OF EDUCATION

1

In pairs, answer the questions:

1. Which of the following aims of education are most important?
 - a) to develop understanding of other people /cultures;
 - b) to learn social skills;
 - c) to prepare for life in the workplace;
 - d) to become aware of how the past affected the present;
 - e) to develop critical thinking.
2. Which of the following subjects/activities help to achieve the above goals?
 - ◆ sociology ◆ history ◆ mathematics ◆ geography ◆ reading and writing
 - ◆ computer studies ◆ languages ◆ music/art
3. What is the importance of education?
4. Can people lead normal lives with/without education?
5. Is the problem of education acute in Ukraine?

2

In small groups, express your opinions about the quotes below and point out the one(s) you agree with.

- Education is our passport to the future, for tomorrow belongs to the people who prepare for it today (*Malcolm X*);
- An investment in knowledge pays the best interest (*Benjamin Franklin*);
- If you think education is expensive, try ignorance (*Andy McIntyre*);
- A teacher affects eternity; he can never tell where his influence stops (*Henry B Adams*);
- I respect faith, but doubt is what gets you an education (*Wilson Mizner*);
- Learning is like rowing upstream: not to advance is to drop back (Chinese Saying).

3

Read the information on the value of education provided by the international organization ‘Global Partnership for Education’. Say whether your opinion on the value of education has changed after reading the article. Answer the questions after the text.

VALUE OF EDUCATION

Investing in education is the single most effective way of reducing poverty.

Education is more than reading, writing, and arithmetic. It is one of the most important investments a country can make in its people and its future and is critical to reducing poverty and inequality.

Why Education?

- Education gives people critical skills and tools to help them better provide for themselves and their children;
- Education helps people work better and can create opportunities for sustainable and viable economic growth now and into the future;
- Education helps fight the spread of HIV/AIDS and other diseases, reduces mother and child mortality and helps improve health;
- Education encourages transparency, good governance, stability and helps fight against graft and corruption.

The impact of investing in education is profound: education results in raising income, improving health, promoting gender equality, mitigating climate change, and reducing poverty.

The Benefits of Education

Girls and boys, who learn to read, write, and count will provide a better future for their families and countries. With improved education, so many other areas are positively affected. Education has the power to make the world a better place, as it:

Makes People Healthier

Each extra year of a mother's schooling reduces the probability of infant mortality by 5% to 10%.

Increases Income

One extra year of schooling increases an individual's earnings by up to 10%.

Promotes Girls' and Women's Rights

One additional school year can increase a woman's earnings by 10% to 20%.

- *Fosters Peace*

If the enrollment rate for secondary schooling is 10% higher than the average, the risk of war is reduced by about 3%.

- *Reduces Poverty*

If all students in low income countries left school with basic reading skills, 171 million people could be lifted out of poverty.

- *Boosts Economic Growth*

Each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%.

- *Saves Children's Lives*

A child whose mother can read is 50% more likely to live past age 5.

Is literacy important?

Being illiterate can have a big effect on people's lives. For example, a study in the UK showed that people who write and spell badly are seen as careless, immature and unreliable, and often unintelligent. So it is more difficult for them to find jobs, even when reading and writing are not necessary for the work.

World-wide statistics show that literacy problems are associated with poverty and a lack of political power. More women than men are illiterate. Illiterate people have worse health, bigger families and are more likely to go to prison. So literacy campaigns must be a good thing. But don't forget that an illiterate person, or someone with a low level of literacy, isn't necessarily stupid or ignorant, and may not be unhappy at all. Knowledge and wisdom isn't only found in writing.

1. What is the impact of investing in education?
2. What are the benefits of education according to 'Global Partnership for Education'? Add your ideas why education is crucial for sustainable living.
3. What is the link between obstacles in finding a job, health problems, criminal record and being illiterate?

4 Explain the meaning of the words from the text; provide your own sentences to exemplify their use.

To foster, to enroll, to mitigate, transparency, graft, viable, sustainable, illiterate, poverty, profound, ignorant.

5 Match the collocations and dwell upon the context in which they were used in the text above.

- | | |
|--------------|--------------------|
| 1. Increase | a) women's rights |
| 2. Boost | b) poverty |
| 3. Promote | c) economic growth |
| 4. Foster | d) income |
| 5. Encourage | e) peace |
| 6. Reduce | f) transparency |

6 Match the words with their definitions:

- | | |
|-----------------|--|
| 1. transparency | a) illegal, bad, or dishonest behaviour, especially by people in positions of power; |
| 2. graft | b) the act of putting yourself or someone else onto the official list of members of a course, college, or group; |
| 3. income | c) the way that organizations or countries are managed at the highest level, and the systems for doing this; |
| 4. literacy | d) the quality of being done in an open way |

- without secrets;
5. corruption e) a situation in which something is not likely to move or change;
6. poverty f) the ability to read and write;
7. governance g) the right of different groups of people to have a similar social position and receive the same treatment;
8. enrollment h) money that is earned from doing work or received from investments;
9. equality i) the condition of being extremely poor;
10. stability j) the act of getting money or advantage through the dishonest use of political power and influence.

7

Translate the following sentences from Ukrainian into English.

1. За світовою статистикою, в країнах з низькими прибутками рівень письменності населення набагато нижчий, ніж в країнах, де бідність не є гострою соціальною проблемою.
2. Освіта допомагає людям краще влаштувати своє життя, а також створює можливості для стійкого економічного росту країни.
3. Освіта допомагає попередити поширення ВІЛ/СНІД та інших тяжких захворювань.
4. З кожним додатковим роком у школі людина підвищує свої шанси більше заробляти на 10%.
5. Письменним людям у всьому світі набагато легше знайти добре оплачувану роботу.
6. Освіта має властивість покращувати світ. Якщо удосконалювати освіту, інші сфери також матимуть позитивний вплив.
7. Безграмотність негативно впливає на життя людини, бо ті, хто не вміє писати та читати, ненадійні, нерозумні, незрілі та недбалі.
8. Освіта допомагає боротися з корупцією та хабарництвом, заохочує до прозорості, стабільності та ефективнішого управління, покращує здоров'я, збільшує доходи та стимулює гендерну рівність.

SCHOOLING

8

Read the article below and choose the best title.

- a) The world of entertainment
- b) Too cool to be at school?
- c) How to win a music award

The
BRIT
SCHOOL



The BRIT school in Croydon, south London, is no ordinary school. You won't see whole classes struggling to stay awake in French lessons. You won't find the students at this school hanging around the park (1). You're more likely to find students mixing tracks, practicing their dance routines or doing voice

exercises. Homework could be anything from writing an episode of a soap (2) to choreographing a dance. (3), this is a school which kids actually want to go to.

There are over 750 rising stars between the ages of 14 and 19 at the BRIT school. Everyone under 16 studies normal GCSEs (4). After 16 you can do vocational courses and A-levels in media-related subjects (5). As it's the UK's only non-fee paying entertainment school, competition for places is tough.

The children have summer holidays like other kids, but, (6), the summer is busier than ever. Each year, hundreds of teenagers, sponsored by Sky Television, follow a three day residential course at the school, and some of these may join the school as full-time students (7). Walk into the school on a typical day in the summer and you will find an astonishing range of activities going on.

There may be the sound of bongos coming from the World Music class, (8) or a group of students gathered in a recording studio. Everyone you look, (9) – why couldn't school always be like this?



9

Find the places (1-9) in the text where the phrases should go. Two of the phrases do not belong to the text.

- a) a talk show going on in the TV studio
- b) after the holidays
- c) along with performing arts qualifications
- d) you find fascination and concentration

- e) for the school
- f) hard as it may be to believe
- g) like film production
- h) making it in the pop world
- i) or editing a pop video
- j) told off by their teachers
- k) when they should be in class

10 Listen to the interview with three summer students of the BRIT school (Amina, Danny, and Margot). Answer the questions deciding who of them did the following:

- a) did not enjoy a lesson about marketing?
- b) did not expect to enjoy dancing?
- c) did not expect to enjoy music technology?
- d) enjoyed radio work?
- e) enjoyed video recording?
- f) is the most unhappy about being away from home?
- g) plans to go to university?
- h) wants to be a TV presenter?
- i) wants to be an actress?
- j) were surprised to win a place at school?

11 Listen to three people talking about the schools they used to go to. In the table tick the topic each one is talking about.

| | teachers | homework | punishment | friends | uniform |
|--------|----------|----------|------------|---------|---------|
| Louise | | | | | |
| Jim | | | | | |
| Debbie | | | | | |

12 Listen again and decide whether these statements are true or false.

1. Louise lived at her school
2. Louise liked her uniform
3. Louise enjoyed two subjects most
4. Jim used to have lunch at school
5. Most of Jim's teachers were old
6. Some of Jim's young teachers had really loud voices
7. Debbie didn't like her school
8. Debbie had to keep a diary
9. At school, Debbie went to, pupils didn't get any punishment
10. Debbie used to go to a pub with one of her friends

13 Use one of the expressions in each answer and tell how you felt at school about the subjects given in the box.

- I really enjoyed ...
- I was extremely interested in...
- I was fascinated by...
- I was quite interested in...
- I wanted to know more about...
- I didn't know anything about...
- I was not very interested in...
- I always wanted to learn...
- I was not in the least interested in...
- I didn't like... at all.
- I was bored by...
- I used to think... was boring, but then I got interested in it.
- I think... was a complete waste of time.
- I hated...
- ... were most difficult/easiest
- I thought ... would be useful/useless in the future.
- I wouldn't like to see ... on a school curriculum.

- Algebra**
- Archaeology**
- Astronomy**
- Art**
- Biology**
- Chemistry**
- Computer studies**
- (Handi)craft(s)**
- Dancing**
- Economics**
- Environmental studies**
- Ethics**
- Foreign languages**
- Geography**
- Geometry**
- History**
- The humanities**
- Law**
- Literature**
- Mathematics(Maths *BrE*/Math *AmE*)**
- Music**
- Native language**
- Nature studies**
- Philosophy**
- Physical education**
- Physics**
- Principles of personal and social safety**
- Psychology**
- Religion**
- Science**

14 Here are some school subjects, but the letters are mixed up. What are the subjects?

Example: TREPCUMOS*computers*

- | | | | |
|------------|-------|-----------------|-------|
| 1. TAHSM | ..... | 11. GARYOCEOAHL | ..... |
| 2. IRTHOSY | ..... | 12. HMYSCTERI | ..... |
| 3. CNECSEI | ..... | 13. CTESIH | ..... |
| 4. NISGEHL | ..... | 14. POGHREGAY | ..... |

| | | | |
|---------------|-------|-----------------|-------|
| 5. RAT | ..... | 15. SHIPSCY | ..... |
| 6. SIMCU | ..... | 16. OCSYPOHYLG | ..... |
| 7. EMTIHANSUI | ..... | 17. AGEGUNALS | ..... |
| 8. MCOSOCNIE | ..... | 18. LYPISOPONH | ..... |
| 9. RAGALEB | ..... | 19. FIHRACDATNS | ..... |
| 10. EGRMEYTO | ..... | 20. OGINIREL | ..... |

15 Translate the passage into English, using the active vocabulary from the exercises above:

Раніше діти йшли до школи у віці 7 років, а зараз починають навчання у 6. Вони навчаються у початковій та середній загальноосвітній школах. У молодшій школі учні вчать писати, читати та рахувати. До основних предметів входять: іноземна мова, малювання, фізкультура та співи. Протягом першого року навчання школярам не ставлять оцінки, а тільки заохочують до навчання. Їм також не задають домашнього завдання. У середній школі у розкладі з'являються такі предмети як література, історія, трудове навчання, географія, етика, алгебра та геометрія. У старшій школі учні вивчають інформатику, хімію, ОБЖД, країнознавство, основи економіки та деякі інші. Приватні школи можуть вносити додаткові предмети до обов'язкової програми.

16 Translate into Ukrainian the list of words and word combinations. Fill in the gaps with an appropriate word and use each phrase in a sentence of your own.

- | | |
|--------------------------------------|-------------------------------------|
| to enjoy studying | to work with relish and application |
| to be bored with | to swot |
| to be at odds with | to do a lot of swotting |
| to loathe | to slave at one's books |
| to be a top/bottom pupil | to spend one's time on books |
| to be at the top/bottom of the class | to spend a lot of time practicing |
| to lead the class in | to be obliged to |
| to do well/badly | a mark for an answer |
| to be good/bad at | a mark in a subject |
| to have ability/a gift for | to get a mark |
| to be a genius | to give a mark |

1) to ... the class in; 2) to be at odds ...; 3) to be a g...; 4) to spend one's time ... books; 5) to work with relish and ...; 6) to be at the b... of the class; 7) to do a lot of ...; 8) to be good ...; 9) to be bored ...; 10) a mark ... an answer; 11) a mark ... a subject; 12) to have ability ...; 13) to have a gift ...; 14) to ...\...a mark; 15) to ... at one's books; 16) to put ... a lot of reading; 17) to be obliged ...

17 Translate the passage into English. Make use of the words and word combinations from exercise 16.

Мій син - не геній, проте має певні здібності. Він схильний до гуманітарних наук, але йому погано дається математика. Хоча він витрачає багато часу на читання та виконання вправ, йому цього не досить, і він змушений зубрити правила. Він не зважає на те, що зубрити важко тому, що хоче отримувати найвищі оцінки з цієї навчальної дисципліни. Зараз Сергій найкращий учень у класі, і тому отримує насолоду від навчання. Сподіваюсь, що йому не набридне навчання, та він і надалі буде працювати з насолодою та ретельністю, та буде першим у класі. Коли вчителі ставлять йому відмінні оцінки за гарні відповіді, ми всі так пишаємося ним!

18 In pairs, talk about your work at school. Make use of the active vocabulary from exercise 16.

19 Read the summary, then listen and fill in the gaps.

The idea remains that students are 1) ... containers which a teacher fills with knowledge. However, this approach no longer works. The teacher's role is no longer simply to feed information to students. Facts are available in 2) ..., on CD ROMS and on the 3) ... What students need are the 4)...to find this information. Cooperative learning encourages 5)..., tolerance and helpfulness towards others. Students work in pairs, in threes and in 6) ... of four. The teacher is the 7)..., not the master. Brett Melville, a pupil, says: "In our class, we have time to discuss issues and 8)... in detail." Lynne Gedye, a teacher, says: "The children's response was 9)..." Cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is 10)... and effective.

20 Read the text about a new teaching method. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

COOPERATIVE KIDS

“The concept of cooperative learning is alien to all of us who were taught the traditional way, but it offers our children the adventure of finding their own answers”, Di Lilford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher

from the 19th century into a modern classroom she would be able to carry on teaching without pause. 0 – D The idea remains that students are empty containers which the teacher fills with knowledge, and that all students have to do is listen and write.



Education consultant Alyce Miller says: "This approach does not work in today's changing world. We are not teaching creative problem-solving. We encourage competition, believing that this brings out the best in

people." But this is not so. 1 - _____ She goes on to say that the teacher's role is no longer to feed students with information. "The facts are available in libraries, on CD ROMS and on the Internet. What students need are the skills to find this information, to use it and to think creatively in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and helpfulness towards others. 2 - _____

In cooperative learning classes, the traditional classroom physical layout is abandoned. 3 - _____ Pupils learn to work first in pairs, then in threes, and finally in teams of four. Students are required to participate actively in discussing and shaping their own knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect assumption that many people make about cooperative learning is that it is merely group work. It is much, much more. 4 - _____ With this technique, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same material as you would using the normal method, but this way you learn how to work with others at the same times. In our class, we are given enough time to discuss issues and problems in detail." 5 - _____

One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was tearing my hair out, wondering what to do, but I need not have worried. The children's response was amazing.

6 - _____

All in all, it seems that cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is both more fun and more effective for pupils and teachers alike.

- A. Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to share ideas.
- B. The strong ones coached the weak ones endlessly so that they could participate in the question time too.
- C. However, she believes that this method is not suitable for all pupils.
- D. Teaching methods have hardly changed in one hundred years.
- E. She says that good relationships are the key to effective learning.
- F. Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of living.
- G. He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H. It recognizes that pupils do not have the skills to work together.

21 Fill in the correct word(s) from the list below:

concentrate on tolerance participate approach issues
abandon merely motivation concept skills

1. Reading and writing are two of the ...which are considered to be most important in life. (*learnt abilities*)
2. The Parent-Teacher Association meets monthly to discuss ... concerning the school. (*topics*)
3. A very complex subject is best taught using a simple... (*method*)
4. When reading a text, language learners need to ... the sentence structure and prepositions, as well as the vocabulary. (*pay full attention to*)
5. Teaching a subject in a lively, interesting way increases a student's ... to learn. (*willingness*)
6. Miss Dean has so much ... that she can handle even the most difficult of students. (*patience*)
7. Many teachers want to ... continual testing and concentrate more on teaching, (*stop doing*)
8. If you want to ... in this game, you must listen to the instructions first. (*take part*)
9. Arithmetic is ...the introduction to advanced mathematics, but it must be learnt thoroughly. (*just*)
10. The ... of formal examinations dates back to ancient China. (*idea*)

22 Fill in the correct word(s) from the list below. Use the words only once.

education life to feed to work
to go on to tear changing mathematics
to share operating to solve cooperative

- | | | |
|--------------------|---------------------------|--------------------|
| 1. ...learning | 5. ...theatre | 9. ...department |
| 2. ...consultant | 6. ...ideas | 10. ...skills |
| 3. ...to say | 7. ... a(n) world | 11. ... in pairs |
| 4. ...the problems | 8. ...sb with information | 12. ...my hair out |

23 Underline the correct item.

1. A new teacher is joining our English **part/department/section** this term.
2. Cookery is a useful subject for girls and boys **like/alike/likely**
3. My brother, who speaks fluent French, **coached/studied/practiced** me in the subject before the exam.
4. The student **paused/stopped/ended** before answering the question.
5. Her teaching **process/technique/way** involves getting to know each student's needs.

24 Fill in the correct preposition, then choose any five items and make up sentences.

- 1) alien...sb; 2) to concentrate...sth; 3) to feed sb...sth; 4) to be responsible...sth/sb; 5) to share sth...sb; 6) to be the key...sth; 7) to participate...sth; 8) to discuss sth...sb; 9) to be important...sb/sth; 10) ...detail; 11) all...all; 12)...my own; 13) to be suitable...sb/sth.

25 Look through the text in exercise 20 again and discuss these questions:

- 1..... What is the students' and teacher's role in cooperative learning?
- 2..... What are the benefits of this new method of learning?
- 3..... Does the classroom layout differ from the one in a typical classroom?
- 4..... What skills do the pupils gain from cooperative learning?
- 5..... Would you enjoy being taught this way?

26 Read the passage that introduces another opinion on education. Put each of the following words or phrases in its correct place in the passage.

| | | | |
|---------------------|--------------------|-------------------|----------------------------|
| <i>elite</i> | <i>divisive</i> | <i>potential</i> | <i>gifted</i> |
| <i>classless</i> | <i>spontaneity</i> | <i>cram</i> | <i>streaming</i> |
| <i>conventional</i> | <i>labelled</i> | <i>privileged</i> | <i>inferiority complex</i> |

It is interesting that in some countries which are socialist and therefore supposedly a) ..., the educational system is based on b) ... which means that children are educated according to their ability, with the more c) ... children separated from the

others. Supporters of this system say that more intelligent children will be helped to achieve their full d) ... in this way and that these children will be held back if they have to share lessons with less clever pupils.

Opponents of this system, on the other hand, maintain that it creates an educated e) ..., a special class of f) ... people who are encouraged to think of themselves as superior to the others. Similarly the others may, as a result of being g) ... second-rate, develop some kind of h) In a word, such a system is i) ..., since it creates a division between people. Another important question in education is the amount of freedom and choice children should be given at school. The conservative view is that a j) ... system of strict rules is best. However, critics of this attitude say that it causes regimentation, as in the army, and discourages children's natural imagination and k) We must ask ourselves what the purpose of education is: to l) ... children's heads with facts or to encourage them to develop their natural abilities in their own way?

27 Give the English equivalents to the given words and phrases:

Навчати дітей згідно з їхніми здібностями; відокремлювати талановитих дітей від інших; повністю розкривати свій потенціал; противники цієї системи; кращий ніж інші; мати ярлик другорядності; розвинути комплекс неповноцінності; традиційна система; перешкоджати розвитку природньої уяви та безпосередності у дітей; набивати голови дітей фактами; заохочувати дітей; система, що викликає розбіжність думок; система, що базується на розподілі учнів по паралельних класах з урахуванням їхніх здібностей.

28 In pairs, compare cooperative learning and education based on streaming. Tell about their advantages and disadvantages.

29 Read the rules for attending school in North America. Tell which of them were also true about your school.

1. Always arrive in class **on time** or little earlier.
2. **Raise your hand** when you want to ask a question.
3. You may speak to the teacher from your desk while you **are seated**.
4. When you **are absent**, you must **make up the work** you have missed.
Ask a teacher or a classmate for the work.
5. If you expect to **be away from school** because of an emergency, tell your teacher **in advance**, if possible, and ask for the work you will **miss**.
6. All assignments you **hand in** must be your own work.
7. Never **cheat on a test**. (Never look at or copy another student's paper when you **are taking a test**).
8. If you **are having difficulty with a class**, ask the teacher for help. The

teacher will be glad to help you.

9. Bring a note from your parent or guardian explaining any **absences** or **tardiness**.
10. You may miss school because of personal illness, a death in the family, or a religious holiday. It is illegal to **stay home from school** for any other reason.
11. You must **work hard** in your courses.
12. Teachers must consider all students equal in the classroom and must **judge** them only **by the quality of their work**.

30 From the exercise above, select synonymous words or word combinations to the expressions:

1) to arrive in class not late, 2) to work a lot, 3) to consult notes or smb's paper on a test, 4) a case of being late, 5) to warn, 6) a case of not being present in class, 7) not to be present in class, 8) to give marks only taking into account pupils' work, 9) to show all homework done for a period of absence, 10) to give a test paper or homework to the teacher to check, 11) to spend time in class writing a test paper.

31 Give the English equivalents for the word combinations.

Попередити заздалегідь, вчасно, бути відсутнім, піднімати руку, писати контрольну, відповідати сидячи, відпрацювати пропущений матеріал, записка від опікуна чи батьків (що пояснює причину запізнення чи відсутності), пропускати школу, здавати власноруч виконані завдання, наполегливо працювати, списувати на контрольній, оцінювати учнів за якістю їхньої роботи, мати проблеми з засвоєнням матеріалу.

32 Translate the list of word combinations. Ask your partner questions about the discipline at school where he studied. Share the obtained information with the group.

a strictly disciplined school

to be a strict disciplinarian

to be a strict/lenient teacher

to be reluctant to accept school discipline

to break the school rules

to disrupt discipline/lessons

to restore discipline in class

to teach one's classes effectively

to use modern teaching techniques and educational technologies (education facilities)

a problem child

to keep marks to a respectable standard

a parent-teacher meeting
cooperation between schools and parents
to produce the desired effect
to be promoted to another year
to leave/finish school
to graduate from school(university) with honours

1. Were there any rules for attending your school? What were they?
2. Was your school a strictly disciplined one?
3. Were all your teachers strict disciplinarians?
4. How did you manage to keep your marks to a respectable standard?
5. Who was reluctant to accept school discipline in your class? Were you among such pupils?
6. Did you ever break the school rules? Did you disrupt discipline?
7. Did you help a teacher to restore discipline in class?
8. Did you have problem children in your class or problem schools in your town/city?
9. Who usually went to parent-teacher meetings – your father or your mother?
10. Do you think there should be better co-operation between schools and parents?
11. How many classmates graduated from school with honours? Were you among them?

33

Mr. Backham, an ex-teacher, is writing a letter to the editor of a local British paper about the school discipline that is worrying him a lot. Help him finish the letter advising how to improve the school discipline in British schools. Use the active vocabulary.

Dear Sir/Madam,

Teachers in some secondary schools in Britain are worried that their jobs may become impossible shortly unless something can be done to restore discipline in the classrooms. In the problem schools, mostly in large cities, a small minority of teenage pupils deliberately disrupt lessons to such an extent that the teachers can no longer teach their classes effectively.

Some within the teachers' unions consider that the permissive nature of modern society is responsible. Small children who are continually encouraged to express their individuality without restriction are naturally reluctant to accept school discipline when they grow older. Furthermore, modern teaching techniques, which appear to stress personal enjoyment at the expense of serious academic work, might be teaching the child to put his own selfish interests before the duties at school.

Perhaps the problem can be solved by...

Yours faithfully, Mr. Backham

34**Translate into English, using the active vocabulary.**

1. Школярі не хочуть коритись шкільній дисципліні: вони часто порушують правила поведінки в школі, іноді навіть зривають уроки.
2. Тільки вимогливий до поведінки вчитель міг результативно проводити уроки у нашому класі.
3. Співпраця між школою та батьками допомагає зменшити кількість проблемних дітей. Батьківські збори можуть дати бажаний результат у вирішенні цього питання.
4. Деякі проблемні учні не змогли підтримати свої оцінки на належному рівні, отож не були переведені до наступного класу.
5. У школі з високим рівнем дисципліни забороняється порушувати шкільні правила. Багато учнів закінчують таку школу з відзнакою.
6. Сучасні технічні засоби роблять навчальний процес більш цікавим та ефективним.

35**Read the text and introduce the best title for it.**

School uniform is an issue that has caused a lot of debate in the last few years. Many students feel they lose their identity when everyone is required to wear the same clothes to school. In addition, it takes away their freedom to make decisions. Teenagers, in particular, refuse to wear what everybody else is wearing as it stops them from feeling unique and special, thus, hurts the need for self-expression.

Others say that a school uniform makes students equal. Many teachers and school administrators are looking to a school uniform or a school dressing code as a means of instilling a feeling of discipline in the classes as well as an atmosphere of learning.

Some English students, however, have recently come out in support of school uniforms. According to a survey of 1.300 teens, 67% of the boys and 52% of the girls prefer wearing uniforms to school. They say that it saves their time in the morning, as well as sets the tone for a proper work attitude at school, and finally, stops feelings of jealousy between them.

36**Explain the meaning of the following phrases used in the text:**

To cause a lot of debate, to lose one's identity, to make students equal, to hurt the need for self-expression, to look to sth as sth, to set the tone for work, a means of instilling a feeling of discipline, an atmosphere of learning, to come out in support of sth.

37 In two columns, write out from the text all the reasons for and against wearing school uniform.

38 In pairs, answer the questions:

- 1) What did you feel like when you were required to wear the same clothes as your school-mates?
- 2) When do you feel that you lose your identity?
- 3) How did teachers instill a feeling of discipline in the classes when you studied?
- 4) What can create an atmosphere of learning?
- 5) Is wearing school uniform a good idea?

39 Tell the rest of the group about the rules and discipline at your school.

40 Listen to the interview with Graham Grant, an English teacher, who will tell about life in a Japanese school. Write the word you hear in the gaps provided in the following sentences.

1. I think it's the Japanese ... to jobs.
2. People usually stay with the same company from the time they leave school or university until they
3. It's less relaxed and more
4. There are about forty pupils in each class and ... is quite
5. The pupils sit in ..., and before each lesson they stand up and ... to the teacher.
6. ... and ... are very important in Japan.
7. It's considered ... to question a teacher.

41 Listen again and answer the questions.

1. Why is education so important in Japan?
2. "Children must do well at school." Why?
3. At what age do they start to work hard?
4. What do they do in class?
5. What do they do in the evening?
6. Do they have a long holiday?
7. How do they spend their weekends and holidays?

42 Divide into two groups. Each group has seven answers to seven questions about the interview. Make up questions. Then ask the other group to answer them.

Group A

1. ...?-He's teaching Japanese in England.
2. ...? - About life in a Japanese school.
3. ...? - It's the Japanese attitude to jobs.
4. ...? - In Britain, for example.
5. ...? - They usually stay from the time they leave school or university until they retire.
6. ...? - About forty.
7. ... - Because it is rude to question a teacher.

Group B

1. ...? - Because after that it's too late.
2. ...? - At twelve.
3. ...? - Six.
4. ...? - Three or four hours every night.
5. ...? - Sports clubs, art clubs, English clubs.
6. ...? -Yes, they do, because they are never bored.
7. ... - She is probably watching TV.

43 Match two halves of these expressions to make some questions about education. Ask them your partner.

| | |
|---|--|
| <ol style="list-style-type: none"> a) How easy is it to get a b) Have you ever taken a course c) What qualifications do you need if you want to go d) What sort of things do you think it is best to learn e) What time of day did you find it hardest to pay f)How do you apply for a place at g) In which school subjects did you always use to get h) When was the last time you failed an | <ol style="list-style-type: none"> 1. in another foreign language? 2. low marks? 3. attention in class? 4. on to further education? 5. exam? 6. by heart? 7. university? 8. bank loan to pay your university fees? |
|---|--|

44 Read the article about three people (Ronny, Ann and Henry) who proved their teachers wrong. Answer the questions.

- a) Who was advised to just get married and raise a family?
- b) Who followed the teacher's advice and didn't go to university
- c) Who failed a maths exam at school but now does all the company accounts.

Read the article again and find the expressions in bold from exercise 43 that are used. Which expression is not used in the article?

LOOK AT US NOW!



A. Romy Adams runs a catering company. She started off in her own kitchen and now runs three catering teams from premises in North London and caters mainly for conferences.

My maths teacher would die if she knew that I run my own company and do all the accounts myself. On my school report, she wrote, “I see very little point in entering Rosemary for maths GCSE. Judging by the consistently low marks she has been getting this term, she is bound to fail the exam”. She was right of course, but when I wanted to set up my own company, I took an evening course in maths and accounting, and I was one of the best in class! A bit of motivation goes a long way!



B. Ann Waterman is a judge and has been an active member of parliament for the last ten years.

I was sent to a rather old-fashioned boarding school run by nuns. I obviously didn’t make much of an impression there, because their final comment was, “She has been a mediocre student and is unlikely to go on to further education. We think she is best suited to getting married and raising a family”. The first thing I did when I left school was join the women’s liberation movement.



C. Henry Woods is an actor. He is at present filming a series to be shown on television in the autumn.

History was the only subject I was any good at. That’s because the history teacher never made us learn lists of dates by heart – but would sit and tell stories and bring it all alive. But other teachers used to say things like, “Henry lives in a dream world. He needs to pay more attention” – that sort of thing. The worst one was at the end of secondary school. I was hoping to go to university, but then my teacher wrote a comment on my report which took away all my confidence. He put, “Henry is not expected to pass his A-levels with sufficiently high grades to gain a place at university. He would do well to lower his expectations”. So I didn’t apply for a place at university, I got a place at acting school, and the rest is history, as they say. I suppose it was fate, but I still feel angry with that teacher.

45

Translate the passage into English.

Я закінчила школу 20 років тому. Я досить добре пам’ятаю свої шкільні роки. То були щасливі дні. Навчальний рік починався 1 вересня і тривав аж до кінця травня, та поділявся на 4 чверті. Після кожної чверті були

канікули, найдовші з яких, зимові, тривали 2 тижні. Протягом навчального року ми ходили до школи 6 днів на тиждень. Навчальний день починався о 8.30 і тривав у старших класах до 3 годин, а в молодших, де було лише 4-5 уроків на день - до 1 години. Раніше ми були зобов'язані носити шкільну форму. Це була коричнева сукня з білим комірцем і манжетами, а також чорний фартух для дівчат. Хлопці носили коричневий костюм та сорочку. Щодо домашнього завдання, я не пам'ятаю, щоб проводила стільки часу за книжками, скільки моя дочка зараз. Мені вистачало часу і погуляти, і подивитись телевізор, і пов'язати. Вчителі? Вони були різними. Пам'ятаю свою вчительку з алгебри у 7 класі, яка була дуже суворим та вимогливим вчителем, і всі її боялись. В мене не дуже добре складалось з математикою, і я отримувала не дуже гарні оцінки. У мене був хист до гуманітарних наук і цікавилась ними. Особливо мені подобалась література та історія. Я вважаю такі предмети, як праця та співи, марною тратою часу. Хімія спочатку здалась мені нудною, але потім я зацікавилась нею, і досі вважаю її корисним навчальним предметом.

46 Write an essay about your studies at school. Use the active vocabulary. Stick to the following plan:

- the introduction – general comments on your life at school and its atmosphere;
- the main body (2-3 paragraphs – dwell upon the subjects, teachers, friends, discipline, punishment, uniform you had there);
- the conclusion – give the summary of what knowledge and experience you obtained in it.

CHOOSING A UNIVERSITY. ADMISSIONS.

47 Look at the list below and decide which things were important to you when you were choosing a university. In pairs, ask each other questions and write in three columns what things were very important, important, or not important to your partner, when he/she was choosing a university. Share the information with the group.

The University should be:

- in a large city
- in the countryside near skiing and water sports
- very large (over 20.000 students)



very small (under 5.000 students)
 world-famous
 coeducational (men and women)

The University should have:

- an excellent department in your field
- a large library
- professors who are doing important researches
- good athletic facilities, open to all students
- famous sports teams
- many students from your country
- clean, comfortable dormitories
- apartments for married students
- modern, well-equipped science laboratories
- religious and social clubs for your free time
- a student-run radio or TV station
- professional schools of law, business, and medicine
- cafeterias with good food
- opportunity for students to do part-time work
- a foreign-student advisor



48 Imagine that your partner is still looking for a university. Look at the catalogue entries together. Find a university for your partner. Include the features he/she thinks are Very Important. Justify your choice.

| | |
|----------------------------|--|
| | GRINNELL COLLEGE |
| Location & Student Body | Rural – 90-acre campus in Grinnell, Iowa. Most students are from the U.S. 6% foreign. |
| Academic Program | A 4-year undergraduate program in the arts and sciences. Preprofessional programs in architecture, medicine, nursing, law, and engineering. |
| Enrollment | 696 men; 564 women. |
| Buildings | Library – 273,000 volumes. Hall of Science (modern laboratories). Fine Arts Centre (theatre, dance and music studios). Dormitories. Student Union. |
| Faculty | 105. Most faculty have Ph.D. degrees. Student-faculty ratio: 11:1. |
| Cost | Moderate. Scholarship, loans, and campus jobs are available. |
| Extracurricular Activities | Concerts, lectures, intercollegiate sports. |

| | |
|--|--|
| <p>Location & Student Body</p> <p>Academic Program</p> <p>Enrollment</p> <p>Buildings</p> <p>Faculty</p> <p>Cost</p> <p>Extracurricular Activities</p> | <p>UNIVERSITY OF SOUTHERN CALIFORNIA</p> <p>Urban – Los Angeles, California. 70% of students are from California. 13% of undergraduates are foreign. More international students than any other U.S. college.</p> <p>21 colleges – one of the largest universities in the U.S.: Arts & Sciences, Architecture, Business Administration, Dentistry, Education, Engineering, Law, Medicine, Performing Arts, Social Work, and more.</p> <p>Undergraduate: 8, 775 men; 6, 488 women. Graduate: 8, 200 men; 4, 000 women.</p> <p>Library – 2, 036, 000 volumes. Dormitories.</p> <p>1, 600 full-time. 1, 100 part-time. Faculty is research-oriented. 95% of full-time faculty have Ph.D. degrees.</p> <p>Very expensive.</p> <p>Fraternities, sororities, all sports, newspaper, band, orchestra, chorus, winning football team.</p> |
| <p>Location & Student Body</p> <p>Academic Program</p> <p>Enrollment</p> <p>Buildings</p> <p>Faculty</p> <p>Cost</p> <p>Extracurricular Activities</p> | <p>COLUMBIA COLLEGE (COLUMBIA UNIVERSITY)</p> <p>Urban – New York City. 32% of students are from New York area; 23% members of minority groups; 2% foreign.</p> <p>World-famous for its high quality. All students must study a core-curriculum emphasizing Western civilization.</p> <p>2, 900 undergraduate students; coeducational; over 12, 000 graduate and professional school students.</p> <p>Library – 5.5 million volumes. Dormitories for 85% of the students, many in new or remodeled old buildings. Difficult to find apartments in the area.</p> <p>100% have Ph.D. degrees. Student-faculty ratio: 8:1.</p> <p>Very expensive.</p> <p>13 intercollegiate men’s athletic teams; 10 teams for women. Strong in soccer and tennis; student newspapers, radio station, dramatics; religious organizations.</p> |
| <p>Location & Student Body</p> <p>Academic Program</p> <p>Enrollment</p> <p>Buildings</p> | <p>UNIVERSITY OF COLORADO AT BOULDER</p> <p>Suburban – 600-acre campus along the Rocky Mountains. 60% students are from Colorado; 4% foreign.</p> <p>Colleges of Arts and Sciences, Business Administration, Engineering, Music, Education, and others.</p> <p>18, 000 undergraduate; 4, 000 graduate students.</p> <p>Very beautiful Italian Renaissance style buildings. \$3</p> |

| | |
|----------------------------|--|
| Faculty | million student recreation building. Planetarium. |
| Cost | Dormitories for 5, 500 single students. Apartments for 587 married students. |
| Extracurricular Activities | 86% have Ph.D. degrees. Student-faculty ratio: 18:1. Inexpensive – state-supported public university. Clubs, religious groups, student newspaper, concerts. Wonderful location for skiing and hiking. |

49 Read the text. Choose the appropriate answers (A, B, or C) for statements 1-5.

MAKING YOUR MIND UP

Leaving school and going on to higher education is an exciting thought. You will be spreading your wings and probably living away from home for the first time.

Whether you choose to go to university or take up vocational training, you will find yourself taking on a lot of responsibility.

A university or college education has many attractions. A degree is still a must for many careers, and graduates tend to earn more than non-graduates. University life also gives you important experience as you leave home, mix with new people, learn to stand on your own two feet and broaden your horizons.

There are plenty of universities to choose from. As well as looking at those which have a good reputation in your subject, you ought to consider more practical questions and draw up a shortlist:

- Do you want to live away from home?
- Do you want to live on campus?
- Are there societies which interest you?
- What is the cost of living in different areas?
- How quickly can you get home for weekends and holidays?

Of course you should choose the university that best suits your academic and personal needs, but do bear in mind that the cost of living is very different throughout the country. High accommodation costs can really stretch your budget. Contact the accommodation officers at the universities on your shortlist and find out the average rents in the areas before you make your final decision. To survive as a student means not only to study well but to keep the golden rules, which are to plan ahead and to budget. You will need to be strict with yourself. Try following these tips:

- Set yourself a spending limit at the start of each week and do all you can to stick to it.

- Don't buy things that you don't need. It's amazing how small amounts can add up over a 10-week term.
- Don't buy course books until you reach college. Then scan the main notice-board for second-hand books. You could save yourself a small fortune.
- A Student Coach Card is a must if you travel by coach. And Young Person's Railcards and monthly bus tickets can save you money too. For more details, contact your local train station, bus or coach company.

Remember that you cannot claim social security benefits during the holidays. So your grant and the money from your parents, must last you 52 weeks of the year. If possible, get a job during the holidays.

1. You will find yourself taking on a lot of responsibility if you...
 - A. live away from home.
 - B. choose to go on to higher education.
 - C. leave school.
2. A degree...
 - A. is a university attraction.
 - B. is a must for everybody in life.
 - C. is required for many jobs.
3. University life gives you...
 - A. important experience.
 - B. good reputation in your subject.
 - C. an opportunity to live away from home.
4. A good university is the one that...
 - A. suits your budget.
 - B. has golden rules.
 - C. suits your academic, personal needs and accommodation requirements.
5. You should plan ahead or budget ...
 - A. a week's spending limit.
 - B. expenses on books and transport.
 - C. all mentioned above.

50 Read the information in boxes and say which country you would prefer if you were going to enter a university together with Gina, Renata and Alex. Explain your choice, naming both advantages and disadvantages of each.

Gina, Renata and Alex have been good friends throughout high school. They have often studied together for their tests. They all have good grades, and their teachers consider them conscientious students. After high school they want to attend a university.

COUNTRY A

In country A, they would have to take a national examination to enter any university. Furthermore, they would have to rank in the top 10 percent of all students in the country in order to enter a university. Yet, if they were accepted, they would pay very little or nothing for their education.

COUNTRY B

In country B they would have a choice of government-supported or private universities. Moreover, more students would have an opportunity to enter a university. Yet, under the circumstances, the students would still have to pass certain tests and pay a lot for their education.

51

In pairs, discuss what university education a country should provide.

1. Should a university education be open to:
 - a) both women and men?
 - b) only students with the best grades?
 - c) economically disadvantaged groups?
 - d) students from rich families?
 - e) older students who wish to return to school?
 - f) minority students who speak other languages or dialects within the country?
 - g) students with poor academic skills?
 - h) physically handicapped (blind, deaf, crippled) students?
 - i) students from other countries?
 - j) all who want it?
2. Should a single test be used as a way of selecting students?
3. What are some other criteria for selecting university students?
4. Under the circumstances, that some private universities do not have very high standards for admission, should any student, who can afford to pay the tuition, obtain a degree?

52

Study the list of words and word combinations. Fill in the gaps with prepositions and make up sentences of your own with each phrase:

| | |
|--|---------------------------------------|
| a school-leaver | to make all enquiries (about) |
| to get one's high-school diploma | to be founded |
| to worry about one's future | department |
| to choose a career | academic department |
| to take up a career | teaching staff/faculty |
| to make up one's mind/to decide | to boast (of) versatile international |
| to have several choices open to somebody | contacts |
| | to meet the demands of the time |

| | |
|---------------------------------------|------------------------------------|
| (not) to be cut out for | to get varied education background |
| to force | out-of-town |
| to take a low paid job | hall of residence/dormitory |
| practical skill(s) | hostel |
| to give/have a better chance of | prestigious |
| promotion and higher wages | to get a higher education |
| to gain practical experience in one's | to go to university |
| job | a day-time/evening course |
| to take full time course (in) | |
| correspondence/external studies | |

To worry ... one's future, to be cut, to make ... one's mind, to have several choices open ... somebody, to give/have a better chance ... promotion and higher wages, to gain practical experience ... one's job, to take a full time course (...), to go ... university, to get one's diploma (...), to make all enquiries (...), to boast ... versatile international contacts, hall ... residence.

53 Translate into English.

Всі випускники після закінчення школи турбуються про своє майбутнє та починають обирати кар'єру. Той, хто не може вибрати сам, звертається за порадою до батьків. На жаль, за деяких випускників все вирішують самі батьки, іноді навіть змушують отримати вищу освіту.

Той, хто відчуває, що, наприклад, є природженим лікарем, обирає цю професію, інші ж зовсім не створені для медицини. Ті, хто мають здібності або навіть дар до мов, мають декілька можливостей вибору: стати вчителем або перекладачем. Професія перекладача, на мою думку, більш престижна, тому що перекладачі мають більше шансів на високооплачувану роботу. Але, щоб отримати вищу освіту, всі повинні навчатися в університеті, краще на денній формі навчання, проте існує ще й заочна, що зручна для тих, хто працює. Після отримання диплому, корисно ще й набути практичного досвіду та певних практичних навичок у роботі. Але це відбудеться пізніше.

Отже, обираючи університет для навчання, доцільно спершу поцікавитись, коли він був заснований, чи пишається університет міжнародними зв'язками, які форми навчання є в університеті, чи є можливість для приїжджених студентів проживати у гуртожитку. Важливо також дізнатись про викладацький склад, кафедри, факультети, навчальні дисципліни, адже ви хочете отримати різнобічну освітню підготовку, чи не так?

54 In pairs, tell your partner how you were choosing a university. Make use of the words and word combinations from the exercises above.

55 Translate the list of words and word combinations. Make up sentences with ten of them. Read the sentences to your partner and ask him/her to translate them into Ukrainian.

to be fresh from school; applicant/entrant; board; university admission board; notice board; to apply for entry; to meet the entrance requirements; to be eligible for entry; high standards for admission; to enjoy priority; to be refused admission; to enroll/accept; to be enrolled/admitted to University; to wait until the results come out; to feel like singing and dancing; to start qualifying for an interpreter; a highly qualified interpreter; make a (highly) qualified interpreter (teacher); qualification.

56 Read the dialogue. Try to guess what Andrea and the receptionist are saying about the requirements which applicants should meet to enter a university. Here are some expressions you can use:

- I'm wondering what I need to do to apply to your university? - You need to fill out an application and have an official copy of your transcripts sent to us.
- What do I do to register? – Fill out the course form and get an advisor's signature.
- Could you tell me where I need to go to submit this form and pay my tuition? – You need to go to the registrar's office in Building 11 64.

Receptionist: University of Mayville Admissions Office.

Andrea: Hello! _____ take courses at the university.

Receptionist: _____ to fill out an application form, take the TOEFL test, and have the scores sent to us.

Andrea: _____ to take the test?

Receptionist: It's given here. The schedule is in the application booklet. Just give me your name and address and I'll send one to you.

Now listen to the conversation and complete the sentences, but do not erase your guesses.

Give the group any different answers you have. Discuss why they are or aren't possible?

57 In pairs, share the information about KNLU which you found while you were choosing a university. Explain how it influenced your choice.

Read the text and be ready to answer the following questions.

KYIV NATIONAL LINGUISTIC UNIVERSITY

Founded in 1948 as Kyiv State Pedagogical Institute of Foreign Languages, Kyiv National Linguistic University of today is a unique higher education establishment and research centre where over 7 thousand students (including 500 international students) learn 19 foreign languages at 10 departments and 2 institutes, latest teaching methods are tested and introduced, diverse fundamental and applied research is carried out in areas of Germanic, Romance and Slavonic Linguistics and Orientalism, literature studies, theory and practice of translation, psychology, pedagogics, linguistic didactics, cognitive linguistics, applied linguistics, management and law.

During 60 years the University has trained over 32 thousand highly qualified teachers, lecturers, interpreters/translators, psychologists, economists and lawyers. Among the University graduates there are famous scholars, political figures, people's deputies, diplomats, journalist, writers, winners of national and international awards, a large number of teachers and lecturers who fruitfully work at secondary and higher education establishments of Ukraine.

Kyiv National Linguistic University is a unique educational institution not only in Ukraine but also in the post-Soviet countries and in Western Europe; students can learn 12 European languages (English, German, French, Spanish, Italian, Modern Greek, Ukrainian, Russian, Finnish, Dutch, Norwegian, and Swedish) and 7 Oriental languages (Chinese, Japanese, Korean, Turkish, Arabic, Persian and Hindi). In the very near future more options will be added including the Vietnamese, Indonesian, Laotian, Pushtu, Dari and Urdu languages.

The University has the IV state accreditation level and is licensed to award Bachelor's, Specialist's and Master's degrees in 7 majors. Students may choose day-time or evening courses; they can also do correspondence and external studies.

The University has 37 academic departments with 650 qualified faculty members including 63 Doctors of Science, Professors, 348 Candidates of Science, and Associate Professors. 18 faculty members have the title Honoured Educator in Ukraine.

Kyiv National Linguistic University is among first higher education establishments in Ukraine to adapt the credit module system in 2003. It has good education facilities. Students have at their disposal classrooms with modern video and sound equipment, computer classes with access to the Internet, modern recording equipment, and educational video laboratory. Moreover, it possesses all necessary conditions not only for studies, but for rest, sports, recreation and development of abilities and talents. Students can attend a modern sports complex with gyms for game sports, gymnastics and athletics.

The University teams demonstrate best results in tennis, track-and-field, badminton, chess and sports combats. Students can join any of six amateur art studios: drama, choir, dancing, singing, folk art, Club of Merry and Witty.

The University develops its international activity within 15 agreements on cooperation with foreign higher education establishments such as Pedagogical Institute of Schwabisch-Gmund (Germany), Sorbonne University Paris III (France), Akdaniz University of Antalya (Turkey), Chinese Shanghai University (China), Moscow State Linguistic University (Russia), and others. Fruitfully developing is scholarly cooperation with international organizations and funds accredited in Ukraine: American House, British Council, Goethe Institute, Italian Cultural Institute, Dante Alighieri Association, etc.

1. When was Kyiv National Linguistic University founded?
2. Is its teaching staff numerous?
3. What foreign languages are studied at KNLU nowadays?
4. What specialists does KNLU train?
5. What degrees is it licensed to award?
6. Are there any choices open to an applicant who can't take a day-time course?
7. How many academic departments does the University have?
8. There is only work and no play at KNLU, isn't there?
9. Can Kyiv National Linguistic University boast of any international contacts?
10. Is KNLU a prestigious higher education establishment, in your opinion?

59 Tell what facts these dates and figures refer to in the text about KNLU.

37, 12, 2003, 7, 7 000, 10, 650, 19, 1948, 500, 15, 32 000.

60 Translate the passage into English.

1. Київський національний лінгвістичний університет був заснований в 1948 році, як Київський державний педагогічний інститут іноземних мов.
2. Факультет перекладачів – найбільший факультет КНЛУ, який пишається своїми різнобічними міжнародними зв'язками.
3. У вільний від навчання час студенти можуть відвідувати театральну, вокальну, хореографічну та хорову студії, спортивні секції та займатися в спортзалі.
4. В університеті ви можете обрати стаціонарну (денну) чи заочну форми навчання.

5. Приїжджим студентам надається можливість проживати в гуртожитках університету.
6. Перед тим як вибрати КНЛУ, я дізналась про його факультети, викладацький штат та мови, які тут викладають.
7. На 37 кафедрах працюють 650 викладачів, серед яких є доктори наук, професори, кандидати наук, доценти.
8. Серед випускників лінгвістичного університету – відомі науковці, перекладачі, висококваліфіковані викладачі та лектори, психологи, економісти, юристи та політичні діячі.
9. КНЛУ одним із перших в Україні розпочав працювати за кредитно-модульною системою.
10. Київський національний лінгвістичний університет плідно співпрацює з іноземними ВНЗ та міжнародними організаціями.

INAUGURAL CEREMONY

61

Translate into English. Use the following word combinations:

Inaugural ceremony ; assembly hall; the Dean; the Assistant Dean; the dean's office; to get a student's identity card/record book; to meet one's groupmates; a monitor, junior/senior students; to be in one's first/second/third/fourth/final year; to begin the new academic year; to take to university life.

Церемонія посвяти в студенти.

30 серпня всіх першокурсників зібрали в актовій залі на церемонію посвяти в студенти. Там я познайомилась з одногрупниками та деякими студентами старших курсів. Декан та заступники розповіли багато цікавого про навчання, а потім ми отримали студентські квитки й залікові книжки, та вибрали старосту групи, яка зазвичай відповідає за журнал відвідування.

Першого вересня в університеті розпочався новий навчальний рік, отож я розпочала здобувати кваліфікацію перекладача. Я хочу стати висококваліфікованим перекладачем і відповідати вимогам часу, тому старанно готуюсь до занять. Студенти старших курсів кажуть, що ми скоро призвичаїмось до університетського життя.

62

In pairs, look through the situations and choose one to make up a dialogue.

1. After the Inaugural ceremony you are full of impressions and you are willing to share them. Phone your friend who had the similar ceremony and exchange opinions. What decisions about your studies do you take?
2. You are brimming over with joy and happiness after the Inaugural ceremony and you can't help talking to your mother pouring out your heart to her. You are full of hopes and good intentions which you want to share with her. What are they?
3. It goes without saying that you feel proud of the Institute. Your friend comes to see you and you show him/her around. Your friend expresses his/her opinion of the Institute.

UNIVERSITY STUDIES

63

Read the text and answer the questions below.



Cultures have developed particular styles of **teaching**. Therefore, moving from one country to another to study may present surprises for students. In some cultures, it is rude for students to ask their teachers questions.

Questioning the teacher is like saying the teacher has not done a good job explaining the subject. In some cultures students learn through **rote memorization** and believe that what the teacher says is always the truth. In some cultures pupils are taught **to think for themselves**. The role of the teacher is **to stimulate their thinking, to get them to ask questions, to challenge, even to argue with the teacher, and to come to their own conclusions**.

Grades are often calculated differently, not only in different countries, but also in the same country. In some parts of the world, grades depend on the status of your family and not on your **ability on a subject**. Though, most typically teachers consider the following areas when **computing** grades:

- **tests** - formal written examinations;
- **quizzes** - short tests, sometimes given to students without telling them in advance;
- **homework** - work the students are expected to do individually at home;
- **class participation** - active involvement in the class, shown by asking and answering questions;
- **research paper** - a written report that requires finding information in the library;
- **attendance** - going to class every time it meets;

- **promptness** - coming to class at exactly the time the class **is scheduled** to begin and handing in work when it **is due**;
- **attitude** - **showing interest in** the class and **respect for** the teacher, the subject, and the other students; also, waiting your turn to speak, not interrupting, raising your hand to ask a question.

1. How do styles of teaching differ throughout the world?
2. Why is it rude in some cultures to ask a teacher questions?
3. Do you find rote memorization an effective method of studying? Why?
4. What are the ways a teacher can encourage students to think for themselves?
5. What do grades depend on in some countries?
6. What areas are typically considered when computing grades?
7. Are these areas also important in your country?
8. Which ones are not important or sometimes ignored?

64 In the text, find the English equivalents to the words and word combinations to follow.

Відвідування, задавати питання вчителю, стимулювати, приходити до власних висновків, стимулювати процес мислення, вчасність, підраховувати бали, думати самостійно, робота на занятті, перебивати, вчитись шляхом механічного запам'ятовування, реферат, заохочувати задавати запитання, демонструвати зацікавленість предметом та повагу до вчителя, чекати своєї черги відповісти, невеликий тест.

65 Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good teacher?

Listen to the tape and tick the ones which are mentioned.

A good teacher should:

- a. speak clearly
- b. establish a friendly relationship with students
- c. have a lot of confidence in front of a large group
- d. understand students' individual needs
- e. encourage students to be creative
- f. keep tight control of a group of students
- g. give students a lot of praise and support
- h. attend refresher courses regularly
- i. spend time preparing lessons thoroughly
- j. punish students who don't work hard enough

66 Range in the order of importance the characteristics of a good teacher given below. Explain your choice.

A good teacher:

- keeps in contact with the parents of his students.
- is able to maintain discipline
- lets the student share his/her own life with all its ups and downs.
- works hard to remain up-to-date in his/her subject
- openly admits when he/she has made a mistake or does not know something
- is interested in his students, tries to help where possible
- makes the student work hard and sets high standards
- is friendly and helpful to his colleagues
- uses a lot of equipment, different materials and teaching methods, and attempts to make his lessons interesting.
- helps the students become independent and organize their own learning

67

Work with a partner and complete the tasks below.

1. Write your list of qualities that make a good teacher.
2. Compare your lists and agree on a group list of the three most important qualities.

68

Listen to two true stories told by teachers about their lessons. In groups, discuss the following questions:

1. Why did the first teacher invent an eighth day? What did he call it?
2. What was the purpose of the second teacher's lesson? Why did it go wrong?

Finally, look through and think over the following questions and come up with a definition of an ideal teacher.

1. What do you learn from your parents that you don't from your teachers?
2. Do you prefer being taught by a male or female teacher?
3. What is the difference between having a young inexperienced teacher and an old experienced one?
4. Does expert knowledge of a particular subject necessarily imply an ability to teach that subject?
5. Which teacher's role is more important – teaching facts, methods and ideas or getting students to learn how to learn?
6. Do you prefer strict teachers or lenient ones?
7. If you were a teacher trainer, what would you teach your teachers trainees?

69

Read the conversation and tell which of the students have behavioural or learning problems.

Dean: How's your group getting on, Mrs. Keane?

Mrs. Keane: Well, how can I put it? Samantha's a very slow learner, Tom's permanently disruptive, Jemma's illiterate, Sarah never pays attention, Jeffrey has communicative problems, Sasha goes to the special needs teacher because she is too brainy, Dulal's mind keeps wandering, Stella's conscientious but seems to have learning difficulties, Bill's absent-minded, he forgets his own name, Mary's dyslexic, and the Mishram sisters seem to have no concept of discipline at all. Otherwise, the group is fine!

70

Answer the quiz to find out what kind of student you are. For each question, choose the option which you feel most describes you. Work out your score and read the definition of your student type.

1. Your teacher has given you a long assignment as homework. It has to be handed in next week. Do you...
 - a) get down to it straight away?
 - b) put it off for a couple of days so you have a chance to think it over?
 - c) check your diary? You can't always fit your diary into busy social life.
2. You think one of your classmates is cheating on a test. Do you...
 - a) tell him/her? It's not fair – you had to work hard.
 - b) get on with your own test? You need to concentrate.
 - c) go on doodling your test paper? Who cares?
3. You've been ill and missed a number of English classes. Do you...
 - a) ask a classmate or the teacher to go over the important things you have missed with you?
 - b) worry about it and feel ill again?
 - c) just carry on? You'll pick up anything important as you go along.
4. You've been invited away for a week. It will mean missing a number of your English classes. Do you...
 - a) turn down the invitation? You don't want to get very much behind.
 - b) jump at the chance? You can always make up for it later.
 - c) think carefully about pros and cons before deciding one way or another?
5. You have difficulty learning new vocabulary. Do you...
 - a) decide to take up an easier language?
 - b) put together a personalized vocabulary book, in which you can jot down meanings, example sentences and other useful information?
 - c) regularly draw up lists of new words' translations in your native language?
6. You come across a new word in a text you are reading. Do you...

- a) try to work out the meaning from the context and check in the dictionary if necessary?
 - b) keep on reading, you are not taking much in anyway?
 - c) look it up straight away?
7. You are thinking of going for a monolingual learner's dictionary. Do you...
- a) think about it but never actually get round to buying it?
 - b) put it to your teacher and see what he/she recommends?
 - c) go straight out and buy one – presumably they are all the same?
8. You'd like to go on an intensive English course. How do you set about finding the most suitable one?
- a) plump for the one your friend did?
 - b) contact your nearest British Council office and pore over the various options?
 - c) sort out exactly what you want and can afford, and then ask your teacher, family, friend for advice?

Key:

1. a – 3, b – 2, c – 1; 2. a – 3, b – 2, c – 1; 3. a – 2, b – 3, c – 1; 4. a – 3, b – 1, c – 2; 5. a – 1, b – 2, c – 3; 6. a – 2, b – 3, c – 1; 7. a – 2, b – 3, c – 1; 8. a – 1, b – 2, c – 3;

Score: 20-24 – You are **assiduous** and **conscientious**, but you must be warned that all work and no play is no good for you. You need to relax a bit more. Studying if you are tired and stressed is unproductive even for most **industrious** students.

14-20 – You seem to have a well-balanced approach to your studies. You are **attentive** and **diligent**, but you also lead a quite **active** social life, for your studies not to take over your entire life.

14- – Studying seems to come rather low on your list of priorities. You should be more **painstaking** and less **lazy**. Try setting aside some regular time for work. Remember, that **hard-working** people achieve more!

71 Work with a partner. Talk about what makes a good student. Write five questions that you can ask to find out other people's opinions about this. Use the form below:

Questionnaire

1. How much time should a student spend studying? _____
2. Should _____
3. _____
4. _____
5. _____

Now ask at least five people your questions. Then prepare a report for the class on what most people consider to be a good student.

72

Read the text and answer the questions that follow.

From “Daddy-Long-Legs” by Jean Webster
October, 25th

Dear Daddy-Long-Legs,

College gets nicer and nicer. I like the girls and the teachers and the classes and the campus and the things to eat. We have ice-cream twice a week and we never have corn-meal mush.



The trouble with college is that you are expected to know such a lot of things you’ve never learned. It’s very embarrassing at times. I made an awful mistake the first day. Somebody mentioned Maurice Maeterlinck, and I asked if

she was a freshman. The joke has gone all over college.

Did you ever hear of Michael Angelo? He was a famous artist who lived in Italy in the Middle Ages. Everybody in English Literature seemed to know about him, and the whole class laughed because I thought he was an archangel. He sounds like an archangel, doesn’t he? But now, when the girls talk about the things that I never heard of, I just keep still and look them up in the encyclopaedia. And anyway, I’m just as bright in class as any of the others, and brighter than some of them.

And you know, Daddy, I have a new unbreakable rule: never to study at night, no matter how many written reviews are coming in the morning. Instead, I read just plain books—I have to, you know because there are eighteen blank years behind me. You wouldn’t believe what an abyss of ignorance my mind is; I am just realising the depths myself.

I never read “David Copperfield” or “Cinderella”, or “Ivanhoe” or “Alice in Wonderland”, or “Robinson Crusoe”, or “Jane Eyre”. I didn’t know that Henry the Eighth was married more than once or that Shelley was a poet. I didn’t know that people used to be monkeys, or that George Eliot was a lady. I had never seen a picture of the “Mona Lisa”, and (it’s true but you won’t believe it) I had never heard of Sherlock Holmes.

Now I know all of these things and a lot of others besides, but you can see how much I need to catch up.

November, 15th

Your five gold pieces were a surprise. I’m not used to receiving Christmas presents. Do you want to know what I bought with the money?

1. A silver watch to wear on my wrist and get me to recitations in time.

2. Matthew Arnold's poems.
3. A hot-water bottle.
4. A dictionary of synonyms (to enlarge my vocabulary).
5. (I don't much like to confess this last item, but I will). A pair of silk stockings.

And now, Daddy, never say I don't tell all. It was a very low motive, if you must know it, that prompted the silk stockings. Julia Pendleton, a sophomore, comes into my room to do geometry, and she sits cross-legged on the couch and wears silk stockings every night. But just wait— as soon as she gets back from vacation, I shall go in and sit on her couch in my silk stockings. You see the miserable creature that I am — but at least I'm honest; and you knew already, from my asylum record, that I wasn't perfect, didn't you?

But, Daddy, if you'd been dressed in checked gingham all your life, you'd understand how I feel. And when I started to the high school, I entered upon another period even worse than the checked gingham. The poor box.

You can't know how I feared appearing in school in those miserable poor-box dresses. I was perfectly sure to be put down in class next to the girl who first owned my dress, and she would whisper and giggle and point it out to the others.

To recapitulate (that's the way the English instructor begins every other sentence), I am very much obliged for my presents.

I really believe I've finished, Daddy. I've been writing this letter off and on for two days, and I fear by now you are bored.

But I've been so excited about those new adventures that I must talk to somebody, and you are the only one I know. If my letters bore you, you can always toss them into the waste-basket. Good-bye, Daddy. I hope that you are feeling as happy as I am.

Yours ever, Judy.

1. What did Judy mean by "classes" and "campus"?
2. Why did Judy mention "ice-cream", "corn-meal mush" in her letter?
3. What to Judy's mind was the trouble with college?
4. What joke went all over college?
5. Why did Judy keep still when the girls spoke about things she didn't know?
6. Why didn't Judy study at night no matter how many written reviews were coming in the morning?
7. In what way did Judy want to catch up?
8. What did Judy mean by saying that she was at least honest?
9. What did Judy mean by saying "writing this letter off and on for two days"?
10. Where had Judy studied before college?
11. Why did Judy feel embarrassed at times?
12. What did Judy mean by "blank years" and "abyss of ignorance"?
13. What shows that the text was written by an American writer?

73**Give the Ukrainian equivalents to the word combinations:**

Blank wall, blank look, blank verse, blank sheet, blank page, blank form, blank cheque, blank years.

74**Give antonyms to the phrases below:**

An empty room, shallow interests, a vacant house, a blank page, a shallow person, bright colours, a bright face, to get excited, an ignorant man, ignorance.

75**Give synonyms for:**

Clever (*adj*), ordinary (*adj*), carry out (*v*), clear (*adj*), stare (*v*), understand (*v*), review (*n*), simple (*adj*), fulfilment (*n*), show (*v*).

76**Insert prepositions or adverbs where necessary:**

1. The trouble... the book is that it's boring me... death. 2. It will take me a month to catch..... the group. 3. You'd better keep still and not show your ignorance... everybody. 4. What did you buy... the money you got... your father? 5. No matter how late he comes, let him ring me.... 6. No matter when you call... me, I'll be glad to see you. 7. I've made a new dress to wear... the party we are going to have... the 8th... March. 8. I need an alarm clock to get me to work... time. 9. I don't like much to clear... this question, but I will. 10. I've been writing the letter...and.... ..two days, now I've finished it... last. 11. I was perfectly sure to be put... ... the desk next... the girl with whom I didn't like to sit. 12. His visit was a surprise... me, I didn't know he was... town. 13. The news caused excitement... the students. 14. When I come... English words which I don't know I always look them the dictionary. 15. Have you heard... his failure at the exam? 16. In his speech he pointed... all the drawbacks... our work. 17. The drills on the English sounds bore me... times, but I know that they are very useful. 18. He helped me a lot... my mathematics and I'm much obliged... him... it.

77**Insert articles where necessary:**

Dear Daddy-Long-Legs,

You never answer any questions, you never show ... slightest interest in anything I do. I haven't ... doubt but that you throw my letters into ... waste-basket without reading them. Hereafter I shall write only about ... work.

My re-examinations in ... Latin and ... Geometry came last week. I passed them both and I am now ... sophomore.

I came up ... fortnight ago, sorry to leave ... farms, but glad to see ... campus again. It is pleasant to come back to something familiar. I am beginning to feel at home in ... college.

I am beginning ... Chemistry, ... most unusual study. I've never seen anything like it before. I am also taking ... Logic, also History of ... whole world. Also plays of William Shakespeare. Also French.

And here is ... news for you. I have begun to be ... author. ... poem entitled "From my Tower", appears in ... February "Monthly" — on ... first page, which is ... very great honour for ... freshman. My English instructor said it was ... charming piece of ... work except for ... sixth line, which had too many feet.

But sometimes ... dreadful fear comes over me that I'm not ... genius.

Yours truly,

Judy.

78 Paraphrase the sentences changing the words and word combinations in bold:

1. He stared after her **in blank surprise**. 2. He opened his eyes for a short while, but then his mind **went blank again**. 3. A faint smile **brightened her face** for a moment. 4. He stood **in the bright light** of the kitchen door. 5. There was a **blank in my memory**. 6. There are many interesting **items** in the newspaper today. 7. The silk stockings **excited Judy's envy**. 8. He **used to be** a bright pupil. 9. The letter **caused great excitement**. 10. **At times** she felt very miserable. 11. **The trouble** with him is that he is **a shallow person**. 12. This fruit **is quite eatable**, I'd say. 13. Your friend differs much from what **he used to be**.

79 Use the words and phrases in bold in sentences of your own:

1. **I'm not used to receiving** Christmas presents. 2. **It was a very low motive that** prompted the silk stockings. 3. I've bought **a silver watch to wear**. 4. People **used to be** monkeys. 5. I'm just **as bright** (in class) **as any**. 6. Your money was **a surprise to me**. 7. I'm much **obliged to you for your letter**. 8. I eat **at least** three times a day. 9. The weather **seems to be** very fine today. 10. You **wouldn't believe** what a wonderful park it is.

80 Write questions to the second part of the text in ex. 72 using the following words and phrases. In pairs, ask your partner to answer them.

Christmas present, to be a surprise, wrist, to get to (one's) recitations, a hot-water bottle, to enlarge one's vocabulary, to confess, a low motive, to do geometry, to sit cross legged, a miserable creature, to know from, to be

perfectly sure, to be very much obliged for, every other sentence, to be bored, to be excited about, to toss into the waste- basket, to talk to (smb.), at least.

81

Translate the sentences into English:

1. Звичайно, у Джуді були недоліки, але вона принаймні була чесна.
2. Вона дуже хвилювалася, оскільки саме її виступ був першим.
3. Дівчатам не дозволялося виходити за територію коледжу після дзвінка.
4. Олівер Твіст виховувався у притулку для сиріт. З раннього віку дітям доводилося багато працювати, носити чужі обноси і їсти одну вівсянку.
5. Не підказуйте, цим ви їй тільки зашкодите.
6. Вам треба заповнити бланк і розписатися ось тут.
7. У цій вправі є пропуски, які потрібно заповнити.
8. Джуді зрозуміла свою помилку тільки тоді, коли її подружки почали сміятися.

82

Translate the list of word combinations into Ukrainian.

| | |
|--|--|
| university studies | communicative ability |
| academic year | grammatical accuracy |
| compile excellent academic work | take advantage of a teacher's weak point |
| to be much obliged to smb for smth | my strong / weak point is grammar |
| attend classes (lectures, seminars, tutorials) | to play truant |
| check the attendance/one's coming in time | to miss (skip) classes |
| attendance is compulsory | loafer |
| nitwit | to be given a good talking |
| to face the music with the Dean | appeal |
| grammar appeals to me | to catch up with all the jobs |
| to assess a student's level of competence in English | be careless about one's studies |
| to catch up with the group | curriculum (pl. -la) |
| to catch up with the news | correspondence department |
| have a good command of the language | expel |
| department | one's language fluency |
| academic department | be fluent in English |
| expel from University | graduate |

| | |
|---|---|
| acquire language fluency | holidays (vacations <i>AmE</i>) |
| have smth at one's finger-tips | lag behind |
| to graduate with honours (with distinction) | lazy bones |
| acquire knowledge | master the language |
| lazy | to give the lesson a miss |
| master | skiver, truant |
| miss classes | staff |
| to make good progress | full-time student |
| play truant | first-year student (freshman <i>AmE</i>) |
| academic staff (faculty <i>AmE</i>) | third-year student (junior <i>AmE</i>) |
| part-time student | to take a main subject (major in a subject <i>AmE</i>) |
| second-year student (sophomore <i>AmE</i>) | subsidiary (elective subject <i>AmE</i>) |
| senior student | term |
| take to University life | tuition is by lecture, seminar, tutorial |
| tuition | to work hard |
| tuition fee | to be in one's first (second, third... final) year |
| to get down to work | to work consistently / inconsistently |

83 Rephrase the sentences. Instead of the highlighted parts, use the words or word combinations from the list above.

1. I was not in class yesterday so I can't work as efficiently as other students are working.
2. Top students usually do their best to have good marks.
3. We are very grateful to our school teachers for the good knowledge we acquired.
4. At our university every student must attend all classes. It's forbidden to be absent without a serious reason.
5. If a student misses tutorials or lectures regularly, he is likely to be scolded by the Dean.
6. A 0-100 degree system helps the teacher to summarise the degree of knowledge students have in the subject.
7. I like grammar. I'm trying to be good at it, as I would like to speak and write without any grammatical mistakes.
8. Don't skip classes or else you won't be enrolled to another year.
9. I hope, by the time I graduate, I'll speak English fluently.
10. At KNLU students attend lectures, seminars, tutorials.

Fill in the gaps with the necessary prepositions.

When my grandmother was at school, she had to learn everything (a)...heart, and even years later she could recite countless poems (b)... memory. She was discouraged (c) ... thinking (d)... herself, and concentrated simply (e)... learning facts. The teachers were very strict (f)... pupils in those days. My grandfather confided (g) ... me that he was expelled (h) ... school (i)... playing truant just once.

It is always worthwhile for governments to invest (j)... education. Nobody should be deprived (k)... education, and everybody should benefit (l)... it. Nothing can compensate (m) ... a bad start in life. Pupils (n)... public schools still account (o)... many of the students at Oxford and Cambridge University. Until quite recently these universities seemed to be prejudiced (p) ... pupils from state schools. Many people objected very strongly (q)... this at last things are changing.

I had no intention (r)... staying (s) ... at University after I had finished my first degree. I finally succumbed (t) ... parental pressure, but only (u)... protest, and carried out research (v) ... the life of Baudelaire.

Translate into English using the active vocabulary from exercises above:

1. Ви повинні наздогнати групу, скільки б вам не довелося працювати.
2. Він до смерті набрид мені розповідями про свої пригоди.
3. У нього принаймні п'ять помилок в кожній контрольній.
4. Скільки б нових слів не було в тексті, я всі слова дивлюся в словнику.
5. Ви робите помилки в кожному наступному слові.
6. Ви повинні читати більше, тоді ви значно збільшите свій словниковий запас.
7. Я би сказав, що характеристика вашого друга, залишає бажати кращого.
8. Студенти повинні відвідувати всі заняття, лекції, семінари та практичні заняття, тому що відвідування в нашому університеті обов'язкове.
9. Заступники декана перевіряють відвідування занять, тому студенти, що пропускають або прогулюють заняття, будуть мати неприємності.
10. Так званих нероб, ледащ та тих, хто ставиться легковажно до навчання, відраховують з університету.
11. Студенти, що вільно володіють англійською мовою, роблять усе можливе, щоб бути добре обізнаними у мові, швидко набувають знання та роблять великий прогрес у навчанні.
12. Граматика - моя сильна сторона, тому вона мені дуже подобається.

13. Найгірші студенти у групі, яким набридли заняття, і які почувають відразу до навчання, завжди роблять усе можливе, щоб використати слабкі місця в характері викладача в своїх інтересах.

14. Студентам, що відстають у навчанні, дуже важко наздогнати групу, тому вони часто відсутні на занятті.

86 Write about your first impressions of your studies in KNLU, comparing the way you and Judy from “Daddy-Long-Legs” felt during your first days at the university. Use the phrases given below.

Then tell the group.

At last, next to, to be bored to death, to point out that, to be a surprise to smb., at times, to be much obliged to smb. for smth., to sleep the clock round; to cause excitement every other (sentence, day, etc.), the trouble with...is that..., to keep still, you wouldn't believe what (how)..., it was ghastly at first, getting up before dawn, but it's bearable now that I'm used to it, to be in low/high spirits, to be given a good talking, to face the music with the Dean, to check the attendance/one's coming in time, a loafer, a nitwit, to loathe studying, to miss/skip classes, to be late for, to play truant, to catch up with, to lag behind, to attend classes, lectures, seminars, attendance is compulsory, it takes me some doing to get on a bus in the rush hours.

87 Read the texts and tell whether you face the same problems as British students.

I'm living in a hall of residence. In the hall of residence there are flats, with five people sharing a kitchen and a bathroom. The kitchen is probably the most social place. We're all busy people but we don't mind cooking for each other. There's a lot one-to-one teaching. We have two tutorials a week but if you want to see your tutor for extra help you can arrange a tutorial any time. The lectures haven't been so important in our first year. Money is a big problem for any university student. By the end of the first year every student will have spent too much money.

Ben Wilxon (19)

I'm in my first year of architecture at Kingston but I've already done a degree in languages in Oxford. As a first-year student in Oxford, I found the freedom amazing. Suddenly you are not living at home, and you can do exactly what you want. In my first year at Oxford, I found that there was a tug between work and social life. Generally I found that social life won out. I only got into my work in my last year and started to enjoy it more. In my first year work seemed like a burden, probably because I always left it until the last minute. I sometimes wish I worked harder in my first year at Oxford. I think I would have enjoyed it more if I had. But then again, I did meet an awful lot of people.

Martha Read (23)

My advice to school leavers about to start their first year at university? You shouldn't be lured by people who seem to be going out all the time not doing any work. People do work, even if they don't seem to. You can get into the partying mode very easily when you first get here. The first weeks are a party, having fun and meeting people. But you do need to be responsible about your studies as well as having fun.

Malm Paulsson (20)

First-year students have to make a break from home, from a set of school friends they've probably been with for the last eight years. So it's always a bit stressful coming to a strange university. But on the whole I think most of them settle down and make friends. The main problem is money. There is no way that the grant can possibly cover your expenses. It's very difficult to persuade your parents to give you an extra \$25 a week, so many students have jobs. I think it's particularly stressful combining work and study for architecture students because they have to produce projects to a deadline every two weeks. My advice to school leavers about to start university? Make sure you've got some savings and that you've got a very friendly bank manager!

Tim Bell (Design tutor)

A FRESHMAN'S EXPERIENCE

88

Translate the list of word combinations into Ukrainian.

| | |
|--|---|
| be in low/high spirits | to lift / raise one's spirits |
| to have a chat | domestic chores |
| after classes | to get home late |
| to have an early / late night | be heavy/light sleeper |
| to have a lie-in | to have a nap |
| get up before dawn | early riser |
| late riser | to sleep the clock round |
| to suffer from insomnia | look miserable |
| to be/feel sleepy | oversleep |
| rush like mad | to arrive in time |
| to be short of time/to be pressed for time | jog |
| lax | to get lax in one's studies |
| nag | in class |
| to participate in the discussion | to have some practice in |
| to make a report (on) | to take part in various societies / clubs |

temper
time-table *Am.* schedule
be sick and tired
a trying day

to play chess, tennis
to play indoor games
it takes some doing to get on a bus in
the rush hour

to lose one's temper
to be pretty tired
trying
spend one's spare time to one's heart's
content
to play the piano
to play outdoor games

89 Match the words and phrases (1-12) with their definitions (a-l).

1. to be in high spirits
2. to have a chat
3. to have a late night
4. to have a lie in
5. to have a nap
6. to suffer from insomnia
7. to oversleep

8. to get lax in one's studies
9. to lose one's temper
10. to be pressed for time
11. to spend one's time to
one's heart's content
12. to be sick and tired

- a) to remain in bed in the morning longer than usual
- b) to suddenly become very angry, so that you cannot control yourself
- c) to have a friendly, informal conversation
- d) to be angry or bored with something that has been happening for a long time
- e) to be excited or in a good mood
- f) to sleep some time especially during the day
- g) to become less strict or careful about standards of studying
- h) to enjoy oneself as much as you want
- i) not to be able to sleep
- j) not to have enough time
- k) to sleep for longer than you intended
- l) to go to bed later than usual

Translate the passage into English using the active vocabulary.

Студентський день.

Після вступу до університету мій розпорядок дня змінився повністю. Кожного робочого дня я встаю удосвіта, щоб зібратись в університет. Оскільки я приїжджа студентка і живу в гуртожитку, я маю ще й сама приготувати собі сніданок. Дуже важко вставати вдосвіта, коли ти не жайворонок та звук поніжитись у ліжку. Потім я цілий день сонна, маю жалюгідний вигляд на заняттях. Іноді, коли я просплю, я щодуху біжу, щоб встигнути на автобус до університету, бо для мене важливо прийти на заняття вчасно. Відвідування в університеті обов'язкове, тому, якщо пропустиш заняття, ризикуєш мати серйозну розмову з деканом.

А після занять ще треба доїхати додому. Потрібно докласти багато зусиль, щоб сісти в автобус в годину пік. Іноді я втрачаю самовладання і можу посваритись з кимось. Вдома ніщо не може підняти мені настрій, бо думка про те, що треба робити доповідь на завтра чи займатись хатніми справами, робить мене ще більш нервовою. Протягом тижня я зазвичай на все маю обмаль часу.

Я ніяк не можу призвичаїтися до студентського життя. Кожен тиждень важкий, і я з нетерпінням чекаю вихідних, щоб провести вільний час так, як я забажаю.

Replace the highlighted words in the dialogues with the active vocabulary from ex. 88. Read the dialogues in pairs.

- A: Katie, I'm so glad to see you **in such a good mood!** How's your studying at the university?
 B: If you had a minute **for a talk**, I'd tell you a bit.
 A: Well, go ahead! What classes are you taking this semester?
 B: Apart from the obligatory ones, I don't really know what **main subject I want to take**. I'm deciding between ecology, society and evolution.
 A: All sound interesting. How's your **schedule**?
 B: Pretty tough, but **it will not make me lazy in my studies**.
- A: Hi, Jane! How are you doing?
 B: Hello! I'm fine, but a bit tired after **studying**.
 A: Well, I know what it's like, moving from a small town into a big city. Being a **first-year student** is a real challenge!
 B: Oh, yes! I **go to bed very late every night**. And I'm always afraid to **get up too late**.
 A: I used **to have no time** either. It's the worst if you **like to go to bed early**.
 B: It seems to me I **don't look good** because of that.

A: Well, the weekend is coming, you'll be able **to sleep all night and day**.

In pairs, role-play the following situation: a freshman and his/her mother are talking about his/her first impressions of university life.

92

Translate the passage into English:

У лінгвістичних університетах України курс навчання п'ятирічний. Їхні випускники отримують дипломи. У лінгвістичних університетах є декілька факультетів. Характер навчальних програм кожного факультету залежить від дисципліни, в якій спеціалізуються студенти. На факультеті перекладачів основною дисципліною є англійська мова. Практичні заняття з цього предмету проводяться щодня протягом всього курсу навчання. Практичні заняття з другої іноземної мови (німецької або французької) починаються на другому курсі. На першому курсі студенти слухають три лекційних курси: історію України, психологію і мовознавство (General Linguistics). Важливу частину професійної підготовки майбутніх перекладачів складає лекційний курс «Вступ до мовознавства». Лекції з ряду предметів супроводжуються семінарами і практичними заняттями, які ведуть досвідчені викладачі. У плані навчальної роботи дуже важливу роль грає перекладацька практика. Незважаючи на те, що щодня потрібно приділяти багато часу на підготовку до практичних занять і семінарів, студенти знаходять час для самостійної роботи, індивідуального читання і позааудиторної роботи. Навчальний план складений з таким розрахунком, щоб забезпечити повноцінну професійну підготовку майбутніх фахівців. Факультет перекладачів розташовується в головному корпусі університету. Тут також знаходяться їдальня, актовий зал, ряд учбових аудиторій, бібліотека, адміністративні приміщення. Спортивний зал розташований в іншому приміщенні, і заняття з фізичного виховання проходять там. У бібліотеці інституту можна отримати книги як для аудиторних занять, так і для позааудиторного користування.

LEARNING TO LEARN

93

Look at the list of words. Check their meaning in a dictionary and practice saying them. Which words do you think you will meet in the text about places to study? Discuss your answers with the group.

| | | | | |
|-----------|-------------|-------------|---------|------------|
| auditory | comfortable | orderly | tables | learn |
| bus | quiet | desks | music | efficiency |
| carrel(s) | concentrate | preferences | library | |
| clean | conditions | variety | noise | |

94 Read the text and find the sentences with the words from exercise 93. Give Ukrainian equivalents to these sentences.

Well, I don't know. I think the best place to study is where you learn best. And we're all different and we all might disagree on it on the particulars. I had a friend one time who studied best, I swear to God, he studied best underneath the blanket with a flashlight. And he was a top student. I can't explain. But really if you're talking in general, what's the best way to study? What's the best place to study? It's the one 'without distractions'. Now, 'without distractions' means a lot of things. It means, for example, it has to be quiet. That's no auditory distractions. Now that might not apply to you. You might be able to put your Walkman on and study just fine, but I can't do that because my auditory sense and my hearing are very sensitive and I easily get distracted. And as for me the best place to study is the one that's quiet. Another thing that it has to be, I think, it has to be clean. It has to be a place that doesn't have a whole lot of sight distractions. Like if I'm trying to study in a room with the television set on, that's not a clean environment. I've got these things that I'm always looking at. Even if I've got the volume way down, so it doesn't distract me in terms of my hearing, still it's distracting my eyes. If I set my desk in front of a window so that I can see what's going on the other side of that window, I don't study. If I try to study when I've got a whole bunch of things on my desk, then I start reading the labels on the books and I start doing everything except studying. So I think it really has to be a clean environment. Third thing, I think a good place to study has to be comfortable. If you get a place that's too cold, you're putting your energy into trying to keep warm. You're not putting your energy into thinking. And if you get a place that's too hot, you're going to sleep. You can't concentrate. And so it has to be basically a comfortable place, not too cold, not too hot. And it's got to be a clean place. That's no sight distractions. And it's got to be a quiet place. That's no auditory distractions. And if I think in terms of a college, I think "Well, that really means a carrel in the library." If you haven't taken a look at those, by all means do. It's an absolutely beautiful place to study. It's a place where it's quiet and there aren't any visual distractions and it's comfortable. The temperature is always right. If you get into the habit of studying there, then whenever you sit down in one of those carrels, you're ready in your mind to study. For me, that's the best place to study.

95 Read the following sentences and decide on the two most important points. In pairs, discuss your choices.

- a) The best place to study is where you learn best.
- b) It is possible to study underneath a blanket with a flashlight.
- c) Generally, a place without distractions is the best place to study.
- d) The best place to study is one that is quiet.
- e) The best place to study is in the library.

96 Practice saying the words from the text which are on the left. Match the words with their definitions on the right.

- | | |
|------------------|----------------------------------|
| the particulars | ability or power to do something |
| top | best |
| I can't complain | certainly |
| like | everything is all right |
| energy | for example |
| in terms of | regarding |
| by all means | small points |

97 Use your dictionary to find the other part of speech of the words from the text.

| Adjective | Adverb | Noun |
|----------------|--------|-------|
| 1. Absolute | | ----- |
| 2. Basic | | |
| 3. Particular | | |
| 4. Quiet | | |
| 5. Visual | | ----- |
| 6. Comfortable | | |
| 7. Sensitive | | |

98 Read the sentences below. Write the correct forms of the words in the blanks. Words from number one on the list go with the sentences in number one below, words from number two with the sentences in number two, and so forth. Say whether the word is an adjective or an adverb.

- 1. a. I told my instructor the _____ truth.
- b. The library is an _____ beautiful place to study.
- 2. a. He needs to study all the _____ subjects.
- b. The reading room is _____ a good place to study.
- 3. a. My friends _____ wanted to see the dormitories.
- b. What _____ question did you want to ask?

4. a. I am looking for a _____ carrel in the library.
b. Please speak _____ while you are here.
5. a. I am bothered by too many _____ distractions.
b. _____ the place is an ideal room for thinking.
6. a. All the books should fit _____ on that shelf.
b. I have a very _____ room in that hall.

99

In pairs, discuss what other sight distractions, apart from those mentioned in the text, you can think of, and what other habits, in addition to studying in the library, you think students should get into?

100

Translate into English using the vocabulary from the text:

1. Вміти вчитись - дуже важливо.
2. Деяким легше вивчити матеріал прослуховуючи його декілька разів.
3. Деякі люди повинні бачити те, що вчать - так вони швидше запам'ятовують.
4. Деяким легше вчити матеріал у колективі, питаючи та пояснюючи один одному.
5. Дуже важливо, коли ви вчитесь, не відволікатись на різні подразники: телевізор, шум і т. і.
6. Місце для навчання повинно бути достатньо теплим, оскільки кімната, в якій жарко, може спричинити сонливість.
7. Для багатьох людей найкращим місцем навчання є бібліотека: тиша, всі необхідні книги, відсутність телефону, телевізору, їжі.

101

Studies indicate that people like to learn differently. Some people learn better by listening, while others need to see the information. Your answers to the questions below may give you some idea of how you prefer to learn. When you have answered them, compare your answers with those of other people in your class.

- I prefer to learn by listening to the teacher's lecture. (Yes or no)
 I prefer to learn by reading and studying my texts. (Yes or no)
 I prefer to learn by studying or working with other people. (Yes or no)
 I prefer to study by myself. (Yes or no)
 I like to ask the teacher questions. (Yes or no)
 When I study for a test, I
 a. read my notes.
 b. say my notes aloud.
 c. rewrite my notes.
 I remember best

- a. smells
- b. tastes
- c. sounds
- d. sights
- e. touches

If I received as a gift a machine with many buttons on it, I would

- a. read the directions first.
- b. play with the buttons first.
- c. ask someone to show me how it works.

I like to

- a. memorize facts.
- b. think about ideas.

This is how people are taught in my culture. (Explain.)

EXAMINATIONS

102

Read the article and mark each piece of advice as follows:

- a) a really useful piece of advice
- b) good advice, but hard to follow in practice
- c) true, but pretty obvious
- d) I don't agree. Bad advice!

THE RULES OF COPING WITH EXAM STRESS

There's a technique to just sailing through, so make sure you don't just count on good luck. It's that time of year again when students across the country are gearing themselves up for exams.

1. In the weeks to come before the beginning of exams, give yourself plenty of time to revise. Most students perform best by revising over the longer period, rather than just 'cramming' a few days before the exam. Whatever time you've got now – use it. Don't wait until the night before.
2. If motivation is a problem, arrange to meet a friend and study together. But don't let it turn into an excuse for a social chat or a moaning session. Remember what you are studying for. Why do you need these exams? Keeping your long-term goal in mind will help maintain your motivation.
3. Plan your revision. Work out how many days there are before the exam, and mark down how many hours you will spend on revision, homework and projects. Stick to these hours, revise all areas properly – not just the things you are good at. In the case of your English exams, revise areas of grammar and vocabulary (particularly areas you're weak at), practise listening and reading comprehension and practise writing timed

- compositions. Be methodical – plan what you are going to revise and revise it thoroughly. Don't jump about in a panic from one area to another.
4. Don't revise one area too much, at the expense of others, just because it interests you. For example, don't get carried away with revising vocabulary for your English exam. That's only one aspect of the language!
 5. Work on what you need to remember. Don't just read and re-read notes or books. Do something with the information. Re-write notes as diagrams, summarise information on cards, and put these where you can look at them frequently. In the case of revising for an English exam, of course – use the language: write in it, practise speaking in it.
 6. Go with your body clock: if you are slow in the morning, use that time to do some background reading. Do the weightier work in the afternoon. But don't study too late, especially the night before the exam. Tiredness will hinder your performance the next day. Always make sure you wind down before you go to bed.
 7. Keep your working area neat and simple. Just have the notes and books you need around you – not untidy piles that just remind you of how much work there is to do! If you find it difficult to concentrate, don't study at home where you'll be easily distracted; go to your library instead.
 8. Take regular breaks to get enough fresh air and stretch your legs. Don't work hour after hour without stopping – you just won't be concentrating properly. Work for twenty-minute stretches, then have a short break, or change your activity. But remember that exams can be long. The exam papers are up to two hours long – so make sure you are able to concentrate for this long as well.
 9. It's important to maintain a happy, positive frame of mind, so don't let revising take over your whole life. Give yourself something to look forward to after a day's studying: meet friends, relax in a warm bath, etc. Eat well; have a proper meal rather than snacks snatched at your desk.
 10. Allow plenty of time to get to the exam, but don't arrive too early or you'll sit around getting nervous. Resist the temptation to compare what you've revised with other students while waiting.
 11. Do read the paper thoroughly before starting. It's time well spent. It's very easy to misunderstand simple instructions when you are under a lot of pressure. On multiple-choice exam papers, go through and do all the easy questions first then go back to the beginning and try the trickier ones. On essay papers, tackle the questions you feel happiest about first, so that you can build up your confidence.
 12. Work out how much time you have for each question and pace yourself accordingly. You have nothing to gain from finishing early. Always keep

things in proportion. The worst thing that can happen is that you'll fail. If necessary, you can usually retake an exam.

Compare the answers in pairs as shown in the model.

Model: This is a good idea. I hadn't thought of that before.

- I know in theory you are supposed to ... but in practice ... usually happens.

-I don't agree with this at all. In my opinion, ...

103

Find the phrases in box A in the article. Without checking in your dictionary, try to guess from the context what each one means. If necessary, use definitions in box B to help you.

| A | B |
|---|--|
| <ol style="list-style-type: none">1. to sail through an exam2. to stretch your legs3. to wind down4. the trickier (questions)5. to pace yourself6. to gear yourself up for exams7. to hinder your performance8. snatched9. to tackle a question10. to retake an exam | <ol style="list-style-type: none">a) to make it difficult for someone to do somethingb) to go for a walk, especially after sitting for a long timec) to make a determined effort to do something difficultd) to succeed very easily in a difficult challengee) to rest or relax after a lot of hard work or excitementf) to do an exam againg) to do something at a controlled, steady speedh) to prepare yourself for something you have to doi) taken quicklyj) difficult, complicated, needing great care to do well |

104

Translate the passage into English.

Екзаменаційний стрес
(Поради психолога)

Коли б не приходив час іспитів я завжди стаю нервовою. Мені стає важко заснути і я навіть інколи не можу змусити себе готуватись до екзаменів. Я опиняюсь у стані пригнічення. Як можна цьому зарадити?

Джейн Сміт, США, штат Колумбія.

Ви можете почувати себе трохи збудженим. Англійці кажуть відчувати “метеликів у животі”. Стрес – це нормально. Психологи кажуть, що трохи стресу необхідно для гарної відповіді на екзамені.

Але якщо ви дійсно переживаєте глибокий стрес, він аж ніяк вам не допоможе. Деякі люди від стресу впадають у стан депресії – вони не можуть нічого вчити або повторювати. Деякі люди навіть втрачають сон і не можуть їсти.

Як правило люди, яким характерні такі сильні переживання не ті, що бояться “завалити” екзамен, а ті, хто знають багато і бояться здати екзамен гірше ніж вони можуть.

Важливо пам’ятати, що глибокий стрес може завадити вам гарно відповісти на екзамені. Якщо ви відчуваєте, що занадто сильно хвилюєтесь, спробуйте заспокоїтись. Поговоріть з людиною, якій довіряєте про те, як ви почуваетесь, можливо він або вона допоможе вам відволіктись від переживань та зібратись з силами і думками.

105

Translate the list of word combinations into Ukrainian.

| | |
|---|--|
| answer | the answer was on the tip of my tongue |
| exam <i>розм.</i> (<i>скор. від</i> examination) | to cheat in the exam |
| entrance examinations | mid-term exams |
| final exams (finals) | to get through the exams |
| to hold exams | to pass an exam |
| to pass in (Arts) | to pass the exams with flying colours |
| | to re-sit (for) the exams |
| to revise for the exams | to set smb a stiff exam |
| to sit (for) the competitive exams | to take an exam in a subject |
| examiner | exacting examiner |
| lenient examiner | strict examiner |
| well-disposed examiner (to) | to please / displease the examiner |
| fail at the exams | to fail in History (History) |
| flunk | to get a five (a four etc.) |
| my tongue failed me/to be tongue-tied | to be at a loss |
| to be lucky / unlucky | bad / rotten luck |
| luck smiled at me | mark |
| give a mark | a mark for an answer |
| a mark on a composition | a mark in a subject |
| to pluck up one’s courage | prepare (to read up for (exams)) |
| to put in a lot of reading | to pull oneself together |

| | |
|---------------------------------|----------------------------------|
| requirement | to score 74 points (out of 100) |
| swot | to swot up one's grammar |
| wit | |
| to be at one's wits' end | to rally one's wit |
| wait until the results come out | worry (about) |
| to be exhausted | to be worn out |
| to be sapless | to be ready to drop from fatigue |
| to feel more dead than alive | to deserve a break |
| to take a day or two off | |

106 From the word-list above, choose words or word combinations to fill in the gaps in the following sentences best.

- Can you answer this question?
– May I take one minute to think it over, please? The answer ...
- I failed the exam as I wasn't ready and the ... examiner didn't let me ...
- When students ... they have a two week holiday.
- This year the exams at our university are ... two weeks earlier.
- The students who failed the exams will be able to ... for them in January.
- What exam are you ... last?
- I managed to ... the examiner and got a five.
- Do you think I'll pass my English exam?
- I do believe ... will ... at you!
- What are your ... in English?
- Yesterday I answered well and got ... in English. We also wrote an essay. I don't think my ... will be as good as my oral answer.
- During the exam it's better to ... and answer rather than not say a word.
- If you don't understand a rule, at least you may ... it.
- When you're at a loss, it's difficult to ...
- Mr. Smith, I'm so exhausted. May I ... off?
-Of course, you may. After all the hard work you've done, you do ...

107 Fill in the gaps in the sentences with *fail, pass, take, sit, resit* in the correct form.

- I always revise thoroughly before I have to ... an exam.
- He's ... his driving test next week.
- I can't come this afternoon. I'm ... an English exam.
- Pat ...her exams with flying colours.
- I'm not surprised he ... his exams, he didn't revise at all.
- If she doesn't get high enough marks in her exams, she will ... them in September.

7. Congratulations on ... all your exams!
8. No one likes ... an exam. – I hope she will do better next time.
9. When are you ... your English exam: May or June?
10. Martin ... his maths exam and had to ... it.

108

Translate into English, using the vocabulary from exercise 105.

Моя перша сесія.

Ось історія про те, як я складала свої перші іспити в університеті. Коли перший семестр добігав кінця, першокурсники почали готуватись до першої сесії. Я, як і інші мої одногрупники, не знала, як проходить іспит, хто його проводить, та як ретельно треба готуватись, тому дуже боялася провалитися на іспиті. Для мене перескладання – це такий сором! Дні та ночі я проводила готуючись до іспитів: часом зубрила, іноді просто багато читала.

Виявилось, що екзаменатор на першому іспиті був вимогливий та суворий, тому я не списувала. Оскільки я звикла до поблажливих вчителів у моїй школі, то коли треба було відповідати, я розгубилася, і мені ніби відібрало мову. Вперше в житті я нічого не могла згадати, відповідь крутилась у мене на язиці, але я дуже нервувала. Та вдача мені посміхнулася. Я зібрала всю свою хоробрість і почала говорити все, що знала.

Виснажена і знесилена я чекала результатів і весь час думала, чи був екзаменатор задоволений моєю відповіддю. Коли я дізналась, що набрала 99 балів зі 100, мені хотілося співати й танцювати від щастя. Я зрозуміла, що це був найкращий бал у групі.

Хоча вимоги до іспитів були високі, а екзаменатори – зовсім не прихильні, я успішно здала всю сесію, отримавши відмінні оцінки з усіх предметів. Після останнього іспиту, я мало не падала від втоми. Батьки сказали, що я заслуговую на відпочинок, і дозволили мені провести свій вільний час на канікулах як душа забажає.

109

Write out the following passage in the form of a dialogue, making all the necessary changes. Begin as shown.

When Peter discovered that Suzanne was still working late at night he was very surprised and asked her what she was doing. She replied that she was studying hard for her English examination. Peter wanted to know why she was doing it so late, so she explained that she had not worked very hard until then and that she was trying to catch up. Peter commented that he could think of better things to do at night than study, to which Suzanne replied that it was typical of him.

She then explained that if she could pass the examination then she would have a good chance of getting a better job. Peter was not very impressed by her reason and still insisted that there was more to live for than just working. Suzanne said that as Peter's father was a company director, then presumably he, Peter, did not have to worry about getting a job. At which Peter expressed the opinion that the last thing he would ever do, would be to work for his father.

Peter: *Still working, Suzanne! What are you doing?*

Suzanne: *I'm studying hard for my examinations.*

Peter:...

110 Read the dialogue below in pairs. Make up your own dialogue according to the model.

Sam: What did you think of the exams, Pete? I reckon they were dead easy.

Pete: Maybe they were easy enough for you, but they were much too hard for me.

Sam: Oh, come on. You've probably done better than you think.

Pete: No, I'm dead certain I've failed in Latin, and most likely in French and History too. Thank goodness it's all over through. We can forget about it now – at least until the results come out.

Sam: Yes. Now I can get on with reading all these books I've wanted to read for months, but haven't had time for.

Pete: What! ... Well, it's up to you, I suppose, but I've had enough of reading; I'm not going to open another book for months. Don't you think we all deserve a break?

Sam: Well, yes... I'll take a day or two off perhaps. And I think I'll come to Bill's sister's party tomorrow night. But I'm going to university in October, I'll have to get down to some serious work again pretty soon.

Pete: I've got to get through the A-level exams first. I'll worry about it when I ever get there.

Sam: That's the trouble with you. You always try to do everything at the last minute.

Pete: And you are too serious; that's the trouble. You never stop swotting.

Sam: Well, I like reading.

Pete: And I can't stand it. I don't know why I decided to try to go to university in the first place. I think I'll run away and join the army or something.

EDUCATION IN GREAT BRITAIN

111 Read the title of the text (exercise 112) and try to guess what problems it touches upon. Make the list of your ideas. Discuss the list with your partner. Formulate the problems you would like to find answers to in the text.

112 Before reading the text study the following list of words and word combinations. When reading the text, try to find their meaning:
School governing bodies, a grammar school, a secondary modern school, a secondary comprehensive school, a selective system, the sixth form, the Open University.

113 Read and answer the questions coming after the text.

PRIMARY AND SECONDARY SCHOOLS IN BRITAIN

Schools Maintained by the State.

The Department of Education and Science is responsible for national educational policy, but it doesn't run any school, and doesn't employ teachers, or prescribe curricular or textbooks. These matters are left to the local authorities (LEAs) who pass the responsibility on to the school governing bodies, schools and head teachers. They employ teachers and other staff, provide and maintain buildings, supply equipment and materials, provide grants to students proceeding to further and higher education. Each school has its own "board of governors", consisting of teachers, parents, local politicians, members of the local community, businessmen and sometimes pupils.

Education in Great Britain is compulsory and free for all children from age 5 to 16, though children under 5 may attend nursery schools. Education within the maintained school system usually comprises two stages – primary and secondary education. The majority of primary schools are mixed. These schools are often subdivided into infant schools (ages 5-7) and junior schools (ages 7-11 or 12).

Infant schools are largely informal. Children are encouraged to read, write and make use of numbers (the three R's – reading, writing, 'rithmetic) and to develop their creative abilities.

In junior schools, teaching is often more formal. Children have set periods of arithmetic, reading, composition, geography, nature study and other subjects.

The usual age of transfer from primary to secondary school is 11. Till recently, most junior schoolchildren had to sit for the *eleven-plus examination* (*Secondary Selection Examination*). It was important, for it decided what kind of secondary school the child would attend. It usually consisted of an arithmetic

paper, an English paper, and an intelligence test which was supposed to determine the child's inborn abilities and his/her intellectual potential.

The selective procedure, though generally abolished, is still preserved in some areas. Where such selection is practiced, i.e. within a *selective system*, children are sent to grammar schools or secondary modern schools.

Grammar schools provide a mainly academic course for selected pupils from the age of 11 to 18 or 19. Only those children who have the best results are admitted to these schools. They give pupils a much higher level of academic instruction, which can lead to a university.

Secondary modern schools were formed in England in 1944 to provide a non-academic education up to the minimum school-leaving age of 16 for children of lesser attainment. The curriculum includes reading, writing, arithmetic, some elementary history and geography, and more practical subjects than are included in the grammar school curriculum (cooking, needlework, gardening, typing, woodwork, metalwork).

Within the *non-selective comprehensive system*, at the age of 11 children may go directly to a *secondary comprehensive school*. The majority of children in England and Wales go to the state comprehensive schools. Comprehensive schools have a number of educational advantages: they are open to all children, they are mixed schools, they provide a wide range of subjects. A comprehensive school offers 5-year courses to pupils of all levels of ability. Promotion to a higher class every year does not depend upon examination results – it is almost automatic.

There is still much disagreement about the good and the bad in the comprehensive system but the good comprehensive schools have shown that the academic and the non-academic children needn't be kept apart, and that there are many school and out-of-school activities which they can share: acting, singing, woodwork, cooking and, of course, games. So boys and girls have the opportunity of making friends with young people from many different backgrounds.

Along with state primary and secondary schools in Great Britain, there are also private schools. About 7% of children go to private schools. There are three levels of private schools – primary schools for children 4 to 8 years of age and preparatory (prep) schools for children 8 to 13 years of age. At the age of 13, children take an examination. If they pass, they go on to public school, where they usually remain until they are 18. Many prep and most public schools are boarding schools – the children live at the school during the school terms. It can be very expensive to send your child to such a school.

Examinations

Before leaving secondary school between the ages of 16 and 18, British schoolchildren take the General Certificate of Secondary Education (GCSE) exam, which marks the end of compulsory education.

It is held at two levels: Ordinary level (“0” level) and Advanced level (“A” level).

Candidates sit for “0” level papers at 15/16 years of age. They usually choose 6 or 7 subjects to sit for: mathematics, English, a science subject (biology, chemistry, physics or general combined science), a foreign language, history, geography and music. “0” level candidates are awarded one of five grades (“A”, “B”, “C”, “D”, “E”) or are undergraded. “0” level grades “A”, “B”, and “C” are considered “pass” grades, those which are necessary to get accepted for further study in the 6th form. “A” level is usually taken at the end of the 6th form. Candidates may take as many subjects as they like. Three “A” levels are enough to gain entry to most universities.

The Sixth Form

Most secondary schools have sixth-form departments providing one- or two-year courses. Some pupils, however, go to a special sixth-form college, where the atmosphere is less like a school and where they are treated as adults. At the sixth-form stage studies are highly specialized in three or four main subjects which will prepare students either for entry to University, Polytechnic or College of Further Education, or for direct entry into employment in industry or commerce.

Higher Education

About 30% of all young people in Britain decide to go into HIGHER EDUCATION. If they’ve got the necessary qualifications (for example, 3 “A” levels), there are several choices:

UNIVERSITY or POLYTECHNIC. Here, for three or four years, they study an academic subject (Natural Science, French, Maths, etc.) or a technical subject (Engineering, Law, Computer science, etc.). If they’re successful, they get a degree and are called “graduates”.

COLLEGE OF EDUCATION. Here students are trained to become teachers.

ART SCHOOL, DRAMA SCHOOL, MEDICAL SCHOOL, etc. Here students study to become artists, designers, actors, doctors, etc.

After these studies most students try to find a job. A few stay and work for a post-graduate degree (a doctorate, for example).

The Open University.

At any age after eighteen, and even without qualifications, people in Britain can study for a degree with the new OPEN UNIVERSITY. They work at home and are helped by postal courses, and radio and television programmes. The principle is important — higher education should be available to everyone.

1. What are the responsibilities of local educational authorities in the UK?
2. Whom does a school-board of governors usually consist of?

3. At what age do most British children go to school?
4. How long do British children study at primary school?
5. What are the differences in the arrangement of teaching in infant and junior schools?
6. What types of secondary schools are there in Great Britain?
7. What is the exam taken at the age of 16 called?
8. What are the choices for the young people who decide to go into Higher Education?

114

Match the words from the text and their definitions given below.

1. The governmental department responsible for British educational policy.
2. Two stages of education within the maintained school system in the UK.
3. Schools for boys and girls.
4. Two levels of primary school in the UK.
5. The three skills developed at infant school.
6. Non-selective school system of education in the UK.
7. The type of secondary schools providing a more academic education.
8. Schools where children live during the school term.
9. A two-year course of full-time education for schoolchildren between 16 and 18 aimed at university entry.
10. The certificate received by school leavers in the UK.

EDUCATION IN THE USA

115

Read the text and answer the questions that follow.

In the USA **education** is not mentioned in the Constitution, nor is there any federal department of education, so the matter is left to individual states. Education is free and compulsory in all states, however, from the age of 6 till 16 (or 18).

Some children go to nursery school aged 3 or 4, though it's not compulsory. Most children start kindergarten (compulsory in some states, optional in others) aged 5, which is the first year of elementary school (usually kindergarten and grades 1-6). At 6 years of age all children begin the first year of elementary school which is called grade 1 or the first grade (the second year is "grade 2", etc.)

At elementary school the emphasis is placed on the basic skills (speaking, reading, writing, and arithmetic), though the general principle throughout the

American school system is that children should be helped and encouraged to develop their own practical interests.

Aged 10, 11, or 12, some children go to middle school, grades 5-8 or 6-8. Those who don't attend middle school go to junior high school, grades 7-9.

At 15 years of age children move on to high school/secondary school in the ninth or tenth grade where they continue until the twelfth grade. There are two basic types of high school: one with a more academic curriculum, preparing students for admission to college and the other offering primary vocational education (training in a skill or trade, e.g. auto mechanic, beautician.)

Specialized high schools are for students with special interests, e.g. music, business. The local school board decides which courses are compulsory. There is great freedom of choice, however, and an important figure in high schools is the guidance counsellor, who advises the students on what courses to take on the basis of their career choices and frequent attitude and ability tests.

In order to receive the high school diploma, necessary in most states to get into college, students must accumulate a minimum number of credits, which are awarded for the successful completion of each one-or half-year course. Students hoping to be admitted to the more famous universities require far more than the minimum number of credits and must also have good grades (the mark given on the basis of a course work and a written examination). Extra-curricular activity (such as playing for one of the school's sports teams) is also very important in the American school system and is taken into consideration by colleges and employers.

Note, that students go to school and go to college to study (not go to the school/the college), as well as to go to college can mean university college or community college. It's important to mention that there are also private schools and parochial (religious) schools, run by church groups; neither is free, and some are expensive. Now some states have charter schools as well (public schools that parents can choose to send their children to) as an alternative to traditional public schools. Parents and teachers in charter schools have more freedom to choose the curriculum.

Class schedules and courses can be very different from state to state, and even from school to school. However, certain core subjects (most important areas to study) are taught in most schools, e.g. reading/English, writing, math, science, and social studies (the study of society, including history, politics, and economics). A schedule for one day in a typical high school might look like this:

| | | | |
|-------|-----------------------------|-------|------------------|
| 8:00 | Science | 11:40 | Lunch |
| 8:55 | Math | 12:30 | History |
| 9:50 | English | 1:25 | PE/Computers |
| 10:45 | Elective (music, art, etc.) | 2:20 | Foreign language |

1. Who is responsible for education in the USA?
2. At what age do children go to nursery school?
3. At what age do they start elementary school?
4. Which year of elementary school is compulsory in some states but optional in others?
5. What type of school comes after elementary school, and at what age?
6. When students go to high school, it could be a regular school or .../... school.
7. What do you need to obtain the high school diploma?
8. Is sport important in the American school system?
9. Who decides what subjects students study at school?
10. Can you name at least four core subjects taught in schools?
11. Which of these schools is free: parochial, private, public?

116

Read the text and say whether the following statements are true or false. Correct any false statements to obtain a summary of the text.

1. There is no minimum requirement to get into college.
2. Colleges and universities are exactly the same.
3. Students do not specialize in their degree subjects during their first two years at college.
4. Students are awarded credits for successfully completing a course.
5. Junior colleges only offer vocational courses.

Higher education refers to education at a university or college. There are about 3,000 colleges and universities, both private and public, in the United States. They are all independent, offering their own choice of studies, setting their own admission standards and deciding which students meet those standards. The greater the prestige of the university, the higher the credits and grades required. The terms ‘college’ and ‘university’ are often used interchangeably, as ‘college’ is used to refer to all undergraduate education and the four-year undergraduate programme, leading to a bachelor’s degree, can be followed at either college or university. A college may be an independent institution or a part of a university, e.g., some universities have a college of engineering, a college of liberal arts, etc.

School usually means K-12 (kindergarten through high school), but it can also mean university or college, e.g., “Where did you go to school? – Harvard.” And it is possible to say ‘graduate school’. At school (K-12), there are teachers and lessons, at university or college, there are professors and instructors, and lectures, discussion classes, and seminars. When a professor gives a lecture, the students listen and take notes but do not usually say much. In a discussion class,

students discuss the subject and ask questions. A seminar is an advanced or postgraduate class in which students do independent research and then compare their results informally with the professor and other students.

Students usually take (study) these subjects at a university or college, but not usually in high school or in lower grades: agriculture, anthropology, architecture, business, education, engineering, history of art, hotel administration, philosophy, political science, psychology, sociology.

During the first two years students usually follow general courses in the arts or sciences, and then choose a major (the subject or area of studies in which they concentrate or major in – the other subjects are called minors). Credits (with grades) are awarded for the successful completion of each course. These credits are often transferable, so students who have not done well in high school can choose a junior college (or community college), which offers a two-year ‘transfer’ programme, preparing students for degree-granting institutions. Community colleges also offer two-year courses of a vocational nature, leading to technical and semi-professional occupations such as journalism.

If you go to a state college or a community college, the tuition (the money you pay for courses) is lower than at a private institution. Some students get a scholarship (money to pay all or part of the tuition).

Students at a university are called undergraduates while they are studying for their first degree (the qualification when you complete university/college requirements successfully). It can be a B.A. (Bachelor of Arts) or a B.S. (Bachelor of Science) at four-year institutions, or an associate degree after two years at a community/junior college.

When you complete your first degree, you are a graduate. Some students then go on to do/take a second degree (postgraduate degree). They are then postgraduates/graduate students. Some of the possible postgraduate degrees include M.A. (Master of Arts) or M.S. (Master of Science), and Ph.D. (Doctor of Philosophy), the most advanced degree. When people study one subject in great detail (often to find new information), we say they are conducting/doing research (U) into/on a subject.

117 Match the terms below with their correct definitions.

- | | |
|-------------------------|---|
| a) community college | • main subject of academic study |
| b) credit | • training in skill or trade to be pursued as a career |
| c) major | • educational institution offering two years of studies that correspond to the first two years of a four-year college |
| d) vocational education | • recognition by a college that a student has |

fulfilled one of the requirements leading to a degree

118 Read these sentences spoken by college students. Guess what subject each person is studying.

1. "I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright."
2. "The way we use fertilizers is much more precise than it was 20 years ago."
3. "Travel and tourism are an important part of this industry."
4. "We are going to concentrate on Freud and Jung this term."
5. "I've been reading some books on time management."
6. "Expressionism was really a reaction to the work of the Impressionists."
7. "We've spent a lot of time on foreign policy and how it is affected by domestic issues."
8. "We are looking at ways that solar energy can be utilized."

119 Match the words from the text in exercise 116 and their definitions given below.

- a) the money students pay for their courses
- b) the qualification you get at the end of four years at a university
- c) the name we give students during this period at college
- d) teachers at a university/college
- e) an advanced class where students discuss their research with a professor
- f) students studying for a second degree
- g) the study of one subject in great depth and detail, often to get new information
- h) the talks that students go to while they are at university or college

120 Replace the underlined words with different words that have the same meaning in the context in exercise 116.

1. Is he a postgraduate?
2. Did she receive a college scholarship?
3. He's planning to go to junior college?
4. Where did he go to college?
5. She's studying physics, I think?
6. I think they are doing research into the cause of asthma?

EDUCATION IN UKRAINE

121

Read the text and give the English equivalents to the Ukrainian words and phrases:

Молодша школа, школа-інтернат, дошкільна освіта, загальноосвітні установи, базова середня освіта, зовнішнє незалежне оцінювання, стипендія, диплом бакалавра, післядипломна освіта, кандидат наук, наукова стаття, дисертація, 5-бальна шкала оцінювання.

The Ukrainian educational system is organized into five levels: preschool, primary, secondary, higher and postgraduate education.

Children aged one to six years old have the opportunity to attend **preschool education**.



Currently in Ukraine, **school** in its prime meaning is designated for children and teenagers who attend it between ages 6 through 17.

There are several types of institutions of General Education. Some schools may be boarding schools and named *school-internat* or *lyceum-internat*.

- *Middle School of General Education (ZOSh) or Middle School*

- Lyceum (Tekhnikum in the Soviet times)
- Gymnasium

The institution is called *Middle School of General Education (ZOSh)* or simply *Middle School* and usually combines primary and secondary levels of education. The system was first introduced in 1958 and included an 11-grade system, while in 1965 it was shortened to a 10-grade system. In 2001, a 12-year education system replaced an older 11-year one, but in 2010 the 11-year one was restored, so that no pupil studied 12 years in secondary school.

Most of the middle schools have all three levels of accreditation for the General

| Grade | Age | School level | Accreditation |
|-------|-------|------------------------|---------------|
| 1 | 6-7 | primary | I level |
| 2 | 7-8 | | |
| 3 | 8-9 | | |
| 4 | 9-10 | | |
| 5 | 10-11 | secondary, base | II level |
| 6 | 11-12 | | |
| 7 | 12-13 | | |
| 8 | 13-14 | | |
| 9 | 14-15 | secondary, complete | III level |
| 10 | 15-16 | | |
| 11 | 16-17 | | |

Education. Some remote schools may be of two levels which is a minimum requirement for all the middle school.

Primary and secondary education is divided into three levels of accreditation of general education: I - "younger", II - "middle", and III - "senior". I level of accreditation comprises grades 1 to 4. Grades 5-9 are usually considered a II level of accreditation or a base secondary education, while 10-11 are a III level. Despite the names, students usually study in the same school institution throughout their primary and secondary education. Primary schooling lasts 4 years and middle school 5. There are then 2 profile years.



The objective of general schooling is to give younger students knowledge of the arts and sciences, and teach them how to use it practically. The middle school curriculum includes classes in the Ukrainian language, Ukrainian Literature, a foreign language, world literature, Ukrainian History, world history, geography, algebra, geometry, biology, chemistry, physics, physical education, music and art.

Students attend each class only once or twice a week, however. Part of the school day is also spent in activities such as chess, karate, putting on plays, learning folktales and folk songs, choir and band. After school, students might also have music lessons, soccer, hockey, or tennis.

Schools receive 50% of their funding from the city budget and 50% from the national Government budget. The Cabinet of Ministers of Ukraine intends to give general education schools the option to independently manage the financial resources assigned from the state budget starting from January 1, 2010.

During grades 9 and 11, which is usually around the age of 15 and 17, students take various exams. The current examination system is undergoing change. At grades 9 and 11 students take IGTs (Independent Government Tests), which allow eleventh graders to enter university without taking separate entrance exams. In 2008 entrance exams were abolished and the IGTs became the standard for determining entrance eligibility. But in 2010 the system was changed again.

Potential graduates are scheduled to undergo external independent testing after the final state examination, in the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language (of the pupil's choice) in either English, German, French, or Spanish. The results of the testing will have the same status as entrance examinations to institutions of higher education. But some universities can convert points in the external independent test certificate according to their own rating system.

University level (Post-secondary education)



Higher education is either state funded or private. Students that study at state expense receive a standard scholarship if their average marks at the end-of-term exams and differentiated test is at least 4 (see the 5-point grade system below); this rule may be different in some universities. In the case of all grades being the highest (5), the scholarship is increased by 25%.

For most students the level of government subsidy is not sufficient to cover their basic living expenses. Most universities provide subsidized housing for out-of-city students. Also, it is common for libraries to supply required books for all registered students. There are two degrees conferred by Ukrainian universities: the Bachelor's Degree (4 years) and the Master's Degree (5–6th year). These degrees are introduced in accordance with Bologna process, in which Ukraine is taking part. Historically, Specialist's Degree (usually 5 years) is still also granted; it was the only degree awarded by universities in the Soviet times.

Postgraduate level

Upon obtaining a Master's Degree or Specialist, a student may enter a university or a scientific institute to pursue postgraduate education. The first level of postgraduate education is *aspirantura* that usually results in the *Kandydat Nauk* degree (Candidate of Sciences). Candidates must pass three qualifying exams (in the field of specialty, in a foreign language of their choice and in philosophy), publish at least three scientific articles, write a dissertation and defend it. This degree is roughly equivalent to the Ph.D. in the United States. After graduation a student may continue postgraduate education. This takes from two to four years of study in *doctorantura*. Significant scientific results must be obtained and published, and a new thesis written. This produces a *Doctor Nauk* degree (Doctor of Sciences), but the more typical way is working in a university or scientific institute with parallel preparation of a thesis. The average time between obtaining *Kandidat* and *Doctor* degrees is roughly 10 years, and most of new *Doctors* are 40 and more years old. Only one of four *Kandidats* reaches this grade. *Kandidat Nauk* may keep the position Associate Professor in universities, or Researcher/Senior Researcher in scientific institutes. *Doctor Nauk* can hold position of full Professor, Head of Laboratory or an equal/higher positions. The Ukrainian Ministry of Education and Science is considering changing the Soviet style *Kandidat Nauk* and *Doctor Nauk* degrees to Doctor of Philosophy and Doctor Habilitation, as has happened in several other post-Soviet countries.

Marks

Ukrainian universities use a traditional 5-point scale:

- "5" = "excellent"

- "4" = "good"
- "3" = "satisfactory"
- "2" = "unsatisfactory".

"5", "4", "3" can be described as "Passed", "2" - as "Fail". Students who get a failing grade of "2", have two more chances to pass an examination. Since 2006 (and even earlier in some universities), university students are graded on a rating scale of 0 to 100. These grades can be transformed to the 5-point scale approximately as follows (this system may vary a little from university to university and may change from time to time):

- from 90 to 100 means "5" A
- from 75 to 89 means "4" B,C
- from 60 to 74 means "3" D
- from 0 to 59 means "2" E

Both the rating scale and the 5-point scale are used in university registers. Some lecturers prefer to use A-F-point scale to rate students during their passing the exams.

As for secondary schools, they also used the above-mentioned 5-point scale till 2000. Since 2000 secondary schools use a 12-point scale, which could be transformed into the traditional 5-point scale as follows:

| | | |
|-------------|------------|------------|
| "12" = "5+" | "8" = "4" | "4" = "3-" |
| "11" = "5" | "7" = "4-" | "3" = "2+" |
| "10" = "5-" | "6" = "3+" | "2" = "2" |
| "9" = "4+" | "5" = "3" | "1" = "2-" |

Here signs "+" and "-" denote respectively better and worse version of a mark, for example, "4-" means "somewhat worse than good".

Languages used in Educational Establishments

In 2000/01 academic year, 70% of students attended Ukrainian-language schools (that is where Ukrainian is the primary language of instruction), while 29% were studying in Russian-language schools. There are schools with instruction in Romanian, Crimean Tatar, Hungarian, and Polish in regions populated by those groups.

122

Read the sentences about the system of education in Ukraine and say which are true and which are false.

1. The system of education in Ukraine is characterized by 3 levels: kindergarten, school and university.
2. Middle School of General Education combines two levels of education.
3. The first level of school accreditation comprises primary school.
4. The objective of the school is to teach pupils to use the arts and sciences practically.

5. An 11-grade system was introduced in 1958 and has never faced any alterations.
6. The Independent Government Tests are taken at the 11th grade to allow eleventh graders to enter university.
7. At state funded higher educational establishments, students study at state expense.
8. Moreover, all of them receive a standard scholarship.
9. Nowadays Ukrainian universities award The Bachelor's, Specialist's, and Master's Degrees.
10. Obtaining any of the degrees a student may pursue postgraduate education.
11. Postgraduate education comprises two levels.
12. In accordance with Bologna process Ukrainian universities use a 5-point scale, whereas secondary schools stick to a 12-point scale.

123

Read the text and write its summary. Include information on the topics:

1. The general educational school in Ukraine has four stages: preschool, primary, basic and senior.
2. Institutions of higher learning.
3. A multilevel system of training.
4. The essence of the educational policy in Ukraine.

Present-day independent Ukraine has got a rather developed system of education, which in many respects answers the standards of the developed countries. Citizens of Ukraine have the right to education which is guaranteed by the Constitution and ensures by the broad development of compulsory secondary education, vocational specialized secondary and higher education, by the development of extramural correspondence and evening courses, by the provisions of state scholarships grants and privileges for students.

In Ukraine there is a nine year compulsory education, but to enter a university one has to study two years more. General secondary education is free and compulsory. School starts at the age of six or seven. But most of them have learnt letters in kindergarten which is low part of primary school. Primary and secondary schools together comprise eleven years of study. Every school has a "core curriculum" of Ukrainian, mathematics, science, PT. A variety of effective subjects are taught at Lyceums and gymnasiums. There are optional, extra curricular courses and disciplines reflecting the school's academic speciality or major.

An important role in the educational system is played by vocational training schools providing almost 800 qualifications.

After finishing secondary school Lyceum or gymnasium one can go on to higher education. An applicant must take competitive examinations. Entrance examinations are held in July and August. Post-secondary education is provided by technical schools and colleges training young specialists and institutions of higher learning: universities, academies, institutes and conservatories, including 14 classical and 45 technological and branch universities, 30 academies and 72 institutes. Ukraine numbers a total of 1,5 million college-and-university students. A multilevel system of training is being introduced based on the junior specialist — B.A. -specialist — M.A, scheme.

The alternative system of higher education is gaining momentum made up of non-government institutions.

Higher educational institutions are headed by Rectors. Pro-rectors are in charge of the academic and scientific work. Higher educational institutions train undergraduate and graduate students in one or several specializations. The faculties are headed by the Deans. There are departments within faculties.

The system of higher education in Ukraine is going through a transitional period. The main objectives of the reform are decentralization of the higher education system, development of the autonomy of higher educational institutions, expansion of academic freedoms of faculties and students, development of new financial mechanism.

The Ukrainian educational policy is a combination of economic and social objectives. An educated person contributes more to the society and education on the other hand gives a person the prospect for professional advance. The citizens of Ukraine show a great concern for education for themselves and their children.

Institutions of higher learning enroll some 12,000 foreign students, postgraduates and visiting graduates, of whom 8,000 are on Ukrainian government scholarship.

Ukraine is party to intergovernmental agreements on education with 32 countries and cooperate with more than 50 international educational organizations, programs, and foundations.

CHILD PRODIGIES

124

Read the text and answer the questions that follow.

HOW RUTH MADE HISTORY AT OXFORD

Child prodigy Ruth Lawrence made history yesterday when she came a clear first out of the 530 candidates who **set the entrance exam for** St. Hugh's College, Oxford. The all-women's college is likely to offer her a scholarship. Ruth sat three three-hour papers - Algebra and Geometry; Calculus, Probability

and Statistics; and Maths. "I was happy with the first two," she said yesterday, "but I wasn't sure about the third".

Ruth, who lives in Huddersfield, has never been to school. Her father, Harry Lawrence, a computer consultant, gave up his job when Ruth was five to educate her at home. Her mother, Sylvia, who also works in computers, is the family breadwinner.

Harry Lawrence explained that, besides mathematics, Ruth also enjoyed English, history, geography, nature study and other subjects. She began to read at four and started academic subjects at five. "We did not start off with a thought that she would not go to school," he said, "but we enjoyed teaching her so much and we seemed to be making quite a good job of it, so we just carried on."

Because she doesn't go to school, Ruth has not mixed much with other children. "She enjoys serious conversation with adults," her father said, "and I don't think she will feel out of place at Oxford." He doesn't think she works harder than other children of her age, but **concentrates on** what she enjoys, principally mathematics. "She watches television a little but not as a habit", he explained. "But she plays the piano and **has quite a wide range of interests.**"

If she does well at St. Hugh's, Ruth expects **to take a further degree** and eventually hopes to become **a research professor in** mathematics - an ambition she may achieve while still in her teens. The Lawrence family plans to move to Oxford when Ruth takes up her place in October 1983. Before then, she plans to take four A levels **to satisfy the college matriculation requirements**. Her father hopes she will **be exempt from the requirement** to pass a foreign language - a "diversion", he feels, "from her main interests".

Miss Rachel Tricket, the principal of St. Hugh's, said last night: "We are all very excited about Ruth. She is obviously quite brilliant and has shown genuine originality". Ruth's future tutor, Dr. Glenys Luke, admits that taking so young a student is a daunting responsibility but says it is one she expects to enjoy. "I **shall tailor the teaching to her requirements**", she said. "Ruth shouldn't have **to suffer the same tensions** and disappointments that older students face. I hope I shall make it fun for her".

Last night the Lawrence family were thrilled at Ruth's **achievement**. "We all jumped up and down a bit when we heard", said Harry Lawrence. When Ruth becomes a student, Harry Lawrence looks forward to concentrating his efforts on her younger sister Rebecca, seven. "She's doing very well", he said, but it's too early to tell whether she's a mathematician".

1. What role do Ruth's mother and father play in her upbringing?
2. Why did they decide to educate her at home?
3. What is Ruth's ambition?
4. How old will she be when she achieves her ambition?

5. How will the college change the course for Ruth?
6. What was the Lawrence family's reaction to the news?
7. "Ruth has not mixed with other children". Do you think this is important?
8. What were your interests when you were ten?
9. What makes Ruth unusual?

125

Make up questions to the answers.

1. A computer consultant.
2. Her mother
3. She was four
4. Mathematics
5. Yes, she does. She plays.
6. She said, she is obviously quite brilliant.
7. Dr. Glenys Luke
8. He's going to help Ruth's sister in a similar way.

126

Match the summary to the correct paragraph.

1. Her father has been her teacher, while her mother goes out to work;
2. The university tutors are pleased that Ruth is coming and they are going to change the course a little to suit her;
3. She wants to be a research professor. Before university she hopes to take four more A-levels;
4. Ruth's academic background;
5. She made history by coming first, but she herself wasn't happy with all the examination papers;
6. Her family are very excited and wonder if the younger sister will be as talented;
7. The kind of person that Ruth is. Her likes and interests;

127

Fill in the gaps with appropriate words and word combinations from the text.

Ruth Lawrence, aged 10, has become _____ in a mathematics examination out of 530 other students, all hoping to go to St. Hugh's College, Oxford. She has already _____ her maths A-level, but admitted that she was a bit _____ to do so well in the entrance exam. She will go to Oxford _____ of 12. The principal of the college said, "She is obviously _____".

128**In pairs, discuss the following.**

For most people, learning a subject like math or a skill like playing the piano is difficult. But for some remarkable people, it's so easy that we say it's "child's play". It's even more remarkable when the people who learn these things easily are children. Children who are exceptionally intelligent and who perform at a very high level in a difficult field are called "child prodigies".

- ❖ What other activities do you find easy or difficult?
- ❖ Do you know the names of any famous child prodigies? What do you know about them?
- ❖ Which words and phrases refer to child prodigies and which to ordinary people?

Words*high level**exceptionally**remarkable**superior**average**unexceptional**outstanding**smart**gifted***Phrases***it's a breeze**it's like taking candy from the baby**it's a snap**it's smooth sailing**it's a piece of cake***129****Listen to the conversation and find the information about:**

Dan's achievements at three

Achievements at five

Behaviour now

Reasons for behaviour

Doctor's advice

130

Listen to a talk about the Stanford-Binet Test (one of the best-known tests that measures intelligence, known as "I.Q." - Intelligence Quotient Test) and circle the answers.

- | | a. | b. | c. |
|--|-------------|-------------|-------------|
| 1. The Stanford-Binet Test has been used since | 1960 | 1973 | 1916 |
| 2. Normal or average intelligence corresponds to | 100 | 101 | 110 |
| 3. Superior intelligence ranges from | 110- 120 | 120- 139 | 129- 159 |

131

Listen to the radio programme *Amazing People*, where host Joe Barlow is talking about a famous child prodigy. Take notes according to the following points.

| | |
|-----------------------|--|
| Name | |
| Education | |
| Achievement at age 4 | |
| Achievement at age 5 | |
| Achievement at age 10 | |
| Future plans | |

132

Read the text and tell your group-mates about the life of these famous people.

Wolfgang Amadeus Mozart will be remembered as one of history's most famous child prodigies. By the age of eight, he had performed in half the great cities of Europe and was about to write his first three symphonies. He died shortly before his 36th birthday, but the world recognizes him as one of the finest composers who ever lived. For centuries, people have been amazed by children of unusual talent. Pianist and composer Felix Mendelssohn had composed a fair amount of music by the time he was 11. His fourth opera was produced in Berlin when he was only 18. John Stuart Mill, the nineteenth century British philosopher, read Greek at three and had worked his way through elementary geometry and algebra and a large body of literature and history by the time he was 12.

Success has not always brought happiness to prodigies. When he was 20, John Stuart Mill suffered a serious mental crisis. "I seemed to have nothing left to live for," he wrote years later. Other well-known prodigies have had similar experiences.

A number of history's most famous prodigies had something else in common: they did not live very long lives. Composer Franz Schubert died at 31. Scientist Blaise Pascal died before he was 40.

Even though there has been a fascination with child prodigies for centuries, there has been little serious study of them until recently. Some surprising common characteristics have been identified. The vast majority are boys. They are usually first-born children of middle-class families. Often, their parents are past the usual child bearing age. Many are born by Caesarean section rather than by natural childbirth. They often have parents who seem to be trying to realize their own ambitions through their amazing children.

Those who have studied today's prodigies closely have observed that they often live under the great weight of their loneliness. In school with children their own

age they may become bored or frustrated, and simply turn off learning completely.

Many children, as they enter adolescence, begin to turn to other teenagers for affection, encouragement, and a sense of belonging. This can be a very difficult time in the lives of prodigies. They know they are different, and other teenagers know it, too.

And although many prodigies enjoy the satisfaction of extraordinary achievement, public praise, and material wealth, even the most successful sometimes question the value of their lives and accomplishments. "I have a longing which grows stronger as I get older," confess the acclaimed American concert pianist Eugene Istomin, "to be mediocre".

133 Use the verbs in brackets in the correct form.

Michael Jackson - A Success at Five!

From an early age Michael Jackson (show)_____ a talent for singing and dancing. By the time he was five, he (move)_____ into the lead position in his family singing group, the Jackson Five. Michael (work)_____ hard, and by the time he seven, he (begin)_____ to choreograph dance routines for the group. In 1971, when he was only thirteen, Michael (record)_____ his first solo album.

134 Look at the information in the chart. Write a complete sentence about each record holder. Use by the time and already.

| <i>Name</i> | <i>Age</i> | <i>Accomplishments</i> |
|-------------------|------------|--------------------------|
| Ginetta La Bianca | 15 | sang in the first opera |
| Margo Feiden | 16 | produced her first play |
| Marcus Hooper | 12 | swam the English Channel |
| Cody A. Locke | 9 | flew a small plane |
| Avi Ben-Abraham | 18 | became a doctor |

135 In pairs, speak about the achievements of other prodigy children you know. Discuss good and bad sides of being prodigy.

TOPICAL VOCABULARY

| Value of education | Цінність освіти |
|---|---|
| to reduce poverty and inequality | зменшувати бідність та нерівність |
| to lift out of poverty | підіймати з бідності |
| to give critical skills and tools | надавати базових вмінь та навичок |
| to provide for oneself | забезпечити себе |
| sustainable and viable economic growth | стабільний та життєво необхідний економічний ріст |
| to fight the spread of diseases | боротись з поширенням захворювань |
| to fight against graft and corruption | боротись з хабарництвом та корупцією |
| to reduce infant mortality | знизити рівень дитячої смертності |
| to encourage transparency | заохочувати до прозорості |
| profound impact | глибокий вплив |
| to promote gender equality | стимулювати гендерну рівність |
| to mitigate climate change | пом'якшувати кліматичні зміни |
| to foster peace | сприяти миру |
| enrollment rate for (school, etc.) | набір, кількість прийнятих до (школи) |
| to raise annual gross domestic product (GDP) growth | збільшувати ріст річного внутрішнього валового продукту (ВВП) |
| literacy | грамотність, писемність |
| literate / illiterate | грамотний, писемний / безграмотний, неписемний |
| ignorant | неосвічений, безграмотний |
| Schooling | Навчання в школі |
| Algebra | алгебра |
| Archaeology | археологія |
| Astronomy | астрономія |
| Art | образотворче мистецтво |
| Biology | біологія |
| Chemistry | хімія |
| Computer studies | інформатика |
| (Handi)craft(s) | трудове навчання (праця) |
| Dancing | танці |
| Economics | економіка |
| Environmental studies | екологія |
| Ethics | етика |

| | |
|--|--|
| Foreign languages | іноземні мови |
| Geography | географія |
| Geometry | геометрія |
| History | історія |
| The humanities | гуманітарні науки |
| Law | правознавство |
| Literature | література |
| Mathematics (Maths (<i>BrE</i>) / Math (<i>AmE</i>)) | математика |
| Music | музика / співи |
| Native language | рідна мова |
| Nature studies | природознавство |
| Philosophy | філософія |
| Physical education | фізичне виховання |
| Physics | фізика |
| Principles of personal and social safety | основи безпечної життєдіяльності (ОБЖД) |
| Psychology | психологія |
| Religion | релігія |
| Science | природничі науки |
| to enjoy studying | отримувати насолоду від навчання |
| to be bored with | набридати |
| to be at odds with | не ладнати з чимось / кимось |
| to loathe | почувати відразу до ... |
| to be a top / bottom pupil | бути найкращим / найгіршим учнем |
| to be at the top / bottom of the class | навчатись найкраще / найгірше у класі |
| to lead the class in | бути першим у класі з... |
| to do well / badly | вчитися добре / погано |
| to be good / bad at | мати / не мати схильності до ... |
| have ability / a gift for | мати здібність / дар до... |
| to be a genius | бути генієм |
| to work with relish and application | працювати з насолодою та ретельністю |
| to swot | зубрити |
| to do a lot of swotting | багато зубрити |
| to put in a lot of reading | багато читати перед контрольною чи іспитом |
| to slave at one's books | гнути спину над книжками |

| | |
|--|--|
| to spend one's time on books | проводити час над книжками |
| to spend a lot of time practicing | витрачати багато часу на виконання вправ |
| to have difficulty with a class | мати проблеми з засвоєнням матеріалу на занятті |
| a mark for an answer | оцінка за відповідь |
| a mark in a subject | оцінка з навчальної дисципліни |
| to get a mark | отримати оцінку |
| to give a mark | поставити оцінку |
| a strictly disciplined school | школа з високим рівнем дисципліни |
| to be a strict disciplinarian | бути вимогливим щодо дисципліни |
| to be a strict / lenient teacher | бути строгим / поблажливим вчителем |
| to be reluctant to accept school discipline | не хотіти підкорятися шкільній дисципліні |
| to break the school rules | порушувати шкільні правила |
| to disrupt discipline / lessons | порушувати дисципліну / зривати уроки |
| to restore discipline in class | відновити дисципліну в класі |
| to teach one's classes effectively | результативно проводити уроки |
| to use modern teaching techniques | користуватись сучасними методами навчання |
| to use educational technologies / education facilities | користуватись технічними засобами навчання |
| a problem child | проблемна / важка дитина |
| to keep marks to a respectable standard | підтримувати оцінки на належному рівні |
| a parent-teacher meeting | батьківські збори |
| cooperation between schools and parents | співпраця між школою та батьками |
| to produce the desired effect | дати бажаний результат |
| to be promoted to another year | бути переведеним до наступного класу |
| to graduate from school (university) with honours | закінчити школу (університет) з відзнакою |
| to go through primary / secondary school | закінчити (навчатись у) початковій / середній загальноосвітній школі |
| core curriculum / subjects | обов'язкова програма / предмети |
| subsidiary subjects / electives | додаткові (факультативні) предмети |

| | |
|--|--|
| divisive | що викликає розбіжність думок |
| streaming | розподіл учнів по паралельних класах з урахуванням здібностей |
| Choosing a University | Вибір університету |
| a school-leaver | випускник школи |
| to worry about one's future | турбуватися про своє майбутнє |
| to choose a career | вибирати кар'єру |
| to take up a career | братися за професію |
| to make up one's mind / to decide | вирішувати |
| to have several choices open to somebody | мати декілька можливостей вибору |
| (not) to be cut out for | (не) бути створеним для |
| to force | змушувати |
| to take a low paid job | піти працювати на низькооплачувану роботу |
| practical skill(s) | майстерність, практичні навички |
| to give / have a better chance of promotion and higher wages | надавати / мати більше шансів на підвищення по роботі та вищу заробітну платню |
| to gain practical experience in one's job | набувати практичного досвіду у роботі |
| to take a full-time course (in) | навчатися стаціонарно (повний робочий день) |
| correspondence studies | заочне навчання |
| a daytime / evening course | денна / вечірня форма навчання |
| to get a higher education | одержати вищу освіту |
| to go to university | навчатися в університеті |
| to make all enquiries (about) | розпитати (про)/поцікавитись |
| to be founded | бути заснованим |
| department | факультет, відділення |
| academic department | кафедра |
| teaching staff / faculty | викладацький штат |
| a government-supported university | державний університет |
| to boast (of) versatile international contacts | хвалитися, пишатися різнобічними міжнародними зв'язками |
| to meet the demands of the time | відповідати вимогам часу |
| to get varied education background | отримати різнобічну освітню підготовку |
| to obtain a degree | отримати ступінь |
| out-of-town | приїжджий |
| prestigious | престижний |

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| to be fresh from school | бути щойно зі школи |
| to rank in the top 10 percent of all school-leavers | бути серед 10% найкращих випускників шкіл |
| applicant (entrant) | абітурієнт |
| board | комісія |
| university admission board | університетська приймальна комісія |
| notice board | дошка об'яв |
| to apply for entry | подати заяву на вступ |
| to meet the entrance requirements | відповідати вимогам до вступу |
| to be eligible for entry | мати право вступу до університету |
| high standards for admission | високі вимоги до вступу |
| to enjoy priority | мати право поза конкурсного зарахування |
| to be refused admission | відмовити у зарахуванні |
| to enroll (accept) | зарахувати / прийняти |
| to be enrolled (admitted to University) | бути зарахованим / вступити до університету |
| to wait until the results come out | чекати, доки будуть відомі результати |
| to feel like singing and dancing | хотіти співати та танцювати від щастя |
| to start qualifying for an interpreter | розпочати здобувати кваліфікацію перекладача |
| a highly qualified interpreter | висококваліфікований перекладач |
| to make a (highly) qualified interpreter (teacher) | стати висококваліфікованим перекладачем (викладачем) |
| The Inaugural Ceremony | Церемонія посвяти в студенти |
| assembly hall | актова зала |
| the Dean | декан |
| the Assistant Dean | заступник декана |
| the dean's office | деканат |
| to get a student's identity card / record book | отримати студентський квиток / залікову книжку |
| to meet one's groupmates | зустрітись з одногрупниками |
| a monitor | староста |
| University Studies | Навчання в університеті |
| to take to university life | звикати до університетського життя |
| to question a teacher | задавати запитання вчителю |
| to get smb. to ask questions | заохочувати задавати запитання |

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| to learn through rote memorization | вчити шляхом механічного запам'ятовування |
| to think for oneself | думати самостійно |
| to stimulate one's thinking | стимулювати процес мислення |
| to come to one's own conclusions | приходити до власних висновків |
| term | семестр |
| tuition is by lecture, seminar, tutorial | навчання лекційне, семінарське, практичне |
| tuition fee | плата за навчання |
| to reduce smb.'s tuition fee | зменшити плату за навчання |
| academic year | навчальний рік (у вузах) |
| academic work | учбова робота |
| to compile excellent academic work | мати відмінні оцінки |
| to attend classes (lectures, seminars, tutorials) | відвідувати заняття (лекції, семінари, практичні заняття) |
| attendance is compulsory | відвідування занять обов'язкове |
| to check the attendance / one's coming in time | перевіряти відвідування |
| to be absent (away from) | бути відсутнім (на уроці, занятті) |
| to miss (skip) classes | попускати заняття |
| to give the lesson a miss | пропустити урок / заняття |
| to play truant | прогулювати |
| a skiver, truant | прогульник |
| a loafer | нероба |
| a nitwit | дурень |
| lazy | ледачий |
| lazy bones | ледар |
| to lag behind | відставати (у навчанні) |
| to be careless about one's studies | легковажно ставитися до навчання |
| to be given a good talking | мати серйозну розмову |
| to face the music with the Dean | мати неприємну розмову з деканом |
| communicative ability | комунікативна здібність |
| grammar appeals to me | мені подобається граматики |
| to assess a student's level of competence in English | оцінювати рівень знань студента з англійської мови |
| to catch up with the group | наздоганяти групу (у навчанні) |
| to catch up with all the jobs | надолужувати з тим, що треба було зробити |
| to catch up with the news | довідатися про новини |
| grammatical accuracy | правильна з точки зору граматики мова |

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| to take advantage of a teacher's weak point | скористатися слабкістю вчителя |
| to be much obliged to smb. for smth. | бути зобов'язаним / вдячним комусь за щось |
| my strong / weak point is grammar | граматика моя сильна / слабка сторона |
| to study with ease / difficulty | навчатися легко / важко |
| to have a good command of the language | добре володіти мовою |
| curriculum(pl. -la) | навчальна програма |
| department | факультет |
| correspondence department | факультет заочного відділення |
| academic department | кафедра |
| academic staff (faculty <i>AmE</i>) | педагогічний колектив |
| to acquire one's language fluency | набувати вільності володіння мовою |
| to be fluent in English | вільно володіти англійською мовою |
| to have smth at one's finger-tips | бути добре обізнаним у чомусь |
| to acquire knowledge | набувати знань |
| to master the language | оволодівати мовою |
| to make good progress | досягати успіху у навчанні |
| a full-time student | студент денної форми навчання |
| a part-time student | студент заочної / вечірньої форми навчання |
| a first-year student (freshman <i>AmE</i>) | студент-першокурсник |
| a second-year student (sophomore <i>AmE</i>) | другокурсник |
| a third-year student (junior <i>AmE</i>) | студент третього курсу |
| a senior student | студент старшого (останнього) курсу |
| to take a main subject (to major in <i>AmE</i>) | вивчати основний предмет |
| to get down to work | братися за роботу |
| to work hard | працювати наполегливо |
| to work consistently / inconsistently | працювати послідовно / непослідовно |
| to be in one's first (second, third... final) year | бути на першому (другому, третьому... останньому) році навчання |
| to graduate | закінчувати вищий навчальний заклад |

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| to graduate with honours / with distinction | закінчувати учбовий заклад з відзнакою |
| to expel from University | відраховувати з університету |
| no one should be deprived of education | нікого не можна позбавляти права на освіту |
| A Freshman's Experience | Досвід першокурсника |
| to be in low / high spirits | бути в поганому / гарному настрої |
| to lift / raise one's spirits | піднімати настрій |
| to have a chat | поговорити |
| to have an early / late night | лягати спати рано / пізно |
| to be heavy / light sleeper | спати міцно / чутливо |
| to have a lie-in | поніжитися в ліжку |
| to have a nap | подрімати вдень |
| to get up before dawn | вставати вдосвіта |
| an early riser | що рано встає (жайворонок) |
| a late riser | що пізно встає (сова) |
| to sleep the clock round | проспати добу поспіль |
| to suffer from insomnia | страждати від безсоння |
| to look miserable | жалюгідно виглядати |
| to be / feel sleepy | бути сонним |
| to oversleep | проспати |
| to rush like mad | мчати щодуху |
| to arrive in time | прибути вчасно |
| to be short of time (to be pressed for time) | мати обмаль часу |
| to jog | робити пробіжку |
| to get lax in one's studies | розлінитися |
| to nag | чіплятися, прискіпатися |
| in class | на заняттях, в аудиторії |
| to participate in the discussion | брати участь в обговоренні |
| to have some practice in | практикуватися в ч.-н. |
| to make a report (on) | робити доповідь (з) |
| to take part in various societies / clubs | брати участь в роботі різних гуртків / клубів |
| to lose one's temper | розгніватися, втратити самовладання |
| time-table (schedule <i>AmE</i>) | розклад занять |
| to be pretty tired | бути доволі стомленим |
| to be sick and tired | до смерті набридло |
| a trying day | важкий день |
| to spend one's spare time to one's | проводити вільний час собі на |

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| heart's content | задоволення |
| it takes some doing to get on a bus in the rush hour | сісти в автобус в годину пік – ціла справа |
| to linger one's way to the university | ледь плентатись до університету |
| to succumb to parental pressure | піддаватись тиску батьків |
| to carry out research on/into smth | провести дослідження на тему |
| Examinations | Іспити |
| entrance examinations | вступні іспити |
| competitive exams | конкурсні іспити |
| mid-term exams | іспити в середині учбового року |
| final exams (finals) | державні, випускні іспити |
| to sit (for) | складати іспит |
| take an exam (in a subject) | складати іспит (з предмету) |
| to get through the exams | скласти іспити (сесію) |
| to pass an exam | скласти іспит |
| to pass in (Arts) | скласти іспит з (гуманітарних предметів) |
| to pass the exams with flying colours | успішно скласти іспити |
| to fail at the exams | провалитися на екзаменах, не скласти екзаменів |
| to fail (in) History | провалити екзамен з історії |
| to flunk | не здати, провалити |
| to resit (for) the exams | перескладати іспити |
| to hold exams | проводити іспити |
| to set smb a stiff exam | влаштувати комусь важкий екзамен |
| exacting / lenient / strict/ well-disposed examiner (to) | вимогливий / поблажливий / суворий екзаменатор |
| to please / displease the examiner | задовольнити / не задовольнити екзаменатора відповіддю |
| to cheat in the exam | списувати на екзамені |
| to get a five (a four etc.) | одержати п'ятірку (четвірку, інш.) |
| to be lucky / unlucky | пощастити / не пощастити |
| bad / rotten luck | невдача, нещастя |
| luck smiled at me | удача посміхнулась мені |
| mark / grade | оцінка / бал |
| to give a mark | ставити оцінку |
| a mark for an answer | оцінка за відповідь |
| a mark on a composition | оцінка за твір |
| a mark in a subject | оцінка з предмета |

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| to revise for the exams | повторювати матеріал для екзамену |
| to prepare (to read up for (exams)) | готуватися до (екзаменів) |
| to put in a lot of reading | багато читати, готуючись до екзамену |
| to swot | зубрити |
| to swot up one's grammar | підзубрити граматику |
| the answer was on the tip of my tongue | відповідь крутилась у мене на язиці |
| my tongue failed me | мені відібрало мову |
| to be tongue-tied | не могли говорити |
| to be at a loss | розгубитися |
| to be at one's wits' end | розгубитися, не знати, що сказати, збитися з пантелику |
| to rally one's wit | зібратися з думками |
| to pull oneself together | зібратися, взяти себе в руки |
| to pluck up one's courage | зібратися з духом, мужатися |
| requirement | вимога |
| to score 75 points (out of 100) | набрати 75 балів (зі 100) |
| to wait until the results come out | чекати на результати |
| to worry (about) | турбуватися (про) |
| to be exhausted (sapped/sapless) | бути виснаженим |
| to be worn out | бути знесиленим |
| to be ready to drop from fatigue | мало не падати від втоми |
| to feel more dead than alive | почуватися майже мертвим від втоми |
| to deserve a break | заслужувати на перерву |
| to take a day or two off | брати день чи два вихідних |

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