

ANALYTICAL READING

for the 2nd-year students

УДК 811.111(076)

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П693

*Друкується за ухвалою редакційної-видавничої ради Чернівецького національного
університету імені Юрія Федьковича*

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Практичний курс англійської мови як першої іноземної (аналітичне читання),

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Навчальний посібник з аналітичного читання містить комплекс завдань та вправ спрямованих на розвиток комунікативних навичок когерентного мовлення, використання сформованих діалогічних та монологічних компетенцій на систематизацію і розширення словникового запасу.

Запропонований посібник призначено для студентів другого курсу факультету іноземних мов, що вивчають англійську мову як першу іноземну.

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UNIT 1 CHOOSING A CAREER

SPEECH PATTERNS

1. I do that **on purpose** with job candidates

They totally distort so many things **on purpose**.

“I steal things **on purpose** from one character to another, as a kind of homage,” she said.

The boss was elusive with her facts, and I think it was **on purpose**.

2.– **make them wait** past the appointment time.

The teacher **made Jack rub** out all the ink marks in his text book.

The slightest noise **would make him start**.

Make him repeat the rule.

3. I am nothing **if not** professional.

In recent years this cooperative approach had been met with wide, **if not** universal, acceptance, but it wasn't always so.

They have decided that the business they're in—providing telecommunications services for millions of customers—is slowing, **if not** boring.

He's a solid, **if not** flashy, choice, and is known for his affable personality and centrist views.

4. It's just **another way** of saying.

She thinks it's a **good way** to explore careers.

Meditation and calm music might seem like **good ways** to chill out but they pale in comparison to jokes.

“You just have to find **some way** to get it back. I was able to do that tonight.”

5. “**As for** my weaknesses... I have one.”

I am still working, and **as for** my health, it is very good.

As for dessert, I'd better skip it today.

As for me, I was more than content with the description of me as a map of low desires

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following sentences using speech patterns:

1. They totally distort so many things deliberately. 2. She suspected that Judith had chosen this task intentionally. 3. They will never force Andrew to break his promise. 4. The strangers wanted Roger to drive up to the back yard, and he obeyed. 5. Now, that number has doubled, and even tripled. 6. Yet the Fed's unwillingness to raise rates can be explained, and even defended. 7. There's no other manner of knowing if the treatment will work. 8. Local authorities across the country are trying different methods to balance competing demands. 9. Speaking about the children, they were happy enough to spend all day on the beach. 10. He was a nice enough person, but considering his suggestions, I found them unhelpful.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. He's here. _____ the others, they'll arrive later. 2. An international power using its intelligence service to overtly influence the election of a foreign head of state is highly unusual,

_____ entirely unprecedented. 3. You will not _____ him break with his bad habits. 4. _____ the festival itself, it is a joyful celebration of the traditions of this great city. 5. Evening classes are one _____ of meeting new people. 6. "We chose Yesler _____. 7. We thought it would be a safe route," she said. 8. That would _____ you think you were in Holland. 9. He's been going at it so regularly, and so swiftly, that he's keeping pace with the times, _____ getting a half-step ahead. 10. Meditation and calm music might seem like good _____ to chill out but they pale in comparison to jokes. 11. We left it unfinished _____ and left lots of room for the strings and we never do that usually.

3. Rewrite the following sentences indicating possibility of being more remarkable (greater or better or sooner) by using speech pattern 3:

1. But the probability that it was a coalition airstrike makes this a huge deal, beyond the fact that dozens (hundreds) of civilians died. 2. You're not with them anymore, but you were in that band as long (longer) than you were with The Replacements. 3. Nothing (seductive), they make ample room for viewers. 4. Though the science may be new, the relationship isn't: Honeyguides and people have been cooperating in Africa for thousands (millions) of years. 5. Councillor Leigh Bramall, deputy leader, said the money would create "hundreds (thousands) of additional jobs" in Sheffield. 6. But now, Gloria, the daughter of a black pastor and a Mexican immigrant who heads a nonprofit, said she's forgiven (forgotten). 7. On the other hand, Hillary Clinton is nothing (experienced). 8. It was among the hottest – (the hottest) – day in the 12-year history of the tournament.

4. Translate the following sentences using speech patterns:

1. Моя мама не любить коли в моїй кімнаті неприбрано, тому кожного дня вона мене змушує її прибирати. 2. Була це випадковість, чи Дейвід навмисно зламав собі ногу? 3. Молоді полісмени – дуже збентежені. Щодо надання їм в руки зброї, я не думаю, що це хороша ідея. 4. Іноді стану досконалості людині досить важко або навіть неможливо досягнути. 5. Заморожування – не поганий спосіб зберігання їжі. 6. Я буду готовою до іспиту через пару тижнів, а то навіть і швидше. 7. Щодо мене ну, я думаю мені буде потрібно трохи часу, перш, ніж я відповім на твоє запитання. 8. Їх змусили заплатити 8 мільйонів податку. 9. Я поводи́ла себе трохи дивакувато, вигадуючи різні способи, щоб змусити його ревнувати. 10. Вона сказала, що не хотіла цього робити, але знаючи Маргарет, я думаю, що вона це зробила навмисно. 11. Ще один спосіб завести нових друзів – це ходити до клубу любителів фотографування, танцю, живописного мистецтва та інших інтересів. 12. Багато або навіть і всі наукові роботи презентували на цій конференції. 13. Іноді ми знаходимо людей, які заблукали, деякі з них зробили це випадково, а деякі по своїй волі. 14. Щодо Дена молодшого, він не може ще навіть перепливти маленький басейн. 15. Гравій на дорозі спричинив приступ кашлю у Марії.

PRE-READING

1. Your friend wants to get a job this summer and asks you for advice. Look at the list of job advertisements below. Discuss the following points with your friend.

- Ask your friend what experience he or she has.
- Ask what kinds of work he or she would like to do.
- Ask what kinds of work he or she wouldn't like to do.
- Make suggestions about which job or jobs advertised would be suitable for your friend.

SUMMER JOBS

Child minder

English family living here for the summer require a child minder for their two children (3 and 7). Use of car and meals provided. 5 days a week and some evenings.

City guide

Tourist office looking to employ guides during the summer. Official city tours last two hours and are in English. History knowledge essential.

Shop assistant

Busy store in shopping centre requires summer shop assistants. Friendly manner, smart appearance, interest in fashion, reasonable English.

Waiter

Busy city centre bistro wishes to employ seasonal waiting staff. Good communication skills a must. Flexible hours, to include some weekends and evenings.

Hotel receptionist

Excellent opportunity for the right person to begin a career in hotel industry. 4* hotel near airport requires reception assistant during summer.

The Job Interview

He must be fifty years old.

That's my first thought as I welcome Benjamin Walks into my office, twenty minutes late. I do that **on purpose** with **job candidates** – make them wait past the **appointment** time.

I shake his hand and smile, motioning him to a small chair in front of my large desk. He sits. It's a horrible chair. Benjamin Walks is **applying for** a Senior IT position – about 130k a year. I'll **lowball** him, saying the position only **pays** 90k to start.

He's well over fifty years old – **look at** those wrinkles in his brow. Look at those gray hairs. I thought old guys used Grecian Formula hair coloring. Not Benjamin Walks, he's all old in his ordinary blue suit with his plain red tie and his gray hairs.



My job is **to dissect his resume** and **lay his soul bare for** easy **corporate analysis**. I will render him exposed and naked to secular, circumspect evaluation. He needs a job and I... I have the power to grant it. Or not. Before asking Mr. Walks a single question, I have **made my decision**. **I'm that good at my job**. I can **draw a conclusion** without having any **pesky** information. I **smile at him** like Julius Caesar, giving a thumb down. But I must **go through** the motions, so I ask the questions. I am nothing if not professional.

"What makes you think you **are qualified**

for this position, Mr. Walks?"

He replies. I nod but don't **pay attention to** what he says. It sounded like a **competent** response, but I'm thinking about going to Subway for lunch. A **meatball sub** would really **hit the spot**.

"Benjamin, what **skills** do you possess that **set you apart from** other **applicants**?"

He answers. It's something about how much **experience** he has and projects he led – blah, blah, blah. It's just another way of saying he is old and worn out.

The clock shows 11:45, so I need to wrap this up before Subway **gets too busy**. I point, aim, and level the last question I **plan on** asking Benjamin Walks.

"Ben – I can call you Ben, right? Good. Ben, tell me why I should **hire** you?"

This one is designed **to put applicants back on their heels**. It's like giving a Rubik's Cube to a monkey. I place my elbows on my desk and **temple my fingers together** as I wait for Benjamin Walks to respond. I can almost taste my meatball sub, now. Meatballs. *Mmm*.

One beat.

Two beats.

"Why should you... hire me?" he carefully asks and clears his throat.

"Well, I've never **been convicted of a felony**. I'm over 18 and a U.S. Citizen. **I'm authorized** to work in this country. I have good **personal hygiene**. I **show up on time for work** and usually show up early. I keep my work space tidy. I will pass any drug-test you have. I don't take long lunch breaks. I don't steal office supplies, and I rarely, if ever, **call in sick**."



It's like he's reading off the **job application form**. Sad, really. I start to interrupt him but Mr. Walks seemed **to be settling into a groove**, like Eminem, starting to rap.

"I'm a **hard worker** and I'm **dedicated**. I have a **can-do attitude** and I'm a **Self-Starter**. I have excellent written and verbal communication skills. I'm a **go-getter**. I will identify the problem and offer a solution."

He **locks eyes with me** and adds, "I really **enjoy a challenge**. I'm a **team player**. I like working with people, and I work well independently. I also work well as part of a group. I can give orders and I can take orders – lead or follow. I can **take constructive criticism**."

I started to say we were **looking for an eager learner**, but he continued.

"I'm a quick study. I **follow through**. I manage time efficiently. **I'm proficient in** the Internet, network protocols and security. I know Microsoft Office, Windows OS and forty-five millimeter handguns. I know how to make a high-yield explosive device out of everyday household items."

He stood up from the stupidly uncomfortable chair and leaned over my desk, saying, "You see, I've got what it takes. I've **got the world on a string**. I can **make a difference**. I know where Hoffa is buried. I can recite the Declaration of Independence when I'm drunk. I can locate Lithuania on a map. I can two-step. I'm ambidextrous, and some people call me the space

cowboy, some call me the gangster of love, some call me Maurice because I speak of the pompous of love.

You see, I am The One that **was prophesied to** come during your darkest hour. I can pull the Sword from the Stone. I am the Jedi Master. I am Nero and I see the Matrix. I am the Walrus. Goo-goo-ga-jooob.”

His red tie draped over my desk as he leaned in and the next words seemed to hiss with steam from his mouth.

“As for my weaknesses... I have one.”

He moved in even closer and his nose almost – but not quite – touched mine and said, “I have been known, at times, **to fly into** vengeful fits of homicidal rage when I **get turned down for a job** I am overqualified for by some self-important, gen-X **rascal**. But other than that, no. No real weaknesses.”

Mr. Benjamin Walks stood coolly, straightened his tie and leaned back against the wall of my increasingly small office and added, “That’s just a few of the reasons, **right off the top of my head**, why you should hire me.”

What else could I say?

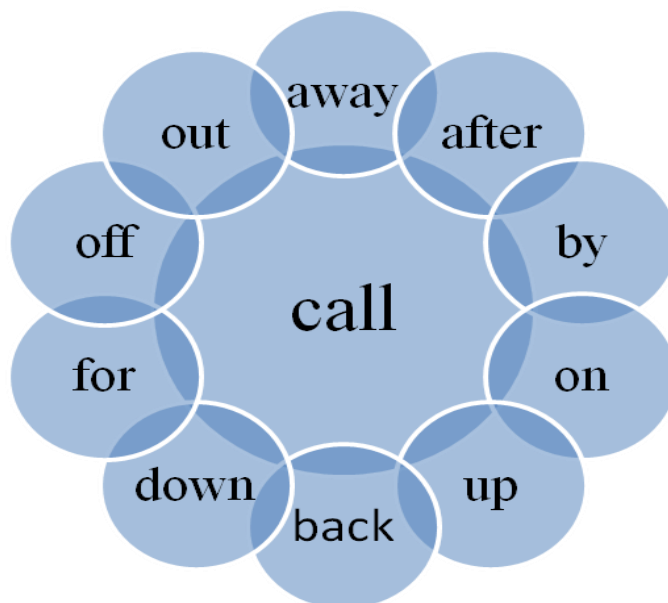
“Wh... when can you start?”

(by Mitch Lavender)

ACTIVE VOCABULARY

- | | |
|--------------------------------------|---|
| 1. an appointment | 9. to lock eyes with smb |
| 2. to lay one’s soul bare for | 10. a challenge |
| 3. to draw a conclusion | 11. to be proficient in/at/with |
| 4. to be good at smth | 12. to set smb apart from |
| 5. to be qualified for smth | 13. to put someone back on one’s heels |
| 6. to hit the spot | 14. to follow through |
| 7. to be convicted of smth | 15. to call in sick |
| 8. a felony | |

Phrasal verb to call



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given abstract.

II. a) Explain what is meant by the following phrases: to fly into, to plan on, to show up for smth, to get turned down for a job, to make one's decision, to temple one's fingers together, pesky information, to get the world on a string, right off the top of one's head.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. to *get too busy* – to *become too busy*. **Check your ideas in a dictionary:** to lowball, corporate analysis, competent, a meatball sub, skills, experience, authorized, personal hygiene, to be settling into a groove, a can-do attitude, a go-getter, an eager learner, to pay attention to smb. or smth., to be prophesied to.

V. Match the words and phrases to the definitions.

- | | |
|-----------------------------------|--|
| 1. to draw a conclusion | a) an arrangement to meet a person or be at a place at a certain time, usually in connection with their work or for a serious purpose; |
| 2. a challenge | b) to reveal one's innermost feelings and thoughts, especially concerning one's doubts, regrets, or flaws; |
| 3. an appointment | c) to form an opinion; |
| 4. to call in sick | d) to have a particular physical or mental skill, to be very skilful at something; |
| 5. to hit the spot | e) having the appropriate qualifications for an office, position, or task; |
| 6. to follow through | f) to be exactly what is wanted or needed; |
| 7. to put smb back on smb's heels | g) to prove or declare guilty of an offense, especially after a legal trial; |
| 8. to set smb apart from | h) a grave crime, such as murder, rape, or burglary; |
| 9. to lay one's soul bare for | i) to look at someone directly while they are looking at you; |
| 10. to lock eyes with smb | j) a call to engage in a fight, argument, or contest; |
| 11. to be qualified for smth | k) having great facility (in an art, occupation, etc); |
| 12. to be good at smth | l) to show someone or something to be different or special; |
| 13. a felony | m) to surprise or shock someone; |
| 14. to be proficient with | n) to pursue (an aim) to a conclusion; |
| 15. to be convicted of | o) to telephone work or school to say you are ill and will not be there |

VI. Fill in the following word combinations and phrases into the sentences below:

an appointment, to lay one's soul bare for, to draw one's own conclusions from, to be good at, to be qualified for, to hit the spot, to be convicted of, a felony, to lock eyes with, a challenge, to be proficient in, to set smb apart from, to put smb back on one's heels, to follow through, to call in sick

1. She had already decided what she was going to do well before he'd finished with his_____.
2. I woke up with a terrible cold and had _____.
3. "I will not _____ their shallow prying eyes. My heart shall never be put under their microscope."
4. He met her eye unblinkingly, accepting her unspoken_____.
5. Girls aren't even supposed _____maths, mom.
6. If someone _____ a crime, they are found guilty of that crime in a law court.
7. She has _____with her accountant.
8. How does it feel, Constantine, _____ your future?
9. He decided _____ with his original plan.
10. This kind of testing for new products really _____.
11. [Readers](#) are [invited](#) to _____ the [report](#).
12. A great number of Egyptians _____foreign languages.
13. He's the one in the big white hat and bow tie, which all the men in dark suits.
14. He _____ the position by his education and experience.
15. The news of their divorce_____.

VII. Find synonyms to the following words and phrases among phrases with the verb *call*: to send for; to name after; to go to see; to drop in a minute; to recruit; to visit again; to scold, rebuke; to declare; to hold back; to talk loudly. Make up sentences with words and phrases above.

VIII. Complete the sentences with the correct prepositions from the box.

In (×2) away after by on up back for (×2) down off out at of through

1. In 1977 he was convicted _____ murder and sentenced to life imprisonment.
2. Two of her brothers had been called_____.
3. Next time you'll get more than being called _____ for your bad behavior.
4. No, she could not lay her soul bare _____ the bishop.
5. Ben called _____sick and told his boss he would miss the meeting.
6. Do you want me to call _____ tomorrow?
7. He was called _____ unexpectedly today, which is why I came to meet you instead.
8. She was called _____ her grandmother.
9. With the weather worsening, they've called _____the search for survivors.
10. I was trained to be an actress but I didn't follow it_____.
11. We could call _____ my parents if we have time.
12. I'll call _____later and see how you are.
13. Several of the newspapers were calling _____his resignation.
14. Hands up, please – don't call _____.
15. To play an honest game, you have to be good _____ solving puzzles.
16. If you are proficient _____ something, you can do it well.

IX. Translate these sentences from Ukrainian into English:

1. Сьогодні я зустрічався з моїм адвокатом і був шокований новиною, що мої колишні сусіди звинувачують мене у тяжкому злочині – у крадіжці зі зломом. 2. Мій начальник зробив висновок, що наш новий менеджер по продажу вміло рекламує нашу продукцію. 3. Джон та Кері дивилися один одному в очі довгий час, але вона так і не змогла поговорити з ним відверто (розповісти всі свої секрети). 4. Цього місяця мій колега не встиг завершити важливий проект, так як він декілька разів відпрошувався через хворобу. 5. Я на недовгий час зайшов до бабусі і повідомив новину, що мене призивають до армії через два місяця. 6. В нашому офісі зупинили відбір кандидатур для відділу технічного забезпечення, так як знайшли вже достатню кількість працівників, які добре володіють комп'ютером. 7. Мене терміново викликали назад до офісу в Лондон і я не зміг ще раз зайти до своєї хворої матері попрощатися. 8. Сенатор визнав, що немає достатньо досвіду для цієї посади і звільнився. 9. Я дуже люблю мамин м'ясний пиріг, він такий доречний, коли я приходжу з університету голодний. 10. Ден прийняв виклик друга і прокричав непристойні слова, хоча знав, що його будуть за це сварити. 11. Моя сестра завжди відрізнялася від інших своєю порядністю та чесністю, вона не могла збрехати. 12. Сьогодні оголошили список студентів, які пройшли на державне замовлення. 13. Я дуже люблю своє ім'я, адже мене назвали в честь моєї прабабусі.

VOCABULARY NOTES

1. **apply** v/t/i 1. to make an official request for a job or a place in a college or university, or for permission to do or have something: *Students can **apply for** money to help with their living costs; **apply to do something**: Bill is **applying to** join the fire service; **applicant** n/c someone who applies for something, such as a job or a loan of money *The applicant appeared in the office before the furniture had arrived*; 2. to affect or be relevant to a particular person or thing: *The discount no longer **applies to** him, because he's over eighteen*; 3. to use a particular method, process, law etc: *The trial judge had applied an incorrect principle of law; **apply something to something**: a similar technique can be applied to the treatment of cancer; **apply yourself** to work very hard on something for a long time: *You need to prove to an employer that you can apply yourself.***

2. **job** n/c 1 work that you do regularly to earn money: *she has a job as a restaurant manager; **do a job**: she's very experienced – she's been doing the job for years. **jobs go** (=are lost): over 2000 jobs will go in the shipbuilding industry. **job interview**: he's attending a job interview this morning; **top job** an important or powerful job: *she holds one of the top jobs in the industry; **job centre** a government office where unemployed people can go for advice and information about jobs that are available: *special benefits included child allowance payments, tax breaks, priority placement in childcare facilities, and training in job centres.***

3. **hire** v/i/t 1 to pay someone to work for you, especially for a short time: *I hired someone to paint the house; **hire out** to send someone to work for other people for short periods of time in return for payment **hire yourself out**: he earned his living by hiring himself out to whoever needed his services; 2. to let someone use something temporarily in return for money: *there are several companies that hire office equipment to businesses.**

Syn. **employ** v/t to pay someone regularly to do a job for you or to work as a member of your organization: *they employ a nanny, cleaner, and gardener; **employ someone as something**: Jean was **employed** by the company as a computer programmer; **be employed in something**: a third of the population is **employed in** the coal mining industry; **recruitment** n/n*

the process of finding people to work for a company or become a new member of an organization: *the recession has forced a lot of companies to cut down on graduate recruitment.*

Ant. dismiss v/t to remove or discharge from employment or service: *the boss dismissed her, because she was unwilling to accept the new dress code of the company;* **be made redundant** dismissed from a job because you are no longer needed: *more than 200 of the company's employees have already been made redundant;* **sack** v/t to tell someone that they can no longer work at their job: *hundreds of workers are to be sacked at the factory;* **resign** v/t/i to state formally that you are leaving a job permanently: *it now seems clear that she will resign her directorship immediately;* **resign as:** he was forced **to resign as** Finance Minister, **resign from:** he made it clear that he was not **resigning from** active politics; **resign yourself to** to accept that something unpleasant must happen and that you cannot change it: *he has resigned himself to the fact that his marriage is over;* **retire** to stop a job or career because you have reached the age when you are not allowed to work anymore or do not need or want to work anymore: *I want to be healthy when I retire.*

4. work v/i/t 1. **a.** to spend time trying to achieve something, especially when this involves using a lot of effort (physical or mental): *I've been working in the garden all day;* **work on:** to be in the process of making (something), doing (something), etc.: *our thanks go to everybody who has worked on this project;* **work at (something)** to make an effort to do (something) better: *he needs to work at his handwriting;* **b.** to force (someone or something) to do something that involves physical or mental effort: *she always works us too hard.* 2. to have a job, usually one that you are paid to do: *dominic works part-time.* **work in:** *I hope to work in marketing when I'm older;* **work for:** *she works for a big law firm in the city;* **work off (something) or work (something) off** to pay (a debt) by working: *she worked off her loan;* 3. to perform or operate in the correct way: *the computer isn't working (properly).*

work n/n 1. **a.** a job or activity that you do regularly especially in order to earn money: *she is trying to find work in publishing;* **at work** actively doing work: *he kept us hard at work but paid us well;* **have your work cut out for you** the thing you need to do is very difficult, and you have to work very hard to achieve it: *she knew she had her work cut out for her, but she was willing to do whatever it took to succeed;* **in work** having a regular job: *the percentage of people who are in work has increased;* **out of work** without a regular job: *the factory closed and left/put 5,000 people out of work.*

5. application form n/c a form to be filled in when applying for job, grant etc.: *even many years later his mind would sometimes return to that fiddled application form;*

curriculum vitae n/c a document that informs about a person's life, education, qualifications: *curriculum vitae is the first and the most important step when seeking employment, because it makes your potential employer think of you as a good candidate or not;* **enclose a CV** to send something in the same envelope or parcel as something else: *please enclose a curriculum vitae with your application.*

cover letter n/c letter of motivation, a letter that you attach to other documents, such as an application form or curriculum vitae: *it is essential to write in your cover letter why you are suitable for the job and why you'd like to get it;*

reference n/c information written by somebody that knows you (an employer, a principal, a teacher, etc.) describing you, your work, efforts, achievements and whether you are suitable for a job, training, course, etc.: *my last employer gave me a very good reference, which helped me a lot to get my current job;*

credentials (usually plural) someone's education, experience, etc. that prove s/he has the ability to do a job: *the doctor showed us her credentials.*

6. self-starter n/c a person who is able to work effectively without regularly needing to be told what to do: *the successful applicant for the position will be a well-motivated self-starter who has excellent communication skills;* **sole trader** a business ran by one individual: *although sole traders are fully independent, they find it difficult to go on holidays, because running their own business is time-consuming;*

7. team player n/c someone who is good at working closely with other people: *London company requires a team player committed to quality management;*

staff n/c the group of people who work for an organization: *the staff were very good; he is on (= a member of) the editorial staff of the magazine.*

workaholic n/c a person who works a lot of the time and finds it difficult not to work: *a self-confessed workaholic, Tony Richardson can't remember when he last had a holiday.*

8. promotion n/v being raised to a higher, more important position: *what I like about my job is the possibility to get a promotion soon;*

maternity leave n/n a period in which a woman is legally allowed to be absent from work in the weeks before and after she gives birth: *I'll take maternity leave like every other woman executive who's had a baby;* **sick leave** n/n time away from work because of illness: *mark is not in the office today. He broke his leg yesterday, so he's on/he's taken sick leave;* **be off sick:** *when we are off sick, we only receive half pay;* *be on sick leave: I have been on sick leave for seven months with depression;*

retirement n/n/c the period in someone's life after they have stopped working because of having reached a particular age: *we wish you a long and happy retirement.*

9. pay v/t/i 1. to give money to someone for something you want to buy or for services provided: *how much did you pay for the tickets?* 2. to give money to someone for work that they have done: *the company pays its interns \$4,000 a month.*

pay n/n the money you receive for doing a job: *It's a nice job but the pay is appalling;* **be in the pay of sb** to work for someone, especially secretly: *Hamilton might not be Sethos, but he was in the pay of the enemy;* **payment** n/c/n an amount of money paid: *usually we ask for payment on receipt of the goods;*

perks n/c special benefits that are given to people who have a particular job or belong to a particular group (a company car, private medical insurance and other perks that come with the jobs): *the only perk you get for all the work is that you can keep yourself off things like that – syn. fringe benefits;*

dole n/s the money that the government gives to people who are unemployed: *young people on (= receiving) the dole are often bored and frustrated;*

pension n/c an amount of money paid regularly by the government or a private company to a person who does not work any more because they are too old or have become ill: *He retired on a generous pension from the company;*

remuneration n/n money that you get for your work or services: *we resigned from their services, because the remuneration they expected was too high for us;*

salary c/n a fixed amount of money that an employee gets from the employer every month: *the salary for the job is not worth the effort you have to make there;* **wage** n/s a particular amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education: *is she paid a regular wage or is it by commission only?* **minimum wage** the lowest amount of money that can be legally paid per hour to a worker: *the purchasing power of the minimum wage declined between 1993 and 1995;* **hourly wage** the amount you earn for every hour you work: *the minimum hourly wage reached \$6.55 in July 2008;*

profit n/c/n money that you make by selling things or doing business: *she makes a big profit from selling waste material to textile companies.*

10. occupation a person's usual or principle work or business, esp. as a means of earning of living; vocation: *in the space marked "occupation" she wrote "police officer".*

profession a job that needs special education or training: *he left the teaching profession in 1965 to start his own business.*

trade a particular job, especially one in which you work with your hands: *He's a carpenter by trade.;*

odd jobs small jobs of different types, especially those that involve repairing or cleaning things: *he's been doing odd jobs this summer to earn a little extra money.*

vacancy n/c a job that no one is doing and is therefore available for someone new to do: *there is a vacancy for a shopassistant on Saturdays.*

position n/c a job: *she applied for a position in the firm that I work for.*

VOCABULARY EXERCISES

I. Comment upon proverbs, sayings and quotations about work

1. *to be snowed under with work;*
2. *to have the devil's own job.*
3. *A Jack of all trades is master of none.*
4. *Every man to his trade.*
5. *Choose a job you love, and you will never have to work a day in your life.*
6. *The difference between a job and a career is the difference between forty and sixty hours a week.*
7. *The closest to perfection a person ever comes is when he fills out a job application form.*
8. *The best way to appreciate your job is to imagine yourself without one.*

II. Translate the text "Get it right!" from English into Ukrainian:

Katy Smith, career consultant, has a few tricks up her sleeves for those looking for a job. Go on and get it right!

Read recruitment sections in newspapers and on the Internet. A good permanent job with a promise of long-term employment can be difficult to find, so why not take a temporary job, even if it is only for a few months? Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, don't miss them!

When you have decided to apply for a job, send application with your CV as soon as possible. Don't forget to list all of your qualifications and previous experience you have with this kind of work.

At the interview don't be afraid to ask about working conditions (hours, holidays), but wait for the interviewer to mention the question of starting salary. Money is a delicate issue and being greedy will not get you a job.

Dress for success! Put on smart clothes and wear something bright to boost your confidence at the interview.

Many young people are convinced the most important thing about a job is your salary. It seems reasonable: you work in order to make money, and your real life starts after work. Right? Wrong. In a full-time job, you spend eight hours a day at work. That's a lot of time, and if you spend it doing a job you hate, it is likely to make you miserable. So rather than pick a university course that is supposed to lead a well-paid job, look for something that interests you and that you consider worth doing.

III. Paraphrase the words and word combinations in italics:

1. I always thought that one of the *perks* of working in modern offices is that everything is so clean. 2. But according to a recent scientific study, if you're a *white-collar office worker*, you should think about asking for a *sick leave* or even start working from home. 3. But don't *hand in your resignation* and *apply for a job* on a farm or the municipal dump just yet. 4. They may *apply to* join the organization. 5. The idea of being your own boss is very attractive. No more working for someone else; no more orders; no prospect of *being sacked* or *made redundant*.

6. I saw your *job advertisement* in the Guardian on June 12. 7. Well, there is a *vacancy* for a child carer with prestigious family in the Channel Islands from May to September. 8. Suitable *qualifications, experience* and *good references* are essential. 9. The duties include answering the phone, helping customers, assisting the senior receptionist and any other *odd jobs*. 10. The hotel is open 24 hours, so you may be asked to *work shifts*, and *overtime* is also available. 11. The paint should be *applied* thinly and evenly. 12. How much would it cost *to hire* a car for the weekend? 13. The pump is *worked* by wind power. 14. I got my teaching *credentials* from San Jose State. 15. The job offers excellent *promotion* prospects.

IV. Fill in the gaps:

a) Choose the correct word

1. As you will see from my _____, I have all the qualifications you require: a degree in art history and several certificates in foreign languages (*cover letter/curriculum vitae/application form/reference*). 2. Traditionally, jobs have been divided into two types, based on the clothing people wore to do their work: _____ jobs in factories and _____ jobs in offices (*permanent, white-collar/temporary/blue-collar*). 3. I think you should choose a caring _____ like nursing or counseling (*occupation/work/trade/profession*). 4. He was forced to _____ after his speech against the government (*sack/dismiss/fire/resign*). 5. My _____ is a very generous man, he gives us all a big present at Christmas (*employee/employer/worker/trainee*). 6. This is John Barnes, one of the _____ for the job in the Marketing Department (*colleagues/candidates/partners/customers*). 7. I hear there's a _____ in Dolan's furniture factory. Why don't you apply (*vacancy/profession/position/odd jobs*)? 8. Yes, I get a free three-course dinner every evening! It's one of the _____ of being a waiter (*fringe benefits/pensions/profit/fee*). 9. Left to fend alone, wives and children lived in humpies on municipal land and queued for the _____; fathers and husbands had gone tramping (*remuneration/salary/income/dole*). 10. You don't expect to make much _____ within the first couple of years of setting up a company (*benefits/profit/income/bonus*). 11. In fact as a _____ he could have worked at home easily enough, which he had before he and Louise had married (*team player/freelancer/colleague/staff*). 12. We're looking for like a _____, someone who can meet deadlines and just pretty much just go the extra mile (*sole trader/self-fulfillment/self-starter/self-confident*). 13. He is an obsessive _____ who never stops thinking about his job (*freelancer/self-confident/self-starter/workaholic*). 14. Sometimes the women worked in Mrs Macon's house, and she paid them a generous _____ for the little they did (*wage/salary/fee/remuneration*). 15. More people are now _____ in service industries than in manufacturing (*hire/fire/employ/resign*). 16. She does some _____ caring for the elderly (*occupation/shiftwork/voluntarywork/work overtime*).

b) Read the dialogue and choose the best words a-c for each gap. Then listen and check.

Barry: Excuse me, Mr. O'Reilly, may I have a word with you?

Mr. O'Reilly: Yes, Barry, of course. What is it?

Barry: Mr. O'Reilly, I've been thinking maybe it's time I had a 1) _____ rise. I've been working here for five years, I 2) _____ my job well, I've never taken a day 3) _____, but my salary is still the same as when I started.

Mr. O'Reilly: It seems to me you're 4) _____ paid, and as you know the fringe 5) _____ we give are unusually good: you've got health insurance, a staff canteen ...

Barry: But what about overtime, Mr. O'Reilly? I work really long 6) _____, you know.

Mr. O'Reilly: Well, Barry, we all have to do our best, don't we? I'm sure you're proud to be part of such an excellent 7) _____, aren't you? And you'll get a bonus at Christmas.

Barry: Thank you, Mr. O'Reilly.

a. an income	b wages	c pay
a. a make	b work	c do
a. a off	b free	c out
a. a good	b well	c much
a. a benefits	b fees	c bonuses
a. a time	b day	c hours
a. a group	b team	c work

V. Find synonyms and antonyms to the underlined words:

a) Choose the synonym:

- The police only applied the law to aliens.
a. affected b. implemented c requested
- Please strike out whichever option does not apply to you.
a. correspond b. dedicate c. appeal
- You can solve any problem if you apply yourself.
a. bust a gut b. fight c. lay on
- His agency hires out security guards and bodyguards.
a. employs b. resings c. signs
- He has resigned himself to living alone.
a. put up with b. retire c. give in
- They didn't take my father away, but kept him in the village and worked him to death.
a. push b. overloaded c. fought
- There were heavy debts. It would take half Edward's lifetime to work them off.
a. run into b. put up with c. repay
- They demanded adequate remuneration for their work.
a. earnings b. bonus c. fee

b) Choose the antonym:

- You get me back into power and, in two terms' time, I stand aside and let you take the top job.
a. secondary b. primary c. trivial
- After the mines closed, my uncle spent the next ten years on the dole.
a. forfeit b. welfare c. income
- Jobs once gone are extremely difficult to regain.
a. added b. laid off c. left
- The new telephone system seems to be working.

a. function b. be out of order c. operate

13. As soon as you start out as a sole trader you must register yourself as self-employed.

a. owner b. shareholder c. sole employee

14. Secretly, huge extra contingents of prison officers had been drafted in, and more general recruitment was quietly taking place.

a. enrollment b. employment c. discharge

15. My brother is a real workaholic who almost never takes time off.

a. hardworker b. freelancer c. loafer

V. Translate from Ukrainian into English:

1. Сьогодні в центрі зайнятості мене запитали чи я хочу працювати на (2 варіанта) будівництві, так як вони знайшли фірму з власником водній особі, яка проводить відбір кандидатів. 2. В нашій компанії багато важливих посад скорочено (втрачено) і більше 50 працівників були скорочені та звільнені. 3. Я збираюся подавати заяву на посаду викладача англійської мови в університеті. До моєї заяви мене попросили додати резюме, супровідний лист, рекомендації та документи, які підтверджують мої знання та досвід. 4. Не використовуй більше цей принцип роботи, я старанно працюю (2 варіанта), але не розумію як завершити цей проект. 5. З того часу як я закінчив школу у мене є робота: спершу я працював офіціантом у ресторані «Панська гуральня», але звільнився так як дуже втомлювався, потім я найнявся працювати в магазині. 6. Їй насправді доведеться старанно попрацювати щоб написати всі її статті до кінця цього тижня, але вона – трудоголік, тому я думаю вона справитися із цим. 7. Мені легко дали посаду ІТ менеджера, так як я активний та ініціативний. 8. Мене змусили звільнитися з посади фінансового менеджера. 9. Я змирився з тим, що мушу відпрацювати позику мого брата. 10. Я думала, що отримаю підвищення, але мене звільнили (2 варіанта) і зараз я без роботи. 11. Мого кузена звинуватили в тому, що він таємно працює на компанію конкурента (business rival). 12. Маргарет була готова просити дозволу вступити до армії, тільки що не отримувати принизливі виплати по безробіттю. 13. Я не люблю бути відсутнім на роботі через хворобу, адже наш колектив – це дружня команда, а я один з найкращих працівників команди. 14. Плата за мої послуги невисока, але у мене є час виконувати додаткову різну роботу, за яку я отримую мінімальну погодинну зарплату. 15. Я не знайшов вакансії за професією інженера і заробляю свою щомісячну заробітну плату, будучи за професією механік, тому порадив сестрі обрати професію флориста, щоб було легше знайти роботу.

VI. a) Match the idioms with their definitions.

1. donkey work

a) a working-class employee who does manual labor or works with his hands

2. work for peanuts

b) work for very little money

3. blue collar worker

c) to work very hard

4. leg work

d) boring work that needs a lot of effort but has to be done as part of a job

5. work your fingers to the bone

e) the physical work accompanying a task

6. a backlog of work

f) use one's unique talents or charm to obtain a desired thing or outcome

7. shoot the works

g) to use or expend all of one's effort, resources, or funds.

8. work (one's) magic

h) work that still needs to be done

b) Act out a short dialogue using the idioms and words/word expressions from Vocabulary notes.

FOLLOW-UP WORK

1. 🎥 Watch a video “Grit: the power of passion and perseverance | Angela Lee Duckworth” and take notes to answer the following questions:



1. What career change did the speaker make when she was 27 years old. 2. What struck Angela when she measured the test results? What did it make her realize? 3. Why did she go to graduate school? What did she do during her training there? 4. What is the most significant predictor of success? How is it defined by the speaker? 5. What is the most shocking thing about grit for the speaker? How is it related to talent? 6. What is ‘growth mindset’?

2. 🎥 a) Watch the video again and number the following quotes in the order you hear them.

- ☐ We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned.
- ☐ Every one of my students could learn the material if they worked hard and long enough.
- ☐ In other words, we need to be gritty about getting our kids grittier.
- ☐ In education, the one thing we know how to measure best is IQ.
- ☐ Grit is living life like it's a marathon, not a sprint.

b) Comment upon those quotations. Do you agree/disagree with them?

3. Discussion:

1. Do you think that you will work at one job your whole life or you are likely to change it?
2. How is understanding of psychology important in education?
3. What are the advantages and disadvantages of working as a teacher? What difficulties might you need to overcome?

4. CV and Cover Letter Writing. Imagine that you are seeking an International School position in English. Having looked through the examples and done exercises, write your own CV and Cover letter.

a) Example:

CURRICULUM VITAE

Juan Cruz

112 Doctor Esquerdo Street
Madrid 28007
Telephone: (0034) 645 921 788
E-mail: juan_cruz871@gmail.com

Nationality: Spanish

Date of Birth: 21st July 1981

PROFILE

A highly motivated individual with over 10 years experience of working in business-to-business sales. Experienced in selling a variety of different products to market leading business clients in both English and Spanish. Able to both work under pressure and apply different sales techniques and strategies when the situation demands. Have throughout my career constantly surpassed sales targets and won several sales awards.

WORK EXPERIENCE

Jan 11 – Now
Senior International Sales Executive,
Telefonica SA, Alcorcon, Madrid, Spain

Senior member of the international sales team at Telefonica. The team is responsible for landing large scale telecommunication networking contracts with businesses throughout the world.

Responsibilities & Achievements:

- Performed full cycle sales process (from creating bids, through negotiations to closing) for multi-million dollar projects with clients from across the world.
- Building up & maintaining relationships with both existing & potential new clients.
- Implemented a new lead generating process with contributed to a €240 million growth in revenue.
- Fire warden for the floor of the office.
- Member of the sales strategy committee at Telefonica. Responsible for devising and implementing sales processes and procedures across the company.
- Awarded 'Telefonica sales executive of the year' in 2013 for sales revenue generated.
- Have been responsible for obtaining contracts for Telefonica worth over €61.3 million.

Sep 09 – Dec 10
Sales Executive,
Telefonica SA, Alcorcon, Madrid, Spain

Member of the small business sales team at Telefonica which is responsible for selling telecommunication solutions for small businesses throughout Spain.

Responsibilities & Achievements:

- Onsite sales visits to existing and potential new business clients in Madrid.
- Creating tailored solutions and offers to existing and potential new business clients.
- Performed regular workshops to local business owners to promote the company and generate leads.
- Due to performance, promoted to a senior position in the international sales team.

Mar 08 – Jun 09

Australian & New Zealand Travel

Travelled through Australia and New Zealand for a over year to both improve my English level and to see more of the world. During the year, I held various short-term jobs.

Feb 02 – Mar 08

Sales Executive, Almagro Construction SA, Leganes, Madrid, Spain

Member of the sales team in the building materials division of Almagro Construction, one of Europe's leading constructors and suppliers of building related materials.

Responsibilities & Achievements:

- Performed full cycle sales process (from creating bids, through negotiations to closing) for multi-million dollar projects with business clients from across the Europe.
- Building up & maintaining relationships with both existing & potential new clients.
- Co-created a sales team application to both document progress and aid in time management. Led to a 9% growth in new contracts.
- I was a member of the division's marketing strategy group.
- Created a training programme for all new sales staff in the division.
- Generated the highest volume of new accounts in the department in 2004 & 2006. Won the company's 'sales executive of the year' award in both years.

Aug 01 – Jan 02

Customer Services Assistant, Santander SA, Madrid, Spain

A temporary position in the customer services call centre of the bank Santander. Responsibilities included dealing with inbound customer enquiries and promoting the bank's products.

Jul 97 - Sep 00

Life Guard, Alcorcon Municipal Pool, Alcorcon, Madrid, Spain

A part-time and temporary position during the summer holidays.

EDUCATION AND TRAINING

1998 - 2001

Universidad de Complutense, Madrid, Spain:

BA(Hons) Geography

1991 - 1998

St Michael's Secondary School, Madrid, Spain:

A-levels: Geography (B), English (B), Sociology (B) & Economics (C)

GCSEs: 9 Grade C or above

Vocational Courses & Qualifications

Advanced Microsoft Access Certificate

Microsoft NT4 Network Support Certificate

Presentation Skills Course

Technical Writing Course

Diploma in Advanced Sales Methodology

Diploma in Ethical Sales Strategies

Time Management & Prioritization Course

Online Sales & Marketing Course

Advanced Microsoft Excel Certificate

Languages:

Native language: Spanish

Fluent: English

INTERESTS

In my spare time I enjoy cycling, cooking, socializing and reading history and fiction.

b) Below are 9 questions about the above CV. Choose the correct answer.

1. Which of the five main sections in the CV can you choose not to include?
 - a) contact & essential information;
 - b) profile;
 - c) work experience;
 - d) education and training;
 - e) interests.
2. What is the reason why the different sections on the CV are in the order they are?
 - a) potential employers are used to CVs having this section order;
 - b) it looks good.
3. Why are the section titles in the middle of the page and use a large font?
 - a) to make the CV look pretty;
 - b) to help people quickly find the information they are looking for.
4. Why do some of the sentences on the CV have bullet points (•) in front of them?
 - a) to separate different sentences;
 - b) to highlight important abilities, experience& achievements.

5. What is the main purpose of the profile section on a CV?
 - a) to self promote yourself;
 - b) to summarize the most important information contained on the rest of the CV;
 - c) to say things you don't on the rest of the CV.
6. What style of vocabulary should you use on a CV?
 - a) Informal;
 - b) Formal;
 - c) it doesn't matter.
7. Which sentence in the responsibilities & achievements the 'Senior International Sales Executive job at Almagro Construction' is written incorrectly for a CV?
 - a) Created a training programme for all new sales staff in the division;
 - b) Co-created an sales team application;
 - c) I was a member of the division's marketing strategy group.
8. Which of the 3 factors below is the most important in deciding what information to include on a CV/resume?
 - a) It sounds professional;
 - b) It is relevant for the job you are applying for;
 - c) It makes you seem very important.
9. Why should a CV/resume be short (2 pages long), well organised/structured and only contain information relevant to the job you are applying for?
 - a) It makes it quicker and easier to read for potential employers;
 - b) That's what other people do.
 - c) **From the context, try to guess what the meaning and purpose of the words/phrases in bold are. Then do the quiz at the end to check if you are right.**

COVER LETTER

Dear Sir/Madam,

I am writing in response to the advertisement for the position of a sales executive in the Madrid office of your company. **I am confident that I would be an excellent candidate for** both this position and for working within a company such as your own which has a reputation for excellence and innovation.

I am a highly motivated, diligent and committed individual, who **throughout** my 10 year career in sales **has demonstrated** the ability of being: Goal-Orientated - Surpassing my annual sales targets every year of my professional career.

Adaptable - Having the ability to quickly learn and use new techniques, methodologies, strategies when selling a variety of different products.

Able to speak fluently in English - I have the Cambridge Advanced Certificate in English and use English on a daily basis in my current position.

I have extensive experience of working as a sales executive for two large multinational companies, Almagro Construction SA and Telefonica SA. **During my time in** Telefonica I have been responsible for several multi-million euro project negotiations that **were conducted entirely in English** and lead to Telefonica obtaining contracts that totalled a value of €61.3 million.

Please find attached a copy of my CV which expands on my experience and achievements.

I would welcome the opportunity to discuss further the possibility of working for you in this position. **I am available to do an interview when it is convenient for yourselves.**

If you have any questions, I can be reached on either my mobile (0034 71761231) or by email (juan_cruz871@gmail.com).

Thank you for your time and consideration.

Yours faithfully,
Juan Cruz

Quiz:

1. A professional way to say that you have worked in a type of job for a long time, is
 - a) I'm a highly motivated, diligent and committed individual;
 - b) I have extensive experience of working;
 - c) During my time in;
 - d) were conducted entirely in English.
2. A phrase where you say what your three main abilities are and is used to introduce the section about your skills, is
 - a) I'm confident that I would be an excellent candidate for;
 - b) I'm a highly motivated, diligent and committed individual;
 - c) I would welcome the opportunity to discuss further the possibility of;
 - d) Thank you for your time and consideration.
3. A phrase which means 'I'm perfect for this job', is
 - a) I'm confident that I would be an excellent candidate for;
 - b) I'm a highly motivated, diligent and committed individual;
 - c) Has demonstrated;
 - d) I would welcome the opportunity to discuss further the possibility of.
4. A polite phrase that asks for an interview or a phone call to talk about the job, is
 - a) Please find attached a copy of my CV with expands;
 - b) I would welcome the opportunity to discuss further the possibility of;
 - c) I'm available to do an interview when it is convenient for yourselves;
 - d) If you have any questions I can be reached.
5. A phrase that tells the person receiving the covering letter that they can decide when the interview happens, is
 - a) I am writing in response to the advertisement for;
 - b) I would welcome the opportunity to discuss further the possibility of;
 - c) I'm available to do an interview when it is convenient for yourselves;
 - d) If you have any questions I can be reached.

6. A polite phrase that shows your appreciation for the person reading the covering letter, is
- a) I am writing in response to the advertisement for;
 - b) were conducted entirely in English;
 - c) If you have any questions I can be reached;
 - d) Thank you for your time and consideration.
7. A phrase which tells the person reading the letter that you have also sent them your CV, is
- a) I'm confident that I would be an excellent candidate for;
 - b) I'm a highly motivated, diligent and committed individual;
 - c) Please find attached copy of my CV with expands;
 - d) If you have any questions I can be reached.
8. A phrase that says why you are sending the email or letter, is
- a) I am writing in response to the advertisement for;
 - b) Please find attached copy of my CV with expands;
 - c) I would welcome the opportunity to discuss further the possibility of;
 - d) I'm available to do an interview when it is convenient for yourselves.

UNIT 2 HEALTH CARE

SPEECH PATTERNS

1. You'd **better go** back to bed.

We'd **better stop** for petrol soon. The tank is almost empty.
You don't look very well. You'd **better not go out** tonight.
I'd **better phone** Chris, **hadn't** I?

2. I'd **rather stay** awake

He said that he'd **rather stay** at home instead of go to the big Christmas party.
I'd **rather have seen** it at the cinema than on DVD.
"I **would rather exercise** than sit on the couch all day."

3. At the house they said the boy had refused **to let anyone come** into the room

John always **lets me drive** his car.
Will your parents **let you go** to the party?
I don't know if my boss **will let me take** the day off.

4. **You know**, like how many kilometers we make when we do seventy miles in the car?"

You know, I'd rather you didn't smoke in front of the kids.
Well, what can I say, **you know**, I want my career to go far.
How was the match? - Well, they played OK but the defence was, **you know**, the same as always.

5. I can't **keep from** thinking.

Can't you **keep from** talking all the time?
Try and **keep from** gossiping about other people.
She couldn't **keep from** scolding the child, though she knew she shouldn't do it.

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following sentences using speech patterns:

1. Try to prevent the children from throwing food all over the floor. 2. We prefer going on Monday. 3. Sam really wanted a dog, but his parents wouldn't allow him to have a pet. 4. If you keep doing that, you'll catch a cold, understand. 5. Tell James he should not work so hard. He is overdoing it. 6. More than half of the people questioned would prefer to have a shorter summer break and more holidays at other times. 7. My parents won't allow me to stay out that late. 8. You should give up smoking. It's bad for you. 9. Listen to me, if you don't shape up soon, I might be forced to fire you. 10. You should go to the dentist's regularly. 11. I'd prefer not to fly. I hate planes. 12. Professor Tomthorn allowed his students to use a dictionary while they were taking the test. 13. You are aware, that's really not a bad idea. 14. I prevent the child from falling in the lake by grabbing his collar. 15. We should not miss the start of his presentation.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. I had to bite my lips to _____ asking you to stay with me. 2. Have you seen that bowl, _____, the blue one? 3. You _____ say that to Chris. He'll be angry with you. 4. Don't _____ her upset you! 5. Can I borrow your car? You _____ not! 6. Mike, I _____ you didn't wear jeans in the office. Craig, I _____ you weren't my boss! 7. I was, _____, wondering if you had news for me. 8. Duncan made a funny grimace and Lucy couldn't _____ laughing. 9. It's getting dark. We _____ go back now. 10. I _____ not drink on Friday or I won't be in a fit state for the journey. 11. _____ them splash around in the pool for a while. 12. I _____ work outside than have to be in an office all day. 13. Things are different now, _____. 14. They won't _____ him leave the country. 15. I lied to _____ being humiliated.

3. Read the situations and write sentences using Speech Patterns 1 and 2. Use the words in brackets.

For example: You're going out for a walk with Tom. It looks as if it might rain. You say to Tom: (an umbrella). *We'd better take an umbrella.*

1. You don't want to make a decision without Jack and Sue. You say to yourself: (not to make decision) _____.
2. Your friend invites you to go to the cinema, but you don't want. You say to him: (at home) _____.
3. You and your friends don't want to walk home. You say to your friends: (take a taxi, walk home) We _____.
4. You'd prefer your brother to discuss things with his friend on the phone. You say to yourself: (in person) _____.
5. You'd prefer your sister not to listen to rap music. You say to your sister: (not to listen) I _____.
6. Oliver has just cut himself. It's a bad cut. You say to him: (a plaster) _____.
7. You and Kate plan to go to a restaurant this evening. It's a popular restaurant. You say to Kate: (reserve) We _____.
8. Rebecca doesn't look very well this morning- not well enough to go to work. You say to her: (work) _____.
9. You received your phone bill four weeks ago, but you haven't paid it yet. If you don't pay soon, you could be in trouble. You say to yourself: (pay) _____.
10. You want to ask your boss something, but he's very busy and you know he doesn't like to be disturbed. You say to a colleague: (disturb) I _____.

4. Translate the following sentences using speech patterns:

1. Я просто не можу не плакати. 2. Я б хотіла, щоб мої брати не їхали працювати закордон. 3. Краще поспіши, якщо хочеш встигнути на потяг. 4. Ці люди застосували дивні способи, щоб їх не вислідили. 5. Ти чув, ця виставка завершиться завтра. 6. Ти не можеш мене утримувати від спілкування з моїм сином. 7. Я подумав, що я б краще

знищив той список щоб ніхто інший його не побачив. 8. Чудесний день, згідний, для гри в гольф. 9. Вона хотіла мені позичити трохи грошей, але я б їй не дозволив. 10. Ти б краще приніс плащ в таку погоду. 11. Будь ласка намагайся бути, ну розумієш, трохи тихішим. 12. Я не думаю, що ми зможемо це зробити, але давай спробуємо в будь-якому разі. 13. Мені здається, що вона наддала б перевагу залишитися з сестрами. 14. Давай не розкажемо їй, що ми робили. 15. Ми б краще залишилися вдома, ніж гуляли по місту, коли паде дощ.

5. Make up sentences after Pattern 5, using the following words and phrases *e.g. She can't keep from crying when she reads sentimental poetry*: to scold each other, to argue (about smth.), to meet (with), to write a letter, to dream (of smth).

PRE-READING

Medical Myths



The table below contains some commonly held health ideas. First, match the beginning of each sentence to its end, one end is odd. Then decide which you believe and which you do not.

- | | |
|-------------------------------------|--|
| 1. People should drink | a. it to grow back faster, darker, or coarser. |
| 2. Reading in dim light harms | b. 10% of our brains. |
| 3. Eating turkey makes | c. 7 years to pass through your system |
| 4. Cold, wet weather causes | d. hiccups. |
| 5. Chocolate causes | e. your hair gray. |
| 6. Standing on your head cures | f. at least eight glasses of water a day. |
| 7. Worry and stress can turn | g. people drowsy. |
| 8. We use only | h. your eyesight. |
| 9. Hair and fingernails continue | i. reduces your performance |
| 10. Shaving hair causes | j. to grow after death. |
| 11. Children who eat a lot of sugar | k. become hyperactive |
| 12. Chewing gum takes | l. colds and flu. |
| | m. acne. |

Discussion:

- 1) What's your opinion of Eastern medicine?
- 2) **Attention Deficit Hyperactivity Disorder** (ADHD): Is this a real condition?
- 3) What non-medical myths do you know (e.g. about physics, or history)?

A DAY'S WAIT

by Ernest Hemingway

Hemingway, Ernest (1899-1961): a prominent American novelist and short-story writer. He began to write fiction about 1923, his first books being the reflection of his war experience. "The Sun Also Rises" (1926) belongs to this period as well as "A Farewell to Arms" (1929) in which the antiwar protest is particularly powerful.

During the Civil War Hemingway visited Spain as a war correspondent. His impressions of the period and his sympathies with the Republicans found reflection in his famous play "The Fifth Column" (1937), the novel "For Whom the Bell Tolls" (1940) and a number of short stories.

His later works are "Across the River and into the Trees" (1950) and "The Old Man and the Sea" (1952) and the very last novel "Islands in the Stream" (1970) published after the author's death. In 1954 he was awarded a Nobel Prize for literature.

Hemingway's manner is characterized by deep psychological insight into the human nature. He early established himself as the master of a new style: laconic and somewhat dry.

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was **shivering**, his face was white, and he walked slowly as though it **ached** to move. "What's the matter, Schatz?"¹



"I've got a **headache**."

"You'd better go back to bed."

"No, I'm all right."

"You go to bed. I'll see you when I'm dressed."

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and **miserable** boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."²

Downstairs, the doctor left three different **medicines** in different colored capsules with instructions for giving them. One was to bring down the fever, another a purgative, the third to overcome an acid **condition**. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light **epidemic** of flu and there was no danger if you **avoided pneumonia**.

Back in the room I **wrote the boy's temperature down** and **made a note** of the time to give the various capsules.

¹Schatz (Germ.): darling

²102 °F (Fahrenheit) correspond to 38.9 °C (Centigrade), The Fahrenheit thermometer is used throughout the British Commonwealth and in the United States. The boiling point of the Fahrenheit thermometer is 212°, the freezing point — 32°, the normal temperature of a human body is about 99°. The Centigrade thermometer, used in Russia, France and other countries, has 0° (zero) for its freezing point and 100° for the boiling point

"Do you want me to read to you?"

"All right, if you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I **read aloud** from Howard Pyle's³ *Book of Pirates*, but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, **so far**," he said.

I sat at the **foot** of the bed and **read to myself** while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little light-headed and after giving him the **prescribed** capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the **bare** trees, the bushes, the cut brush and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek.

At the house they said the boy had **refused** to let anyone come into the room.

"You can't come in," he said. "You mustn't get what I have." I went up to him and found him in exactly the position I had left him, **white-faced**, but with the tops of his cheeks **flushed** by the fever, staring still, as he had stared, at the foot of the bed.

I **took his temperature**.

"What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "**Just take it easy**."

"I'm taking it easy," he said and looked worried about something.

"Take this with water."

"Do you think it will do any good?"

"Of course, it will,"

I sat down and opened the Pirate Book and commenced to read but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

"Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk!"

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

³Pyle, Howard (1853-1911): an American illustrator, painter and author.

"You poor Schatz," I said. "Poor old Schatz, it's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

"Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very slack and he cried very easily at little things that were of no importance.

ACTIVE VOCABULARY

- | | |
|--|--|
| 1. to avoid | 9. to refuse |
| 2. bare | 10. to make a note (notes) of smth. |
| 3. an epidemic | 11. so far |
| 4. miserable | 12. to read to oneself (aloud) |
| 5. pneumonia | 13. to go to sleep |
| 6. to have (got) a headache | 14. to stay (be) awake |
| 7. to take one's (or smb's) temperature | 15. to take smth. easy |
| 8. to write (put) smth. down | |

Phrasal verb *to give*



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given text.

II. a) Explain what is meant by the following phrases: I saw he looked ill ..., I knew he had a fever ..., the boy's temperature, to overcome an acid condition, he seemed to know, the fever did not go above ..., sympathy with, do you want me to read, seemed very detached, looking very strangely, you don't have to stay, had been varnished with ice, do any good, I heard him say.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. *to bother*—*to make someone feel worried or upset*. **Check your ideas in a dictionary:** prominent, the reflection, a war correspondent, psychological insight, to establish oneself, laconic, capsules, instructions, a purgative, germs, influenza, light, flu, areas, light-headed, a sleet, the cut brush, to stare, to gaze.

V. From the extract you have read write out synonyms to the following words and phrases:

- | | |
|-----------------------------------|---|
| 1. to prevent | 9. sorrowful |
| 2. to measure how hot the body is | 10. not covered |
| 3. to inscribe | 11. to note |
| 4. to recite | 12. to have a pain in one's head |
| 5. not to be sleeping | 13. to read silently |
| 6. an outbreak | 14. to relax and not use too much energy |
| 7. to smother in one's sleep | 15. to say that you will not do or accept something |
| 8. until now | 16. respiratory disease |

VI. Form collocations matching the words from two columns:

- | | |
|-----------------------------|-----------------|
| 1. to avoid | 16. sleep |
| 2. bare | 17. a headache |
| 3. a light | 18. far |
| 4. a miserable | 19. easy |
| 5. to have (got) | 20. boy |
| 6. to take one's (or smb's) | 21. to oneself |
| 7. to write (put) smth. | 22. awake |
| 8. to refuse | 23. epidemic |
| 9. to make | 24. to let |
| 10. so | 25. down |
| 11. to read | 26. temperature |
| 12. to go to | 27. trees |

13. to stay (be)
14. to take smth.
15. to give

28. out
29. pneumonia
30. a note (notes) of smth.

VII. Fill in the following word combinations and phrases into the sentences below:

to write down, so far, to take one's temperature, miserable, pneumonia, to stay awake, bare, to make a note of, to refuse, to avoid, an epidemic, to go to sleep, to have a headache, to take things easy, to read aloud

1. They would have liked _____ wooden floors throughout the house. 2. So now I let you _____, check my pulse. 3. Greg glanced at it almost approvingly and she saw him _____ the huge pile of logs next to it. 4. I took a series of badly paid secretarial jobs which made me really _____. 5. _____, we haven't made much progress. 6. The pilots had to take emergency action _____ a disaster. 7. In the spring of 1915 he became very ill: double _____. 8. After his heart attack, he had _____ for a while. 9. Cathy _____ to admit that she was wrong. 10. I'm going to watch the late film if I can _____. 11. Place your hand on the bible and _____ from the card. 12. Babies often _____ after a feed. 13. All the same, I'd be glad if you could _____ the names and places while they're fresh in your memory. 14. I just _____ from motion sickness. 15. There was suspected typhus and _____ of dysentery in the hospital.

VIII. a) Correct the mistake in each of the following sentences:

1. And the hatch which gives off the deck was opened.
2. His wife finally persuaded him to give in smoking.
3. I am going to write in all the information we have gathered
4. I gave the textbook away to him.
5. I said: `Why don't we just have a wander round, just take it busy ?
6. I'm sorry, sir, I'm not permitted to give up information about guests.
7. She gave out teasing and grinned at him.
8. She gave in her job to join her husband's campaign.
9. The third of their entire site is given on to a water-purification plant.
10. The company had to give over all the money customers had paid.
11. The party was meant to be a surprise, but Caroline gave it in.
12. They felt like they were giving up to company secrets.
13. We will never give back to terrorists' demands.
14. When they die, plants give over gases such as carbon dioxide and methane.
15. Did Tom read with himself?

b) Make up sentences with words and phrases above.

IX. Complete the sentences with the correct prepositions from the box.

in (×2), off(×2), out, up (×2), away, of, back, onto, over, up to, down, to

1. It's time you gave ____ pretending you're still a teenager. 2. Much of the garden was given ____ vegetables. 3. I saw her lips moving as she was reading ____ herself. 4. Coastguards had given ____ all hope of finding the two divers alive. 5. The patio doors give ____ a small courtyard. 6. Make note ____ the weather conditions. 7. We just want them to give us ____ our home. 8. He is thinking of giving ____ teaching. 9. I pressed my parents until they finally gave ____ and registered me for skating classes. 10. Natural gas, which gives ____ less carbon dioxide than coal. 11. No amount of good dressing and clever haircuts can give ____ the warmth that my mum can, when she's in the mood. 12. If captured, they might give ____ vital military secrets. 13. The champion refused to give ____ and went on to win the set. 14. Details of the accident were given ____ on the nine o'clock news. 15. An epidemic ____ grief swamped the country.

X. Translate the sentences from Ukrainian into English:

1. Я відмовилася від звички просити мого помічника записувати всі імена клієнтів, він і не збирався це робити. 2. Вчені не хотіли розкривати причини появи епідемії грипу влітку. 3. Я не люблю пізню осінь, ці голі дерева, пожовкла трава здаються такими нещасними. 4. Мені набридла ця суперечка і я здалася, щоб уникнути більшого скандалу. 5. У Девіда запалення легень, але він відмовляється лежати в ліжку. 6. Мегі припини читати цю книгу вголос, читай її про себе (пошепки), інакше я не зможу занотувати рецепт мого улюбленого пудингу. 7. Ці рослини виділили такий сильний запах, що у мене розболілася голова і я попросила мою тітку поміряти мені температуру. 8. Ти б краще всю повністю кімнату використав як свій кабінет. 9. Коми ми засинали, почувся шум у вітальні, вікна якої виходили до парку. 10. Ми досі не змогли доказати невинність мого друга. 11. Я вже другу ніч не можу заснути. 12. Ден нарешті віддав мені книгу, яку я думав, що я загубив. 13. Ти видужаєш, тільки не хвилюйся. 14. По новинах щойно передали, що вночі в Україні був землетрус.

VOCABULARY NOTES

1. **to shiver** *vi* shake or tremble as from cold or fear: *as shiver with cold*.

Syn. to tremble, to shudder, to start; to tremble is the most general word: *He seemed perfectly calm, only a slight trembling of his voice and hands showed he was excited; shuddering* is generally the result of (great) fear or disgust: *Keith shuddered at the sight of the dead body. The child was shivering with cold; start* to move your body suddenly, especially because you are surprised or afraid: *She started when they came in*.

2. **ache** *n/c* a continuous, not sharp or sudden, pain. Usually used in compounds: **headache, toothache, stomachache, earache, backache**: *I had a bad headache yesterday. Some people have (a) bad earache when the plane is losing height. But: to have a sore throat, eye, finger, etc: I can't speak louder, I have a sore throat*.

Syn. pain *n/c/n* to feel (have) a bad (sharp, slight) pain in ...: *I feel a sharp pain in my right knee. My leg gives me much pain.; painful* *adj* causing pain, tedious or difficult: *It was painful to listen to his pathetic excuses*.

Ant. painless: *It was a painful (painless) operation*.

to ache *v i/t* to be in continuous pain: *my ear aches. After climbing the mountain he ached all over*.

Cf.: hurt *v t/i* to feel pain in a part of your body, or to injure someone or cause them pain: *It hurts the eyes to look at the sun. My foot hurts (me) when I walk*.

3. **medicine** *n/c/n* 1. a substance, especially in the form of a liquid or a pill, that is a treatment for illness or injury: *what medicine (s) do you take for your headaches?* 2. the study of treatment for illness or injury: *he is fond of medicine, he wants to become a surgeon; medical*

adj related to the treatment of illness and injuries: *he studies at a Medical Institute. He is a medical student. My medical knowledge leaves much to be desired. You'd better consult your surgeon; a **medical check-up** a medical examination to test your general state of health: She goes to her doctor for regular check-ups.*

*Syn. **drops** pl liquid medicine given in very small amounts: Apply drops directly into the eye using a dropper.*

painkiller *n/c* a drug that is used to reduce or remove physical pain: *The body produces chemicals that are natural painkillers.*

4. **condition** *n* 1. the particular state that something or someone is in; **to be in (a) good (bad) condition:** *after the thunderstorm our garden was in a terrible condition, quite a number of trees were broken. Every parcel arrived in good condition (nothing was broken or spoiled); to be in no condition to do smth.: He is in no condition to travel. The ship was in no condition to leave harbour, He can sing very well, but tonight he is in no condition to do it, he has a sore throat.*

2. an arrangement that must exist before something else can happen: **under good (bad) condition(s):** *the unemployed live under very hard conditions.; on condition that = if: I will do it on condition that you give me the time I need.; conditional adj.* expressing the idea that one thing depends on another thing: *conditional sentences contain "if or its synonyms.*

5. **foot** *n* (*pl feet*) 1. the part of the body at the bottom of the leg on which a person or animal stands: *the boy jumped to his feet. A dog's feet are called paws;* 2. a unit of measurement, equal 30,5 cm: *the boy was too tall for his age and he was three foot two in his shoes;* 3. the bottom or lower end of a space or object, as **the foot of** the mountain, **at the foot of** the page, **the foot of** the bed: *this boy is at the foot of his class.*

Ant. top, head the highest place or part: as the top of the mountain, the top (head) of the page, **at the head of** the bed, etc.: *this boy is at the head of his class.*

on foot (= walking, not riding): *when people are having their walking holiday they cover long distances on foot. (Cf.: by train, by bus, etc.)*

footnote *n* a note printed at the bottom of a page that gives extra information about something that has been written on that page: *a footnote drew attention to the unreliability of quotients in the upper median.*

6. **prescribe** *vi* to say what medical treatment someone should have: *doctor, will you prescribe a tonic for me? What can you prescribe for my headache (cold, etc.) ?*

prescription *n* a piece of paper on which a doctor writes the details of the medicine or drugs that someone needs; **to make up a prescription for smb.:** *please call in at the chemist's and have this prescription made up for me; to write out a prescription:* *I'm going to write out a prescription and then you'll take it to the drugstore.*

7. **bruise** *v t/i* to injure (tissues) without breaking the skin, usually with discoloration, or (of tissues) to be injured in this way: *I had only bruised my knee; bruised adj.*

itch *vi* to have or cause an uncomfortable feeling on the skin that makes you want to rub it with your nails: *I can't wear wool - it makes me itch; itch to do smth* to want to do something very much and as soon as possible: *He was itching to hear the results.*

sprain *vi* to cause an injury to a joint (= a place where two bones are connected) by a sudden movement: *She sprained her ankle playing squash; sprained:* *Backup guard / center Jesse Sapolu is questionable with a sprained left ankle.*

swollen *adj.* larger than usual: *She was looking very upset, with her eyes red and swollen.*

twist *v t/i* if you twist a part of your body, such as your ankle, you injure it by suddenly turning: *She slipped on the ice and twisted her knee; twist sb around your little finger* to be able to persuade someone to do anything you want, usually because they like you so much: *He'd do anything for you. You've got him twisted around your little finger.*

8. **dizzy** *adj* feeling as if everything is turning around, and that you are not able to balance and may fall down: *Going without sleep for a long time makes me feel dizzy and light-headed. She started to suffer from dizzy spells (= a short period when you feel dizzy).*

drowsy *adj.* being in a state between sleeping and being awake: *The room is so warm it's making me feel drowsy.*

9. choke *vi/t* 1. to be unable to breathe properly because something is in your throat or there is not enough air: *Children can choke on peanuts; choke to death: She choked to death on a fish bone.* 2. if something chokes you, it makes you unable to breathe properly: *The smoke was choking me.*

faint *v/i* to suddenly become unconscious for a short time, usually falling down: *He faints at the sight of blood.*

nausea *n/n* the feeling that you have when you think you are going to vomit: *A feeling of nausea suddenly came over me; feeling/wave of nausea* a sudden strong feeling of nausea: *A terrible wave of nausea swept over her. nauseate* *v/t* cause someone to feel as if they are going to vomit: *The smell of the fish nauseated her*

sneeze *v/i* if you sneeze, air suddenly comes from your nose, making a noise, for example when you have a cold: *The dust was making him sneeze.*

vomit *vi/t* to empty the contents of the stomach through the mouth: *He came home drunk and vomited all over the kitchen floor.* In everyday English, people usually say that someone **throws up**, **is sick**, or in American English **gets sick**: *He threw up his dinner.*

MORE PROBLEMS



10. fever *n c/n* an illness or a medical condition in which you have a very high temperature: *Andy has a fever and won't be coming into work today.* In everyday English, people usually use **fever** to talk about a very high temperature. If someone's temperature is just high, they say that someone **has a temperature** rather than **has a fever**: *He stayed home from school because he had a temperature; feverish* *adj.* 1. suffering from fever (= high body temperature): *I'm feeling a bit feverish - I hope it's not the start of flu;* 2. very excited or worried about something: *they waited in a state of feverish anxiety for their mother to come home.*

insomnia *n n* the condition of being unable to sleep, over a period of time: *Holly suffered from insomnia caused by stress at work.*

rash *n c* a lot of red spots on someone's skin, caused by an illness: *She had a nasty rash on her arm; come/break out in a rash* get a rash: *My mother comes out in a rash if she eats seafood.*

stuff *v/t* 1. to push or put something into a small space, especially in a quick careless way: *she stuffed two more sweaters into her bag.* 2. to fill something until it is full: *Volunteers were busy stuffing envelopes; stuffed up* *adj.* unable to breathe properly through your nose because you have a cold: *He sounds all stuffed up - is he all right?;* 3. to fill a chicken, pepper etc with a mixture of bread or rice, onion etc before cooking it: *Could you help me stuff these peppers?*

VOCABULARY EXERCISES

I. Comment upon proverbs, sayings and quotations about health care

1. *People pay the doctor for his trouble; for his kindness they still remain in his debt.* ~ **Seneca**
2. *Body and soul cannot be separated for purposes of treatment, for they are one and indivisible. Sick minds must be healed as well as sick bodies.* ~ **C. Jeff Miller**
3. *Drugs are not always necessary. Belief in recovery always is.* ~ **Norman Cousins**

4. *It is easy to get a thousand prescriptions but hard to get one single remedy.* ~ **Chinese Proverb**
5. *He's the best physician that knows the worthlessness of the most medicines.* ~ **Benjamin Franklin**
6. *an ounce of prevention is worth a pound of cure*
7. *as pale as a ghost*
8. *just what the doctor order.*

II. Translate from English into Ukrainian:

- a)  Insert missing words, then listen, check and translate:

My Head Is Stuffed Up.

Storyline: Sam catches a cold. He asks Alice if she has any cold medicine he can take....

Sam: I f_____ awful!

Alice: You don't look so good, either. What's w_____?

Sam: My head's s_____ up. I've got a r_____ n_____, and I'm a_____ all over.

Alice: Poor guy! What are you taking?

Sam: Nothing so far. Do you have anything I can take?

Alice: Let me go look. In the meantime, drink lots of orange juice....

Sam: (Moan.) OK, but hurry back!

Doctor: (Later)

Alice: I'm back, Sam. How are you doing?

Sam: I still feel like d_____ w_____ over.

Alice: Well, I bought you a few things.

Sam: Great! Bring them on.

Alice: Here's some c_____ s_____ and I brought some c_____ and f_____ medicine.
It'll help you sleep.

Sam: Thanks! I really appreciate it.

- b) *Vaccines have saved millions of lives and wiped out diseases that people often used to die from. However, in recent years, there has been a growing number of people who are opposed to vaccines (anti-vaxxers). Match some typical statements made by the anti-vaxxers with the common arguments against them. Which opinions do you agree/disagree with?*

- | | |
|---------------------------------------|---|
| 1. Vaccines cause autism. | a. It's a lot cheaper than the disease. For every dollar spent on a vaccine, you get around 7 dollars back. So it saves money in the long run. |
| 2. There hasn't been enough research. | b. Just not true. Life expectancy is getting longer all the time and child deaths are at an all-time low. This is true all over the world. A lot of this is due to vaccines. |
| 3. Vaccines are very profitable. | c. People make money from many things; it doesn't mean that they are bad. Vaccines make a lot less money for drug companies compared to other drugs. |
| 4. Vaccines are expensive. | d. The doctor who first published this theory in 1998 was found to have dishonestly acted for profit, falsified his results, and was barred from practising medicine. There is no evidence for this claim at all. |

5. People are getting increasingly sick which shows vaccines don't work.

e. We have data from literally millions of children demonstrating how safe vaccines are. We have more information about vaccines than any other medicine

III. Paraphrase the words and word combinations in italics:

1. She *shivered*, and gathered the blanket around her. 2. Jane's lip began to *tremble* and I thought she was going to cry. 3. I *shudder* with embarrassment whenever I think about it. 4. Emma *started* from her chair and rushed to the window. 5. She slipped on the ice and *hurt* herself badly. 6. One of our players has *injured* his leg, and will be out of the game for weeks. 7. The gunmen shot and killed twelve people and *wounded* three others. 8. In countries where there are landmines, people are killed and *maimed* daily. 9. The X-ray showed that I *had broken* my wrist. 10. Cathy fell off her bike and *bruised* her legs badly. 11. I jumped down from the wall and landed awkwardly, *spraining* my ankle. 12. When you are lifting heavy loads, be careful not to *strain* a back muscle. 13. Her head was *throbbing* and she *ached* all over. 14. My throat *stings* every time I swallow. 15. After a lengthy and *painful* divorce, she vowed never to remarry.

IV. Fill in the gaps:

a) Choose the correct word

sore, an ache, medicine, a checkup (×2), a painkiller, no condition, on condition, foot (×2), head, prescribed, to be itching, swollen, dizzy spells, a wave of nausea, to break out in a rash, to vomit, itchy.

1. After Allitt moved out of the Jobsons' home, his _____, craving for chocolate and sudden collapses had stopped. 2. Alan _____ once, and Marc threw up after one meal. 3. Diana, the guest of honour, sat at the _____ of the table. 4. Her glands feel a bit _____, but otherwise she seems fine. 5. He's in _____ (he is too sick or too drunk) to drive home. 6. I tried to straighten up, but another _____ swept over me and I _____ again. 7. In the end, I agreed _____ that she took things easy and called in at the surgery this evening for a _____. 8. I've got a dull _____ in my lower back. 9. Many Afghan women use opium as a _____ and tranquilizer, including for their children. 10. The doctor _____ some _____ and told her to have a week's rest. 11. There's a mosquito bite on my ankle that _____ like crazy. 12. There's a note explaining the quotation at the _____ of the page. 13. We rowed ashore, then explored the island on _____ for the rest of the day. 14. When I stop being contagious, I'll come by for a _____. 15. You may also have a dry irritating cough, a _____ throat and a runny, _____ nose.

b) For each sentence, choose the best word or phrase to complete the gap from the choices below.

1. I've got a _____ headache.

A splitting B banging C hurting D crashing

2. The last time I went on holiday, I had a(n) _____ stomach and didn't really enjoy the amazing food and drink that was on offer.

A worried B troubled C upset D sick

3. I think I've got a _____. I feel terribly hot.
A rage B stroke C fever D temperature
4. You don't look well. Let me ____ your temperature.
A make B measure C do D take
5. It's nothing. It's just a ____ headache.
A weak B soft C mild D gentle
6. I feel really run _____. I need a rest.
A over B down C off D through
7. You look tired - you probably need a ____ night's sleep.
A fine B perfect C wonderful D good
8. My grandfather's ninety, but he's still ____ the best of health.
A with B in C at D for
9. I'm feeling a bit under _____. I think perhaps I'll go and see a doctor tomorrow.
A a storm B a cloud C the weather D the rain
10. If you've got an earache, why don't you take something ____ it?
A on B against C at D for
11. I must have eaten something that didn't _____ with me - I was sick all night.
A agree B digest C go D suit
12. He drank so much wine at the party that he was as sick as a _____ and he couldn't go to work the next day.
A cat B parrot C dog D pig

V. a) Find synonyms to the underlined words:

1. I kissed her face, which was moist and feverish.
a. cool b. excited c. flaming
2. My mother was alarmed by my fits of weeping and chronic insomnia.
a. wakefulness b. pyrexia c. wave
3. Take two spoonfuls of medicine at mealtimes.
a. treatment b. remedy c. drops
4. The hospital say her condition is improving slowly.
a. terms b. circumstance c. state
5. They built a house at the foot of a cliff.

a. bottom b. trotter c. head

6. Try not to scratch those spots, no matter how much they itch, or you'll make them bleed.

a. tickle b. ache c. irritation

7. She removed the bandage to reveal an enormous wound, which was infected and swollen.

a. injured b. bloated c. lessen

8. Headaches due to viral infections may be accompanied by fever, muscle aches, and malaise.

a. heat b. excitement c. ague

b) Fill in

1) ache, hurt, pain, painful:

— What... you?

— I can't say I feel any sharp ... in some definite place, I just... all over.

— Does it... you to move your arms, legs or head?

— My head ... all the time, it ... me to look at the light and each movement is

— Well, I must examine you. Don't be afraid, it won't be

— But, doctor, each touch gives me

— Well, try and take it easy.

2) in, on:

— Your child's health is ... a rather bad condition, he must be thoroughly examined in the polyclinic.

— But, doctor, he is ... no condition to leave the house, he's too weak.

— Perhaps we'd better take him to hospital then.

— Oh, doctor, isn't it possible to keep him at home?

— Well, only ... condition that you follow all my instructions.

VI. Translate from Ukrainian into English:

1. У мене ламає все тіло, мене трясе і болить горло, я думаю, що у мене жар. 2. Я здригнулася від вигляду його рани, в такому поганому стані вона була, натомість він тремтів від сміху. 3. Марк сказав, що пройде загальний медогляд за умови, якщо я погоджуся на неприємну розмову. 4. Коли Емма впала з коня і відчула різкий біль у спині, вона зрозуміла, що пошкодила хребет. 5. Тамара сіла у головах ліжка, так як вона була не в стані перебороти відчуття нудоти. 6. Із суботи Діана відчуває короточасні запаморочення спричинені безсонням. 7. Йдучи пішки на роботу, Ден помітив цікаву примітку в кінці сторінки газети. 8. Вона дуже хоче знову зустрічатися зі своїм колишнім, адже вона з нього нитки вила (вертіла ним, як хотіла). 9. Я побачила, що мій собака почав давитися кісткою і знепритомніла. 10. Граючи у футбол, я вивихнув ногу, а на наступний день я побачив, що вона опухла і що я набив собі синяка. 11. Я відчуваю сонливість від виписаних лікарем знеболюючих. 12. Маргарет попросила приготувати ліки для бабусі відповідно до рецепту. 13. Сьогодні одна половина групи чхала та кашляла, а у іншої була нежить та закладений ніс. 14. У мого брата з'явилася висипка на ногах і вони дуже чесалися. 15. Ти б краще прийняв ці ліки, інакше ти не перестанеш блювати.

FOLLOW-UP WORK

1. Say what's wrong. Use the cues.

E.g. *She's bruised her knee. Her knee's painful.*

1. I / rash / leg. Leg / itch.
2. He / sprain / wrist. Wrist / swollen.
3. You / cut / finger. Finger / bleeding.
4. She / burn / hand. Hand / painful.
5. I / bruise / thumb. Thumb / swollen.

2. Listen. Write the problems next to the correct remedy.

Problem	Remedy
	a. ice 
	b. plasters 
	c. cream 
a headache	d. painkillers 
	e. cold water 
	f. tissues 

3. Listen to the conversation. Choose the correct answers.

1. The patient has come to see the doctor, because
 - a. his shoulder is swollen. b. he's got a pain in his chest.
10. The problem started
 - a. yesterday b. three days ago.
11. The doctor thinks
 - a. he's pulled a muscle. b. he's had a heart attack.
12. The patient has to
 - a. see the doctor again. b. see the nurse for a check-up.
13. In the meantime, he has to
 - a. move his arm slowly. b. lift heavy things.

4. Discuss:

1. What's the problem?
2. When did the problem start?
3. What does the doctor think it is?

4. What is the treatment?

5. Write an email to your friend, in which you discuss your health problems. Describe the symptoms and your diagnosis.

6. Match the idioms and their meanings. Act out a dialogue/situation using them and words/word expressions from Vocabulary notes

- | | |
|-----------------------------|---------------------------------------|
| 1) Alive and kicking | a) To recover from injury or sickness |
| 2) Under the weather | b) Functioning in a good way |
| 3) To be back on one's feet | c) Looking sick or nauseous |
| 4) A picture of health | d) Feeling unwell |
| 5) Out of shape | e) Physichally unfit |
| 6) As pale as a ghost/death | f) In a great physical condition |
| 7) As sick as a dog | g) Very sick |
| 8) On the mend | h) in the process of recovering |

UNIT 3 BRITAIN AND THE BRITISH

SPEECH PATTERNS

1. You **might hear** it referred to as Britain, Great Britain or more often, simply as 'The UK'.

It **might be** true.

I can't find my bag anywhere. – You **might have left** it in the shop.

She **might not have seen** you.

2. **It's here where** Scotland's capital, Edinburgh and the larger city of Glasgow will be found.

However, **it is an energy market segment where** significant data gaps, definitions discrepancies, and coverage deficiencies were observed.

After all, **it was her who tried** to run off with my daughter."

It was me who stole your earrings and brought them back in your hands again.

3. It grew up around the first point where the Roman invaders found the Thames **narrow enough** to build a bridge.

I'm not **tall enough** to go on the rollercoaster with you.

It's not **fast enough!** I hate this car!

Luckily, I'm **strong enough** to carry it.

4. **It is** always **interesting for** tourists to take a trip along the Thames in a boat as it gives a striking panorama of London.

It was difficult for the students to make notes of his lecture.

It will be convenient for you to live in our hostel.

It would have been natural for the sick man to fall asleep after the injection.

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following speech patterns:

1. Some considered the time might have come to contemplate more robust measures. 2. Close enough, compared to where I'm going. 3. It's he who wants the divorce, not her. 4. Well, Klaus might not need me when mother's gone, but you might. 5. I thought it might be interesting for an architect. 6. But if enough people insist upon those rights insistently enough, over time a light begins to shine. 7. We just feel it's important for Suzanne to have the same social development as Grace. 8. It's only here, exactly where we are, that I can make out shapes. 9. However, it was noted that sometimes this information was not comprehensive enough. 10. According to current projections, Germany might have problems fulfilling its commitments under the Gothenburg Protocol. 11. Louise, I know it's difficult for you to believe. 12. It's we who should thank you for saving our brother from the Beast.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. I was just wondering whether you ____ be able to help me. 2. He wasn't strong _____ to lift that heavy box. 3. This time, it was _____ called child services. 4. She isn't old _____ to start driving. 5. I told them I ____ go if I felt like it, but wasn't sure. 6. They said it was _____ told them about me. 7. It would be _____ him to give up smoking. 8. There aren't _____ policemen in our town. 9. It will be _____ first-year students as it will give them a good chance to brush up their pronunciation. 10. It _____ here _____ international development institutions have been and will continue to be playing an important role. 11. Will it be _____ students to take part in the phonetic contest at our department? 12. They _____ have gone out to play football.

3. Write sentences using Speech Pattern 1.

For example: *Perhaps Margaret is in her office. – She might be in her office.*

1. Perhaps Margaret is busy. - _____.
2. Perhaps she is working. - _____.
3. Perhaps she wants to be alone. - _____.
4. Perhaps she was ill yesterday. - _____.
5. Perhaps he is having lunch. - _____.
6. Perhaps she was working yesterday. - _____.
7. Perhaps he isn't playing tennis now. - _____.
8. Perhaps she doesn't want to see me. - _____.
9. Perhaps she wasn't feeling well yesterday. - _____.
10. Perhaps she had to go home early. - _____.
11. Perhaps she went out. - _____.
12. Perhaps she is watching TV. - _____.
13. Perhaps she is in the bath. - _____.
14. Perhaps he didn't hear the bell. - _____.
15. Perhaps he went shopping. - _____.

4. Translate the following sentences using speech patterns:

1. Саме я відповідав на ці запитання, а не ти. 2. Нам було б цікаво подивитися на умови життя африканських людей. 3. Не чекайте на мене. Можливо я сьогодні прийду пізно. 4. Ця книга недостатньо цікава, щоб її рекомендувати друзям. 5. Студентам завжди приємно отримувати хороші оцінки. 6. Саме вони відмовилися допомогти старшій людині. 7. Можливо він уже знайшов свої ключі. 8. Ці студенти мають достатньо знань, щоб добре скласти цей іспит. 9. Можливо вони не отримали мого повідомлення, тому і не прийшли. 10. Тарас достатньо кмітливий, щоб зрозуміти які його друзі є щирими. 11. Марії буде цікаво вивчати англійську мову у Лондоні. 12. Саме тут, на пагорбі, я знайшов красиве місце для відпочинку.

5. Choose the correct answer below to fill the gap.

1. It was _____ so we didn't get it.
a) expensive enough; b) enough expensive
2. They didn't sell _____ to make it worthwhile.
a) tickets enough; b) enough tickets

3. I left because I'd had _____ their arguing.
a) enough; b) enough of
4. I'm shattered; I didn't _____ last night.
a) enough sleep; b) sleep enough
5. It's _____ to walk- I'll take the bus.
a) enough far; b) far enough
6. I didn't get _____ last night and I'm exhausted.
a) enough sleep; b) sleep enough

PRE-READING

1. Can you label the different countries of the United Kingdom on the map below? Do you know the names of their capital cities?



2. What words / phrases do you associate with each of these countries? Make a list below.

Britain and the British

So, what is the United Kingdom?

To give it its full title it's 'The United Kingdom of Great Britain and Northern Ireland'. You might hear it **referred** to as Britain, Great Britain or more often, simply as 'The UK'. Four countries **make up** the UK – England, Wales, Scotland and Northern Ireland. It consists of a group of islands - 2 large ones and several hundred smaller ones. **By far** the largest island is that which is divided into three countries - England, Wales and Scotland. This island is about 700 miles long and is 300 miles at its widest point.



about 50,000 people.

One in seven of the population of the United Kingdom is a Londoner. It is the home of the nation's commerce and finance, the main centre of its legal system and the press. It **has** the largest university and the greatest **possibilities for entertainment** and for sport in the country. London is one of the famous capital cities of the world, and every year attracts crowds of visitors from home and abroad. They come to explore its **historic** buildings, to see its museums and galleries, its streets and parks, and its people.

Just as Wall Street in New York is the centre of commerce and finance so the City of London, sometimes called "the square mile" is the centre for money matters. Here in Threadneedle Street is the Bank of England — sometimes called "The Old Lady of Threadneedle Street" — the central banking institution whose pound notes form the main currency in the country. Fleet Street near St. Paul's Cathedral used to be a busy street full of foreign, provincial and London newspaper offices such as The Daily Express, The Daily Telegraph.



Like many capital cities, London grew up along a major river. The Thames divides London sharply in two. Most of central London is on the north bank of the river. The Thames at London is tidal and there have been several serious **floods**. It is always interesting for tourists to **take a trip** along the Thames in a boat as it gives a **striking panorama of** London. The best way to see the city quickly is from the top of London red double-decker buses. Special tourist buses **go on two-hour circular tours**. The other quick and easy way of getting around.

Northern Ireland is part of the UK but is physically separated from mainland England, Wales and Scotland by the wild and sometimes **treacherous** Irish Sea. Northern Ireland has sea to the north and east, and borders the Republic of Ireland on the west and south, making it the only UK country with a European border.

Unsurprisingly these physical characteristics affect the **mindset** of its population, and it is not unusual to find some people who feel simultaneously a UK citizen, and Irish citizen and a European citizen. Alternatively, others **shun** their UK identity and **embrace** their Irishness, and many others **insist on** being 'British' and **ignore** their Irish neighbours. In a population of 1.5 million nearly 60% are under 40, making it a country with an influential youth culture.

Wales is a land of rugby, singing and beautiful **scenery** situated on the western side of the UK. Its population is just under three million which is about 5% of the total UK population. The main cities are Cardiff, the capital city, Swansea and Newport. It is more mountainous than England, particularly in North and Mid Wales. Wales was ruled directly from London until 1999 when the first **elections** to the Welsh National Assembly were held. The Assembly has some powers specific to people in Wales and can make decisions on areas such as education and health.

The Welsh language is probably the most important thing that **distinguishes Wales from** the rest of the UK. Welsh (or Cymraeg) is one of Europe's oldest languages and is spoken by one in five Welsh people. This number doubles among children and teenagers which shows that the language is very much alive among the young. Towns, villages and cities in Wales often have both a Welsh and an English name and Wales is home to one of the longest place names in the world – Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogogoch which means St Mary's (Church) by the white aspen over the **whirlpool**, and St Tysilio's (Church) by the red cave! Wales is also known for its 'Eisteddfodau' which are festivals celebrating Welsh language, art, culture and **heritage** and which include an eclectic mix of music, dance, drama, debate and cultural competitions.

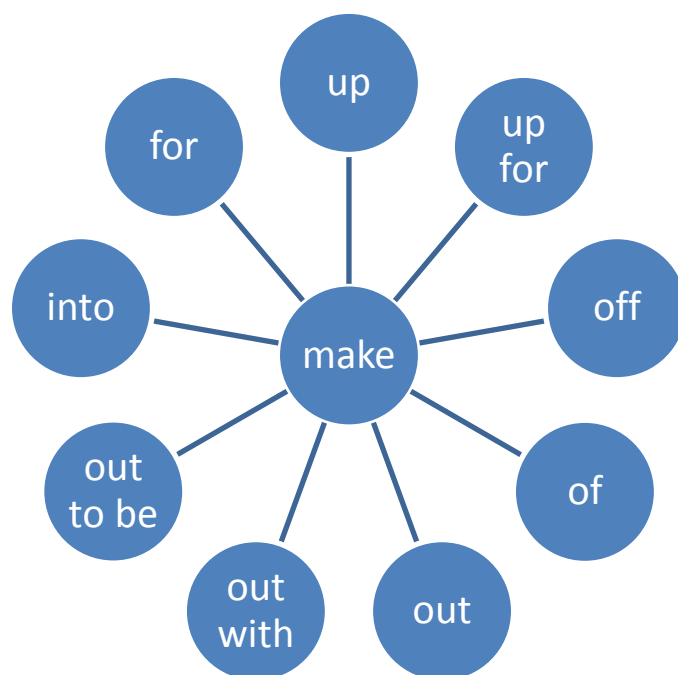
To the North is Scotland which consists of two very distinct regions known as the Highlands and the Lowlands. The Highlands region is to the North and West of the country and is much more mountainous than its lowland sister. The Lowlands region is home to most of Scotland's population. It's here where Scotland's capital, Edinburgh and the largest city of Glasgow will be found. Scotland is well known for its **stunning** landscapes, beautiful beaches and lochs, which are fresh water lakes. There are over 600 square miles of lochs in Scotland including the most famous one, Loch Ness. It has a population of just over five million people which is about 8.5 per cent of the whole UK population.

Scotland also **hosts** one of the biggest arts festivals in the world. This is commonly known as the Edinburgh Festival but is actually made up of a number of different festivals which happen at different times of the year, though many do **take place** in August and September. Stereotypical images of Scotland often **focus on** things like tartan, kilts, heather and haggis as well as the scenery.

ACTIVE VOCABULARY

- | | |
|-------------------------------------|--|
| 1. by far | 9. to insist on |
| 2. to turn smth. into smth. | 10. circular |
| 3. to have a possibility for | 11. entertainment |
| 4. a flood | 12. to distinguish smth from smth |
| 5. to take a trip | 13. a whirlpool |
| 6. to go on a tour | 14. to take place |
| 7. a panorama (view) of | 15. to focus on |
| 8. to shun | |

Phrasal Verb *TO MAKE*:



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given abstract.

II. a) Explain what is meant by the following phrases: terrain, an estuary, invaders, to found, to explore, an institution, currency, mainland, to rule, areas, by one in five, an aspen, eclectic mix, distinct, lochs, mindset, election.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. *A. D. – Anno Domini (Lat.): in the year of the Lord, new era*. **Check your ideas in a dictionary:** the nation's commerce and finance, "the square mile", a pound, double-decker buses, The Daily Express, The Daily Telegraph, The Thames, rugby, the Welsh National Assembly, the Highlands and the Lowlands, tartan, kilts, heather, haggis.

V. From the extract you have read write out synonyms to the following words and phrases:

1. by far

2. to turn smth. into smth

1. a powerful current of water that spins around and can pull things down into it

2. a very large amount of water that

3. to have a possibility for
4. a flood
5. to take a trip
6. to go on a tour
7. a panorama (view) of
8. to shun
9. to insist on
10. circular
11. entertainment
12. to distinguish smth from smth
13. a whirlpool
14. to take place
15. to focus on

- covers an area that is usually dry
3. an impressive view of a wide area of land
4. moving around in a circle
5. to give special attention to one particular person or thing, or to make people do this
6. used to say that something is much better, worse etc than anything else
7. things such as films, television, performances etc that are intended to amuse or interest people
8. to have a short trip through a place to see it
9. to have an opportunity to do something, or something that can be done or tried
10. to understand the difference between two or more things or people
11. to avoid deliberately someone or something
12. to happen, especially after being planned or arranged
13. to demand that something should happen
14. to go somewhere for pleasure
15. to become something different, or to make someone or something do this

VI. Form collocations matching the words from two columns:

1. a serious
2. a striking
3. over
4. greatest possibilities for
5. by
6. circular
7. to distinguish Wales
8. to focus
9. to go
10. to have
11. to insist
12. to shun
13. to take
14. to take
15. to turn it

1. far
2. on two-hour tours
3. UK identity
4. flood
5. from
6. a trip
7. entertainment
8. on being "British"
9. into a port
10. tours
11. place
12. on things
13. panorama (view) of
14. a possibility for
15. a whirlpool

VII. Fill in the following word combinations and phrases into the sentences below:

to insist on, to shun, to focus on, to take place, by far, to turn into, a panorama of, a flood, entertainment, to take a trip, circular, a whirlpool, to distinguish from, to go on a tour, to have a wide possibility for

1. Watching sport was _____ the most popular activity on Saturday afternoons. 2. _____ on the Santa Fe railway or cruise on a Mississippi paddle boat. 3. Some young women are _____ by their families when they become pregnant outside of marriage. 4. Reality TV has been a very successful form of mass _____. 5. The film _____ during foggy days in London and in the gloom of darkened rooms and candlelit corridors. 6. We _____ a guided _____ of the cathedral. 7. The planets follow almost _____ orbits around the sun. 8. The tower offers a breathtaking _____ mountains. 9. It warns policymakers not to get tangled up with averages but _____ instead _____ increments. 10. The infinite pain that the warrior-poets worshipped was like _____ that sucked them down into the dark froth of madness and murder. 11. Hollywood discovered her and _____ her _____ a star. 12. And as for the ensemble that sings without musical accompaniment, it is important for it _____ choice. 13. A tiny baby soon learns to _____ its mother's face _____ other adults' faces. 14. Even an occasional _____ would not hurt, he said, because water could be released. 15. We _____ the highest standards of cleanliness in the hotel.

VIII. a) Find synonyms to the following words and phrases (see the phrasal verb *to make*):

To kiss and to hug; to compensate for smth, to replace; to combine together, to form smth; to become friendly with someone again; to convert one thing into another; to hurry away, to escape; to invent a story; to manage, to deal with; to move toward smth; to pretend, to seem; to understand, to find a reason.

b) Make up sentences with words and phrases above.

IX. Complete the sentences with the correct prepositions from the box.

out with, out to be, off, for, out, up (×3), on (×2), of, up for, from, into (×2)

1. Women make _____ only a small proportion of the prison population. 2. You know, you can't blame a guy for wanting to make _____ his girlfriend. 3. How is Frances making _____ in her new job? 4. The old millstone I'm trying to make _____ a table. 5. I don't eat breakfast but I make it _____ at lunch. 6. When you're the boss you can make _____ your own rules. 7. He insisted _____ checking everything himself. 8. There's not a lot that distinguishes her _____ the other candidates. 9. If everything goes well, then I'll go _____ tour to California. 10. A few weeks later, winter had turned _____ spring. 11. Can you make anything _____ this information? 12. Oh come on! Why don't you just kiss and make _____? 13. Don't make that _____ a sacrifice. 14. I think it's time we made _____ home. 15. The men made _____ as the police arrived.

X. Translate the sentences from Ukrainian into English:

1. Мій брат наполягав, щоб ми відправилися в поїздки навколо світу. 2. У мене немає можливості милуватися видом нічного міста Мілан, тому що я відмовилася від чотирьох-годинного турне по Італії. 3. Значно краще вигадати щось приємне, ніж прикидатися байдужим. 4. Сьогодні відбулася вечірка на честь мого дня народження, але я уникав більшість моїх старих друзів. 5. Ми поплили до маяка, так як побачили вихор. 6. Тіна переробила свою квартиру у магазин квітів і перетворила її у квітучий рай. 7. Ця молода пара часто свариться, але вони легко миряться та полюбують обійматися і цілуватися. 8. Через сильну повінь скасували всі розважальні заходи в Одесі. 9. Я сподіваюся, що старший археолог зрозумів призначення цього стародавнього колового будинку. 10. Як ви справляєтеся зі своєю холдингом, адже він складається з трьох різних підприємств? 11. Будь ласка зосередьтеся на написанні вашої наукової роботи, адже тема є важкою. 12. Вона відмовляється із ним говорити, тому весь час тікає від нього. 13. Пітер купив своїй наречені 2 пари чобітків, щоб компенсувати ту одну, яку він зіпсував учора. 14. Вихор почуттів захопив її зненацька. 15. Ти можеш уникати своїх друзів, але значно важче уникати своїх родичів.

VOCABULARY NOTES

1. refer v 1. **refer to somebody/something**, to mention or speak about someone or something: *He likes to be referred to as 'Doctor Khee'*; 2. to look at a book, map, piece of paper etc for information: *He gave the speech without referring to his notes*; 3. **refer somebody/something to somebody** to send someone or something to a person or organization to be helped or dealt with: *My doctor is referring me to a dermatologist*; **referral n c/n** the act of directing someone to a different place or person for information, help, or action, often to a person or group with more knowledge or power: *The doctor gave him a referral to (= arranged for him to see) the consultant*; 4. **refer somebody to something** to tell someone where to find information: *Readers are referred to the bibliography for further information*; **referable adj** something that is referable to something else can be related to it: *The deemed annual charge applies only to those holdings referable to basic life and general annuity business.*

refer to drawer written abbreviation **R/D** the words '**refer to drawer**' are written on a cheque by a bank when the bank refuses to pay the cheque, usually because there is not enough money in the account: *'It has sometimes been said that 'refer to drawer' is not defamatory, meaning 'go back to the drawer and ask him to pay', but today it is generally accepted that the phrase may imply a lack of funds.'*

2. ancient adj 1. belonging to the very distant past and no longer in existence: *'According to the newspaper, the coin belonged to an ancient civilization that flourished in Al-Jouf.'* 2. having existed for a very long time: *This refrigerator is ancient -- it's time we bought a new one*; **anciently adv.**: *Salisbury Plain was known anciently as Ellendune.*

ancient n/c an old man: *'The man who had spoken was a pale ancient, with a beard so white that it made the snow that constantly covered Ashine look dull in comparison.'*; **the ancients** the people of ancient times, especially the Greeks and Romans of classical antiquity: *'In the pre-millennial run-up, this popular fascination with the ancients was mixed into a New Age stew of half-understood ideas about the origins of religious belief.'*

3. historic adj. 1. famous or important in history, or potentially so: *'It is a truly historic occasion - a moment of passing in the corporate family.'*

historical adj. of or concerning history or past events: *'We give a little historical background to these events in our article Babylonian mathematics.'*

history *n/n* 1. all the things that happened in the past, especially the political, social, or economic development of a nation: *Throughout history the achievements of women have been largely ignored*; 2. the study of past events as a subject in school or university (in names of academic subjects no article is used) **European/art/economic etc history**: *'He studied history at Edinburgh University and worked as a teacher before joining the city's Gateway Theatre.'*

go down in history be remembered for many years: *She will go down in history as one of the greatest tennis players of all time.*

make history do something important that will be recorded and remembered: *Ordinary Berliners made history when they tore down the wall.*

shape history influence events that are recorded: *He is one of the politicians who shaped 20th century history.*

4. **to strike** *vt* 1. to hit or fall against the surface of something: *She fell heavily, striking her head against the side of the boat*; 2. to deliberately hit someone or something with your hand or a weapon **to strike smb.**: *He struck the boy a violent blow*, **to strike smb. (smth.) on smth.**: *The man struck Lanny on the face. He struck his fist on the table.* **strike something with something**: *The victim had been struck with some kind of wooden implement.*

Syn. **to hit** (In everyday English, people usually say hit rather than strike): *Why did he hit the boy?*; **to hit one's hand (foot, head, etc.) on smth.**: *I hit my head on the low shelf.*

to strike a match to produce a flame from a match by rubbing it hard across a rough surface: *Somebody struck a match so that we could see each other.*

2. (of a clock) indicate the time by sounding a chime or stroke: *It has just struck half past four. This tower clock strikes the hours.*

3. come into the mind of (someone) suddenly or unexpectedly: a) cause (someone) to have a particular impression: *'Mr. Gibbs also struck me as a cautious and careful man and an impressive witness*; b) find particularly interesting, noticeable, or impressive: *'We were struck by his strange behaviour. Many things might strike us as unusual in a foreign country.*

Syn. **to surprise, to astonish, to puzzle, to amaze.**

Note: to be struck means "to be filled suddenly with a strong feeling of surprise": *I was struck by his sudden death.* That distinguishes the verb to strike from its synonyms **to astonish** and **to surprise**; **to astonish** is stronger in meaning than **to surprise**: *I was astonished at seeing him so changed*; **to surprise** to make someone feel surprised, especially because they did not expect something: *I shouldn't be surprised if it rained. I'm not surprised at seeing you here, I've been told about your arrival*; **to amaze** to greatly surprise someone, for example because something is very good, unusual, or hard to believe: *He amazed everyone with his skill*; **to puzzle** means to make a person think hard before finding an answer: *His letter puzzled me.* (= I didn't know why he had written it).

striking *adj*, as *striking likeness (news, contrast)*; **stricken** *pp*. **terror-stricken**: *horror-stricken*; *panic-stricken*

5. **treacherous** *adj*. 1. betraying or likely to betray faith or confidence: *He publicly left the party and denounced its treacherous leaders.*; 2. unstable, unreliable, or dangerous: *Strong winds and loose rocks made climbing treacherous.*; **treacherously** *adv*. **treacherousness** *n*.

6. **embrace** *v i/t* 1. hold (someone) closely in one's arms, especially as a sign of affection: *Aunt Sophie embraced her warmly.*; **embracement** *nc*: *After a long, rather painful embracement Sara pulled back.*;

Syn. **hug** *vt* squeeze (someone) tightly in one's arms, typically to express affection (**embrace** is more formal than **hug**): *he hugged her close to him.*; **cuddle** to put your arms around someone or something as a sign of love, especially a child or a small animal: *She sat on a chair, cuddling her daughter.*; **cradle** to hold someone very gently in your arms, like you would hold a baby: *She held the baby in her arms. She cradled his head in her hands and kissed him on the forehead*

2. accept (a belief, theory, or change) willingly and enthusiastically: *besides traditional methods, artists are embracing new technology.*;

3. include or contain (something) as a constituent part: *his career embraces a number of activities — composing, playing, and acting.*

embrace *nc* the act of holding someone close to you, especially as a sign of love: *they were locked in an embrace; in an embrace: They held each other in a tender embrace.*

7. **ignore** *v t/i* refuse to take notice of or acknowledge; disregard intentionally: *he ignored her outraged question.; ignorable* *adj*: *But in her fall, we were all ignorable outsiders.*

ignorance *n* lack of knowledge or information about something: *Excuse my ignorance, but how does it actually work?; ignorance of*: *our ignorance of the true situation; in ignorance*: *I would have remained in ignorance if Shaun hadn't mentioned it.*

8. **heritage** *nn* 1. property that is or may be inherited: *they had stolen his grandfather's heritage; Syn. inheritance* *n c/n* money, property, or other things that become yours after someone has died: *people who suddenly have large lump sums to invest, perhaps from an inheritance;*

2. the traditional beliefs, values, customs etc of a family, country, or society: *beautiful old buildings which are part of our heritage.*

9. **host** *vt* 1. to provide the place and everything that is needed for an organized event: *Which country is going to host the next World Cup? 2. to introduce a radio or television programme: Next week's show will be hosted by Sarah Cox.;*

host *nc* 1. someone at a party, meal etc who has invited the guests and who provides the food, drink etc; **hostess**: *Our host greeted us at the door. 2. someone who introduces and talks to the guests on a television or radio programme: Talk radio and talk television hosts, mostly but by no means all conservative, are proliferating and gaining influence and popularity. Syn. compere (British English): Duggie Brown is excruciatingly convincing as the sleazy, no-talent compere whose best reward is to grope all and sundry;*

10. **scenery** *nn* 1. the natural features of a particular part of a country that you can see, such as mountains, forests, deserts etc: *The best part of the trip was the fantastic scenery; enjoy/take in the scenery* spend time looking at beautiful scenery: *Relax with a glass of local wine while you take in the beautiful scenery.;*

Syn. countryside *nn* an area away from towns and cities, where there are fields, forests etc – used especially when talking about the natural beauty of this kind of area: *The walk takes you through some beautiful countryside.; landscape* *nc* a large area of countryside that you see from somewhere: *The house looks out over a peaceful rural landscape.*

Note: We use the word **landscape** to talk about the view or a large expanse of a particular area and how it is arranged or positioned. We can also use the term **urban landscape** to talk about the same thing but of an urban scene: *I took many pictures of the landscape of the Lake District.* When we want to talk about the natural features of a particular area that we can see, we use the word **scenery**. **Scenery** is normally natural beauty: *The scenery was absolutely beautiful.*

2. the painted background, furniture etc used on a theatre stage: *they had all helped with scenery and costumes.*

VOCABULARY EXERCISES

I.  **Correct mistakes, translate from English into Ukrainian, then listen to the text and check:**

The Do's and Don'ts of British Life

Please don't *jump / run a queue* in Great Britain. The British all *stand / stay in line* when waiting for a bus or when buying things. If you *jump the queue* the people behind you may well *massacre / kill* you. First come – first served!

If you go into a *pub / pab* for a nice *pint / pin*, then don't forget to order at the bar and pay as you go. If you are taking your children with you they will only be allowed into the pubs, which have a “*family / famili room*”!

Don't be annoyed if your "pint" hasn't got a "head / neck" on it, because if there is too much "head" on the beer the British think they are *being done / made*.

The British like to smile, so do smile, but don't say, "Hi" to somebody you don't even know. They may *feel / fill embarrassed*, because they don't know you.

Don't forget to use your fork *upside / upsead down* in Britain. We British are experts in balancing peas on the top of our forks. We don't use our fork as *a shovel / shavel*.

If you meet somebody don't forget to say, "How do you do?" and shake his / her hand. *Don't expect / expact* an answer, because this is only a greeting and not a question. The person you are greeting will then answer, "How do you do?"

Don't *spit* in the street – okay I didn't expect you to, but *just in case / occasion*. The british hate this and consider it to be extremely *bad / badly mannered*.

If someone is in your way, then say, "Excuse me, please". They will then *move / moove out of your way*, straight away.

Please hold the door open for others, because the British will never *throw / open the door into your face*.

Please and thank you are two very important words, which you should use *as often / oftenly as possible*.

The British are *little / least reserved* at first, but given time they will be good friends.

Don't worry about making language mistakes, because the Brits won't hold them against you. They will try hard to understand what you are saying.

The Brits are extremely *polite / unpolite* – perhaps too polite at times. However it never hurts to be polite to others.

If you enter a room full of people, for example, at a party, then don't go round shaking everyone's hand because nobody expects you to.

If you are invited to a party or wedding at a restaurant or pub, then don't expect the drinks to be paid for. Table drinks are paid for, but not the rest of the drinks, which you *consume / eat*.

Normally you will find Brits to be very friendly and really helpful.

So, if you are thinking of travelling to Britain, don't forget to read these rules first.

II. Paraphrase the words and word combinations in italics:

1. Roman coins and blue glass beads have been found among the remains of buildings at the Groundwell Ridge *historic* site.
2. Achilles was a man who could *shape history*, a man of destiny, and this is what you should be, Alexander.
3. He *referred to* a history book to find out the dates of the French Revolution.
4. Her reaction *surprised* me – I didn't realize how strongly she felt.
5. Several cars were *struck* by falling trees.
6. It *amazes* me that no one has thought of the idea before.
7. Look out for direct debits that are returned '*refer to drawer*' and be wary of a business changing banks.'
8. His stellar career *embraces* comedy and drama and crosses media from television and movies to the stage and the recording arts.'
9. 'He dropped the duffle bag he was carrying and *embraced* her warmly, burying his face in her hair.'
10. Pronouns are often used to *refer to* a noun that has already been mentioned.
11. 'In fact, some artists and designers in eighteenth-century Rome not only imitated *the ancients* but actually incorporated antique elements into their own works.'
12. She couldn't miss an opportunity to see Kenya's *striking* landscape.'
13. 'He *embraces* the theory but not the name of the theory.'
14. 'He has *gone down in history* as a legendary guitarist and inspiration for Cockney rhyming slang for starving.'
15. Myra *astonished* her doctors by recovering so quickly.

III. Fill in the gaps:

a) Choose the correct word

referable, to go down in history, to be ignored, to strike, to strike a match, a bear hug, striking, to shape history, a compere, heritage.

1. Of all these bombed cities and villages, only Guernica_____. 2. Simon _____ and puffed his cigar into life. 3. Looking at these paintings makes people proud of their Latin_____. 4. Previously, an attack on a French ship or an attack on an Indonesian resort unfamiliar to Americans would _____ in America as only part of the usual white noise playing in the eminently ignorable outside world. 5. This healthy utilitarianism was, as has been said, ultimately _____ to biologically grounded needs and drives. 6. There was a warm smile on his mouth while he engulfed her in a tight_____. 7. A snowball _____ him on the back of the head. 8. Precious, has choreography by Lea Anderson who was the _____ for the recent Channel 4 seriesTights. 9. Lizzie bears a _____ resemblance to her sister. 10. So few have the chance to _____.

b) Insert the correct word, pay attention to its part of the speech: an embrace, an embrace, to embrace, ancient, an ancient, to host, to host, a host, a host.

1. He is presently covering rock concerts for Kendal council who are _____ an exhibition of his work later in the year. 2. There weren't any Roman emperors about to barter oysters weight by weight for gold, as they did in the _____ past. 3. She first heads over to Rena, who _____ her warmly despite the fact that she just saw her only a few hours ago. 4. Did Walter Cronkite once _____ a game show on TV? 5. The children rushed into the _____ of their father. 6. Minelli was the _____ for the two-hour awards program. 7. Some _____ still get a sparkle in their eyes when they remember surfing both swells. 8. He caught Nina into a tight _____, holding her close. 9. The President and his wife served as _____ at the concert.

IV. a) Find synonyms to the underlined words:

1. They made the treacherous journey across stormy seas in rotten boats.
a. dangerous b. valuable c. flaming
2. His conquests transformed the ancient world and ushered in the Hellenistic age of great monarchies.
a. an old man b. old-fashioned c. very old
3. I haven't read your latest book, so I hope you'll forgive my ignorance.
a. an incomprehension b. stupidity c. lack of knowledge
4. Much has changed in photography over the last 50 years and the club has readily embraced these changes.
a. hugged b. welcomed c. rejected
5. As always, play up your strongest points in the opening paragraph and refer to them as you go along.
a. write about b. pass on c. mention
6. Callaghan's political career thus embraced the entire experience of post-war Labourism.
a. accepted b. cuddled c. included
7. Explore the cathedral heritage centres, Roman ruins.
a. history b. birthright c. scenery

8. Several cars were struck by falling trees.

a. hit b. hurt c. astonished

b) Choose the best word for each sentence.

a) surprise, astonish, strike, puzzle, amaze:

1. I won't be ... if he gets a "five", he is a very bright boy. 2. We were ... by the contrasts between wealth and poverty in Delhi. 3. His question ... me. I didn't know how to answer it. 4. I was ... to meet him in town, I was sure he had not come back yet. 5. It ... me that no one has thought of the idea before. 6. His cruelty... us. We always thought that he was kind and sympathetic.

b) historic or historical:

1. Maidan is a ... spot: many ... events took place in it. 2. In his ... novels Walter Scott gave a wonderful description not only of ... events, but of whole ... epochs. 3. The ninth of May is one of our most important... dates: we celebrate our ... victory in World War II. 4. There are many ... monuments in Kyiv.

c) embrace, cuddle, cradle, hug:

1. Jillian came across a picture of her parents, her mother _____ a small baby. 2. But that only reminded her that Jared was the last person to _____ her. 3. And she's always loved to be _____ and nursed and made a fuss of by her parents. 4. "Hey" Joel says walking over to her and _____ her tightly then kissing her forehead. He said the person then started to _____ him while reaching for his wallet.

V. Translate from Ukrainian into English:

1. Цезар вплинув на хід історії і ввійшов в історію як один із найвпливовіших політиків. 2. Творити історію легко, подумав через своє невігластво юний Марк. 3. Культурна спадщина нашого народу така вражаюча, але, ми, українці її ігноруємо. 4. Так приємно повернутися додому, відчути міцні обійми своїх рідних та помилуватися живописним пейзажем гір. 5. Пейзажі нашого міста дивують красою своєї архітектури, але я неприємно шокована як багато бруду на його вулицях. 6. Господиня дому привітала нас біля дверей та міцно по дружньому обійняла. 7. Кар'єра цієї телеведучої включає декілька видів занять. Вона не тільки веде програми, а також складає сценарії та грає ролі. 8. Як тільки годинник пробив 12, вимкнулося світло, але Діна запалила сірник щоб знайти ліхтарик. 9. Тіма відправили до начальника відділу по фінансам, коли він прийшов у банк з'ясувати чому банк надіслав повідомлення «нестача коштів» на рахунок. 10. За додатковою інформацією читачам дають посилання на бібліографію. 11. Мені раптом прийшла думка в голову, що історичні факти насправді ненадійні. 12. Будь яка країна вважає за честь проводити Чемпіонат світу з футболу.

FOLLOW-UP WORK**1. Quiz about the British Parliament**

In pairs answer the questions below about the British Parliament. Compare with another pair:

1. Which two bodies form the British Parliament?
 - A. The Senate and the House of Representatives
 - B. The House of Lords and the House of Commons
 - C. The Legislative and Executive branches
 - D. The House of Commoners and the House of Knights
 - E. The House of Burgesses and the King

2. The first Parliament was called together in:
 - A. 1430
 - B. 1365
 - C. 1260
 - D. 1265



3. Which of the two bodies is considered the “upper chamber”?
 - A. The House of Lords
 - B. The House of Knights
 - C. The House of Commons
 - D. The House of Burgesses
 - E. The Senate
4. The main responsibility of the “lower chamber” is:
 - A. To create bills
 - B. To advise the King on which bills to pass
 - C. To vote on legislation
 - D. The lower chamber has no real power
 - E. Holding the power to dissolve the government
5. The main responsibility of the upper chamber is:
 - A. To create bills
 - B. To vote on legislation
 - C. The upper chamber has no real power except to suspend bills passed in the lower chamber
 - D. To decide the fate of criminals
 - E. To regulate taxes
6. How long is one term in the lower chamber of the Parliament?
 - A. 4 years
 - B. 3 years
 - C. 8 years
 - D. 2 years

E. 5 years

7. Who holds the power to dissolve the lower chamber?

- A. The upper chamber
- B. The monarch
- C. The tax payers of Britain
- D. No one, it cannot be dissolved

8. A bicameral legislature is one that:

- A. Is made up of two houses
- B. Has the power to pass laws
- C. Contains at least 200 people
- D. Contains officials elected through an electoral college

9. The most beautiful woman to ever set foot in Britain is

10. Who is the head of the Parliament?

- A. The Queen
- B. The Lord Spiritual

2.  **Watch the video clip again and put the stages of passing a bill in Parliament in the correct order:**

- a) The bill is closely examined in both Houses of Parliament.
- b) MPs and Lords make changes to the bill.
- c) A government minister explains reasons for the bill and answers any questions.
- d) The bill is sent to the monarch for a final approval.
- e) MPs and Lords take a vote on the bill.
- f) Both Houses have to agree on the bill before it becomes a new law.
- g) A new bill gets introduced in Parliament.
- h) The bill officially becomes a new law of the land.

3. **Writing: An article about parliament in your country**

A well-known travel company asked you to write about parliament (or government) in your country for their website.

Write an article (250 words) including information on:

- the structure of the parliament in your country.
- number of their members.
- their job/tasks.
- the way bills are passed in your country.
- any similarities between the parliament in your country and the one in the UK.

UNIT 4 MEALS

SPEECH PATTERNS

1. A continental breakfast is **a small meal** and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee.

We don't have **a big/large meal** at lunchtime, usually just sandwiches.

I'm not hungry enough to eat **a full meal**.

Jennie cooked us **a slap-up meal**.

2. Dinner is **another** common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day.

We must do many **other** exercises today.

Some people like to rest in their free time. **Others** like to travel.

If you don't take this train, you will take **another one** tomorrow.

3. Foot-and-mouth in sheep is not passed on to humans by eating lamb, and **since** 2001 there **have only been** a few cases of the disease in sheep.

I **haven't smoked since** 2010.

We've **been** here **since** nine o'clock

I **haven't visited** my home town **since** I left school.

4. UK food has a bad reputation abroad, even with people who **have never eaten** it.

I **have never seen** an alien!

Have you **ever climbed** the Eiffel Tower?

I've **been to** India. I went there two years ago.

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following speech patterns:

1. Sarah wants **another piece** of cake. It is so delicious! 2. I want my **other shoes**, I don't like these ones! 3. Our friends are coming at 7.00 and **the others** at 7.30. 4. We seek **a full meal** and all the compliments of the house. 5. So we do **a slap-up meal** and call it specials. 6. You shouldn't exercise after **a big meal**. 7. High tea is **a light meal** eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. 8. Have you **ever felt** an earthquake? 9. They **have never been** to California. 10. Have you read Hamlet? No, I **haven't read** any of Shakespeare's plays. 11. Susan really loves that film. She's **seen** it eight times. 12. I'm hungry. I **haven't eaten** anything **since** breakfast. 13. She **hasn't had** a day off since 1999. 14. Peter **has been** my best friend since we were nine. 15. I **have studied** non-stop since 9.15.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. Some people like to rest in their free time. ____ like to travel. 2. ____ you ____ a car before? 3. Our meals were ____ but frequent, for stamina. 4. I ____ a driving licence ____ I was eighteen. 5. Guests can enjoy a light snack or ____ in Deans Brasserie with their favourite drink, and watch the world go by. 6. This cake is delicious! Can I have ____ slice, please? 7. ____ you ever ____ a caviar? 8. I ____ home ____ Christmas. 9. Let's celebrate your promotion, having ____, tomorrow night. 10. I ____ to China twice. 11. I used to cook ____ for all of my boys, but now that they sent back to my country, no more. 12. Two men arrived. One was young, the ____ one was much older. 13. I ____ Julia ____ September. 14. What's George's sister like? I've no idea. I ____ never ____ her. 15. I ____ so much flexibility ____ I injured my leg.

3. Insert missing words using Speech Pattern 2 and its examples:

1. There aren't enough glasses. We need ____ one.
2. Some of the books are here. The ____ are in the next room.
3. Why are you only wearing one shoe? Where is the ____ one?
4. Could you give me ____ few sheets of paper please. I need some more.
5. One child sang a song. A poem was recited by ____.
6. Some people can learn languages easily. ____ need more time.
7. We'll need ____ three days to finish the project.
8. The supermarket is on ____ side of the street.
9. This restaurant doesn't look great. Is there ____ one we could try?
10. Some of the guests have arrived. The ____ are on their way.
11. There were three books on my table. One is here. Where are ____ ?
12. Please give me ____ chance.
13. He was a wonderful teacher. Everyone agreed it would be hard to find ____ like him.
14. This is not the only answer to the question. There are ____ .
15. There's no ____ way to do it.

4. Translate the following sentences using speech patterns:

1. Я ніколи не готувала млинці з кленовим сиропом. Я думаю треба спробувати. 2. У мене сьогодні день народження і моя мама приготувала дуже багато смачної їжі. 3. Мені ця сукня мала, дайте мені будь ласка ще одну, тільки більшого розміру. 4. Я не їздив до мого рідного міста з того часу як мені виповнилося 16 років. Воно змінилося. 5. Ця дівчина занадто худа та бліда, їй потрібно повноцінно харчуватися, інакше вона захворіє на анорексію. 6. Ти вчора дав мені ну ту книгу, мені потрібна зовсім інша. 7. Ти коли не будь їла їжу Франкенштейна? 8. Я тебе чекала з 10 години тут, Денисе. Я зараз я мушу йти, бо запізнююся. 9. Я люблю не багато їсти на сніданок та на вечерю. 10. Він вже двічі їздив до Китаю. 11. Одні люди надають перевагу ситній їжі на обід, інші, навпаки, полюбують легкою їжею. 12. Ми з нею не зустрічалися з 2005 року. 13. Коли ми з кузенами приїжджаємо до бабусі, вона завжди готує багато їжі. 14. Я склала іспит FCE. Він був не таким важким як я думала. 15. Я не сиджу на дієті з того часу як була вагітна.

5. Make up sentences after Patterns 3 and 4 from the words in brackets e.g. Have you ever been to India?

1. (ever / ride / horse?) _____
2. (four times / be / California) _____

3. (never / run / marathon) _____
4. (ever / speak / famous person?) _____
5. (always / live / in this city) _____
6. (most beautiful place / ever / seen?) _____
7. (they / improve / in attitude / since / the headmaster / talk to them) _____
8. (I / see / not / Tom / since / Monday) _____
9. (be / on holiday / since / last year?) _____
10. (I / not / travel / a lot) _____
11. (I / not / eat / that much / since / Christmas) _____
12. (she / see / her jacket / since / yesterday?) _____
13. (we / have / terrible weather / since / Saturday) _____
14. (I / know / Jack / since / 1990) _____
15. (we / not / be out / eat / since / forever) _____

PRE-READING

Cooking

Describe the usage of these utensils:

Gadgets, Utensils and Other Equipment



BRITISH MEALS

The first meal of the day in the morning is **breakfast** (usually eaten between about 7:30 and 9:00). Many British people eat **toast** with **butter** or **margarine** and **jam** (often **strawberry**, **raspberry**, **apricot** or **blackcurrant jam**), **marmalade** (a type of jam made from oranges) or **Marmite** (a dark brown spread made from yeast). **Melon**, **grapefruit** or **fruit cocktails** are popular. Others eat a bowl of **cereal**; for example, **cornflakes** or **muesli** with milk, or **porridge** (a mixture of oats, hot milk and sugar). A **traditional English breakfast** (also known as a **cooked breakfast** or a **fry-up**) is a cooked meal which may contain food such as **sausages**, **bacon**, **kippers** (**herring** - a type of fish - which has been covered in salt and smoked), **black pudding**, **scrambled** or **fried** or **poached egg** (for details about how to cook a poached egg, **mushrooms**, **fried tomatoes**, **baked beans**, **hash browns** and toast. People sometimes eat a **boiled egg**, dipping (**dunking**) strips of toast (**soldiers**) into the egg yolk. A **continental breakfast** is a small meal and is not cooked; for example, a **bread roll** or **croissant** with **cheese** or **ham** and a **cup of coffee**. The most common drinks at this time of day are **orange juice** or a cup of **breakfast tea**.

Many people have a **tea-break** at about 11:00 in the morning (**elevenes**). If a meal is eaten in the late morning instead of both breakfast and lunch, it is called **brunch**.

Lunch (sometimes called more formally **luncheon**) is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a **sandwich** (also known as a **butty** or **sarnie** in some parts of the UK). Some people have a simple meal such as **cheese and biscuits** or **soup and bread**. A **ploughman's lunch** is a traditional lunch for farmers: a **bread roll**, **Cheddar cheese**, **Branston pickle** and **salad**, perhaps with a **pork pie**. It is also traditional for people to go to a pub with some friends for a **pub lunch** and a drink.

A **Sunday roast** is a traditional meal eaten by a family at Sunday lunchtime; for example, **roast beef** with **roast potatoes**, **parsnips**, **peas**, **Brussels sprouts**, **green beans**, **Yorkshire pudding**, **bread sauce** and **gravy**. **Mint sauce** or **redcurrant jelly** is often eaten with **lamb**, **apple sauce** with **pork**, and **horseradish sauce** (a type of mustard) with **beef**, **cranberry sauce** with **turkey**. **Stuffing** may be eaten with **chicken** or **turkey**.

Tea-time is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat **biscuits** (American English: cookies), **cakes** or savoury foods such as **sandwiches**, **crumpets** or **tea-cakes**. Occasionally people may have a **full afternoon tea** or a **cream tea**: this includes a **scone** with **jam** and cream (usually either **whipped cream** or thick **clotted cream**) as well as a selection of sandwiches and cakes. For an example of a traditional afternoon tea menu.

High tea is a light meal eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. **Supper** is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). **Dinner** is another common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day. A **dinner party** is a formal evening meal to which guests have been invited. A common type of cooked meal in Britain is **meat and two veg**. This is a meat dish served together on the same plate with two types of vegetable, one of which is often a type of potato. It is common to eat a **dessert** (also known as a **pudding**, or informally as **afters**) after the main dish. You can see an example of a traditional English restaurant menu from the website of Rules, the oldest restaurant in London:

It is increasingly popular for British people get a **takeaway** or go to a restaurant instead of cooking at home, and often this is used as a chance to try different types of food. Most towns have an **Indian restaurant**, serving foods such as **curry** and **chicken tikka masala**. **Chinese restaurants** are also very common; popular dishes include **sweet and sour pork** and **aromatic duck**. Many people like **Italian pizza** and **pasta** dishes. **Fast food** restaurants often serve **beef burgers** or **fried chicken**. **Fish and chip shops** are still popular, especially in towns by the coast. There is an old tradition of eating fish on Friday.

British people enjoy eating **snacks** between meals.

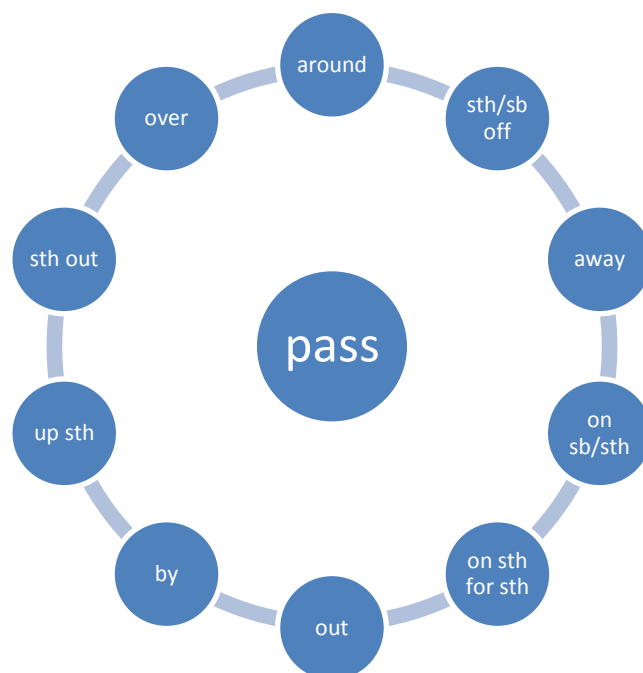
"It's dangerous" British farmers have had some problems in recent years due to the spread of BSE (mad cow disease) within cattle in the 1990s, and then foot-and-mouth disease within sheep in 2001. These diseases caused many animals to be killed, and led to the introduction of new controls. Scientists believe that BSE can be passed to humans as a disease known as variant CJD, but cases are rare and seem to be linked to times before the new controls were put in place. Foot-and-mouth in sheep is not passed on to humans by eating lamb, and since 2001 there have only been a few cases of the disease in sheep. So is it safe to eat British meat? Probably - most British people continue to eat it, and the controls in the UK are now some of the tightest in the world. There are many shops or restaurants selling vegetarian and organic food if you prefer to eat this.

UK food has a bad reputation abroad, even with people who have never eaten it (the President of a European country famously said that we have the world's second worst food after Finland!). However, this reputation is not really justified, as there are many delicious national and regional dishes that are worth trying.

ACTIVE VOCABULARY

- | | |
|---------------------------------|-----------------------------------|
| 1. to be made from | 10. afters |
| 2. a fry-up | 11. meat and two veg |
| 3. to be covered in salt | 12. mad cow disease |
| 4. elevenes | 13. foot-and-mouth disease |
| 5. luncheon | 14. stuffing |
| 6. a ploughman's lunch | 15. egg yolk |
| 7. hash browns | |
| 8. a cream tea | |
| 9. high tea | |

Phrasal verb *to pass*



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given text.

II. a) Explain what is meant by the following words: a continental breakfast, Marmite, a tea-break, in the late morning, a traditional lunch, a pub lunch, a Sunday roast, in the late afternoon, cookies, a full afternoon tea, a menu, strips.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. *to bother* – *to make someone feel worried or upset*. **Check your ideas in a dictionary:** soldiers, toast, marmalade, a traditional English breakfast, herring, a cooked breakfast, a poached egg, ham, brunch, biscuits, a bread roll, Yorkshire pudding, jelly, sauce.

V. Match the words and phrases to the definitions.

- | | |
|----------------------------|--|
| 1. to be made from | a) an afternoon meal that consists of tea to drink and small cakes called scones that are eaten with jam and cream; |
| 2. a fry-up | b) sweet food eaten at the end of a meal; |
| 3. to be covered in salt | c) a light meal eaten in the late afternoon or early evening that usually includes cooked food, cakes, and tea to drink; |
| 4. elevenses | d) the meal that you eat in the middle of the day; |
| 5. luncheon | e) a mixture of food, such as bread, onions, and herbs, that is used to fill something that is going to be eaten, such as a chicken or a vegetable, before being cooked; |
| 6. a ploughman's lunch | f) to be produced from something, often using a particular substance or material |
| 7. hash browns | g) the yellow part of an egg; |
| 8. a cream tea | h) a simple meal that people eat especially in pubs, consisting of bread, cheese, salad, and pickle; |
| 9. high tea | i) an infectious disease of cattle, sheep, pigs, and goats that causes painful areas in the mouth and on the feet; |
| 10. afters | j) to put a layer of salt over its surface; |
| 11. meat and two veg | k) potatoes that have been chopped into small pieces, formed into small cakes, and cooked on a grill or in a frying pan; |
| 12. mad cow disease | l) a traditional British meal of cooked, hot meat with two types of vegetables; |
| 13. foot-and-mouth disease | m) a meal consisting of fried meat, eggs, and vegetables |
| 14. stuffing | |
| 15. egg yolk | |

- n) a brain disease in cattle (= male and female cows) that causes the death of the animal;
- o) a drink and a small amount to eat between breakfast and lunch

VI. Fill in the following word combinations and phrases into the sentences below:

to be made from; a fry-up; to be covered in smth; elevenses; luncheon; a ploughman's lunch; hash browns; a cream tea; high tea; afters; meat and two veg; mad cow disease; foot-and-mouth disease; stuffing; egg yolk

1. Add the beaten e_____ and stir until you have a smooth mixture. 2. The goose, the s_____, the Christmas pud, they were all realities. 3. I have a l_____ engagement. 4. Butter is m_____ milk. 5 There are two ways of making h_____, using raw or cooked potatoes. 6. It's like giving m_____ to Judas. 7. Indeed, they all worked hard until the bell rang for e_____. 8. Morning coffee, lunch and h_____ is always of a high standard with the course also in tip-top condition. 9. 'Multiply by a thousand 'and you get the amount of fat in my blood stream from one f_____. 10. In a few years the number of m_____ infected cattle is expected to drastically fall. 11. C_____ are served in places such as tea shops. 12. The number of cases of f_____ in Britain is soaring. 13. For a_____, Fruity Snow White took first place. 14. These will be followed by a p_____ - for which a small charge of £1.25 will be made.

VII. a) Find the suitable phrases according to the given definitions using the diagram: polite expression for die verb; to refuse an opportunity involving something or someone, decline; to try to make others believe that someone or something is something other than what the person or thing is; to give something to someone, after someone else gave it to you; if something happens but you are not involved in it; to give something to each person in a group of people; to fail to take advantage of an opportunity; to give something to someone, who will then give it to others; to become unconscious for a short time, for example when ill, badly hurt, or drunk; to ignore or not give attention to someone or something.

b) Make up sentences with words and phrases above.

VIII. Rewrite the sentences using the phrasal verb to pass

1. Twelve people died in the accident.
2. He declined their invitation for a family dinner.
3. My office is first on the right with a bright red door. You can't miss it.
4. She missed the chance of promotion when she turned down the job of assistant manager.
5. Frank sent out about 400 invitations to his party.
6. Could you hand out the books for me, David? One to everyone, please.
7. How can the government ignore the wishes of the majority?
8. I was rather quiet as I didn't feel I had much wisdom to impart the bad news.
9. She was hit on the head by a stone and knocked unconscious.
10. The virus is spread (given to other people) through contact with blood and other body fluids.

11. The children pretended (that) they were dinosaurs.
12. While the teacher was talking, her assistant handed out pens and paper for us all.
13. She was ignored for a key promotion after a reorganization of the London agency.
14. Her father bequeathed her the family fortune in his will.
15. She will not tell anyone - the secret will die with her.

IX. Complete the sentences with the correct prepositions from the box.

around; away; by; from; in; off (×2); on (×3); over (×2); up; out (×2)

1. The teacher passed ____ the test booklets. 2. I can't believe she passed ____ the chance to go to South America. 3. The dealer was trying to pass ____ fakes as valuable antiques. 4. No one passed the news ____ to me. 5. Journalists had been passing ____ the link to the photo all week. 6. I was hit on the head and passed _____. 7. The desk was covered _____ papers. 8. I think we'd better pass _____ that last remark. 9. Maurice is trying to pass himself _____ as a journalist to get admitted to the press conference. 10. She's terribly upset because her father passed _____ last week. 11. Paper is made _____ wood. 12. Do you ever feel that life is passing you _____? 13. There are some diseases that a woman might pass _____ to her child. 14. The woman alleges that her employers passed her _____ for promotion because she was pregnant. 15. Many stars passed _____ the sequins and glitz for simple satin at this year's awards.

X. Translate the sentences from Ukrainian into English:

1. Таня втратила свій шанс відповісти на останнє питання і тому її проігнорували на рахунок підвищення. 2. Уряд боявся, що синдром коров'ячого сказу буде передаватися людям. 3. Я б'юся об заклад, що Тарас буде їсти кожного дня деруни зроблені з сирої картоплі. 4. Доки мій дядько не залишив мені спадок після своєї смерті, моє життя проходили непоміченим для мене. 5. Як тільки фермери почули про новий спалах ящера в регіоні, одразу ж розіслали листівки. 6. Мої бабуся та дідусь фермери, фізично багато працюють, тому окрім полуденку вони їдять другий сніданок, але надають перевагу ранній легкій вечері. 7. Щоб приготувати м'ясо з подвійним овочевим гарніром смачно, потрібно його добре посолити. 8. Я готова відмовитися від десерту заради англійської традиційної їжі – чаю з вершками та варенням. 9. Ми були неприємно вражені інформацією, яку нам передали вчора. 10. Ви коли-небудь втрачали свідомість від щастя? – Ні, на жаль. 11. Моя дружина ніколи не зможе приготувати таку начинку, яку колись готувала моя мати. 12. Ден нарешті почав роздавати результати нашого іншого тесту. 13. Невже людина може померти, з'ївши жовток? – Так, якщо у неї на нього алергія. 14. Ми з моїми братами не їли простий ланч у пабі з того часу, як закінчили школу. 15. Одні люди люблять їсти легку їжу на сніданок, інші ж вживають дуже поживну, наприклад, яєчню з м'ясом та овочами.

XI. In pairs prepare a short presentation on one of the topics below:

- 1) British VS American cuisine
- 2) British VS Swedish cuisine
- 3) British VS Mexican cuisine
- 4) British VS French cuisine
- 5) British VS Georgian cuisine
- 6) British VS Indian cuisine

7) British VS Italian cuisine

8) British VS Thai cuisine

You are to mention: 1) typical breakfast / lunch / dinner; 2) eating habits at weekends/holidays; 3) some weird food to try.

Requirements: 1) include only pictures & labels; 2) include questions to the audience / make a quiz; 3) use active vocabulary and vocabulary from the text.

VOCABULARY NOTES

1. breakfast n/c/n a meal that you eat in the morning: *Jane never eats breakfast*

brunch n/c a meal that you eat in the late morning, instead of breakfast or lunch: *we always have brunch together on Sunday.*

barbecue n/c a meal that you cook outdoors over hot coals or wood and eat outdoors: *ask your father whether he bought any charcoal for the barbecue.*

snack n/c a small amount of food that is eaten between main meals or instead of a meal: *I had a huge lunch, so I'll only need a snack for dinner.*

side dish n/c food eaten with the main course, such as vegetables: This is a traditional Southern recipe that can be served as a side dish or dessert.

2. yeast n/n a type of fungus used for producing alcohol in beer and wine, and for making bread rise: *Everything they needed was already in the cupboard: flour, sugar, shortening, yeast, and other ordinary ingredients; yeasty* adj a yeasty taste

3. black pudding n/c/n a type of sausage, usually very dark in colour, that is made from pig's blood, fat, and grain: *the sausages, black pudding, bacon, halves of tomatoes were added soon after to the sides of the pan.*

sausage meat n/n the soft meat mixture that is used to make sausages: *these included worms, bread, cheese and meat baits, of which sausage meat and luncheon meat were the most popular.*

sausage roll n/c a piece of sausage meat surrounded by pastry: *she at once offered Joe a cup of hot morning Bovril and a warm sausage roll, if he'd like.*

liver sausage n/n a cooked soft sausage made from liver: *it is a smooth spreading sausage, similar in texture to a fine liver sausage, with a bright pink colour.*

4. dunk v/t 1. to put a biscuit, piece of bread, etc. into a liquid such as tea, coffee, or soup for a short time before eating it: *she dunked a biscuit in her coffee.* 2. inf. to put something into liquid for a short time: *dunk the sponge in water every once in a while to stop it from drying out.*

bite (bit, bitten) v/t/i/ to use your teeth to cut into something or someone: *when he bit into his apple, his tooth came out; take a bite: someone took a bite out of this donut. You take a bite with your front teeth.*



swallow v/t/i move the food down your throat: *after the good goes into your mouth, you chew it, and then you swallow it.*

lick v/t to move the tongue across the surface of something: *you lick an ice cream cone or popsicle with your tongue.*

sip v/t/i/ to drink, taking only a very small amount at a time: *he's sipping some hot tea.*

spit (spat, spat) v/t/i 1. to force out the contents of the mouth, especially saliva: *he's spitting out his wine;* 2. to say or shout words quickly and angrily: *"Get out!" she spat, when Ace appeared in the doorway.*

5. sandwich n/c 1. two pieces of bread with cheese, meat, cooked egg etc between them: *I asked him to bring me a sandwich and a glass of wine, and still went on reading Jane Eyre.* Syn.: inf. **butty**; **sarnie** 2. n/c a cake

consisting of two layers with jam and cream between them: *I loved peanut butter and jam sandwiches.*

dagwood sandwich *n/c* a very large sandwich with many different kinds of meat and cheese in it: *Bette concluded with a gasp and sank her teeth into her dagwood sandwich.*

club sandwich *n/c* a sandwich consisting of three pieces of bread: *today for lunch I had a club sandwich and apple pie with ice-cream.*

sandwich course *n/c* a course of study at a British college or university that includes periods spent working in industry or business: *by the beginning of the 1970s the sandwich course commitment was accompanied by a variety of difficulties.*

sandwich generation *n/s* people who have both children and parents who need looking after: *she has written a play about Alzheimer's that is aimed at the sandwich generation.*

6. **bowl** *n/c* 1. a wide round container that is open at the top, used to hold liquids, food, flowers etc: *mix all the ingredients thoroughly in a large bowl*; Syn. **dish**; 2. the amount of something contained in a bowl: *the captain gave him a bowl of cold stew which he could only swallow by gulping it down with wine.* Syn. **amount**.

pot *n/c* a container used for cooking which is round, deep, and usually made of metal: *there was a big pot of soup on the stove*; **coffee pot, teapot**: *pitchers were set out for milk and the large coffee pot was bubbling on the stove*;

pepper pot *n/c* a small container with little holes in the top, used for shaking pepper onto food: *and after a long moment he reached across and replaced the pepper pot.*

tray *n/c* a flat piece of plastic, metal, or wood, with raised edges, used for carrying things such as plates, food etc: *the waiter brought drinks on a tray.*

basket *n/c* a container made of thin pieces of plastic, wire, or wood woven together, used to carry things or put things in: *to go along, grab one of the garlic knot rolls from the bread basket.*

tub *n/c* a small container made of paper or plastic with a lid, in which food is bought or stored, e.g. **a margarine tub**: *we ate a tub of ice cream.*

7. **sauce** *n/c/n* a thick cooked liquid that is served with food to give it a particular taste: *drain well and stir into the sauce*; **mint sauce, horseradish sauce**: *dill and pickles, for example, are a strange combination, as is horseradish sauce and roast beef.*

gravy *n/n* a sauce made from the juice that comes from meat as it cooks, mixed with flour and water: *for supper the standard menu was chipped-beef gravy on bread, or macaroni and cheese.*

8. **biscuit** *n/c* a small thin dry cake that is usually sweet and made for one person to eat: *disadvantages of the stuff are that it attracts fluff, hair and biscuit crumbs.* Syn. **cookie**; **take the biscuit** to be the most surprising thing you have ever heard: *I've heard some excuses, but this really takes the biscuit!*

crumpet *n/c* a small, round cake like bread with holes in one side that is eaten hot with butter: *once, we had tea and crumpet without a hint of double entendres.*

scone *n/c* a small round cake, sometimes containing dried fruit, which is usually eaten with butter: *chilled fruit and scones awaited us in the tiny kitchen.*

9. **single cream** *n/n* thin cream that you can pour easily: *the fresh cheese with single cream was all we, or at any rate I, wanted.*

double cream *n/n* thick cream: *serve with apple sauce, sour cream or jam.*

whipped cream *n/n* cream that has been beaten until it is thick: *people eating contaminated whipped cream quickly become ill with stomach pains.*

clotted cream *n/n* very thick cream made by slowly heating milk and taking the cream from the top: *the clotted cream on the rhubarb had curdled.*

10. **fast food** *n/n* food that is already cooked and prepared and all we do is buy it and eat it: *this boom in fast food is providing strong competition for both staff restaurants and school meal services.* Example of a fast food chain is McDonald's.

junk food *n/n* food that is not very healthy and is always easy to prepare so that you can eat it immediately: *potato chips are junk food.*

take-away (food) *n/c/n* food that you buy at a shop or restaurant to eat in another place: *we were too tired to cook so we ordered takeaway.*

GM (genetically modified) food or Frankenstein Food *n/c/n* food that has been produced by a method that involves changing the structure of its genes: *agricultural companies have failed to convince consumers that GM foods are safe.*

processed *adj* food has substances added to it before it is sold, in order to preserve it, improve its colour: *processed foods may lack the vitamins and minerals found in fresh produce*

fattening *adj* food that makes you put on weight: *I shouldn't have any more of this cake. It's way too fattening;* **fatty** *adj* with a lot of fat: *most people also underestimate the calories provided by fatty foods and fat-containing sauces and dressings.*

wholemeal *adj* (of flour or food made from flour) containing all the natural features of the grain, with nothing taken away: *dinner or supper consists of three courses; soup, a savoury snack with wholemeal bread and a choice of flavoured desserts.*

VOCABULARY EXERCISES

I. Comment upon proverbs, sayings and quotations about meals

1. Food is an important part of a balanced diet. **Fran Lebowitz**
2. Popcorn for breakfast! Why not? It's a grain. It's like, like, grits, but with high self-esteem. **James Patterson**
3. Tell me what you eat, and I will tell you what you are. ~ **Anthelme Brillat-Savarin**
4. Eat breakfast like a king, lunch like a prince, and dinner like a pauper. ~ **Adelle Davis**
5. When baking, follow directions. When cooking, go by your own taste. ~ **Laiko Bahrs**

II. Translate from English into Ukrainian:

- a)  Insert missing words, then listen, check and translate:

The Link between Food and Violent Crime

- TV commercials encourage people to _____ the wrong kind of _____
- The kinds of food shown in adverts include fizzy drinks, chocolate, _____, biscuits, sweets, _____ and chicken nuggets.
- There are no TV adverts for bananas or _____.
- The proportion of obese children has almost doubled in _____ years.
- Children who don't have a balanced diet are more _____.
- In the experiment, the number of violent incidents caused by the teenagers who changed their diet _____ by _____.

- b) Listen to a radio interview with a woman who has organised a food festival. Write a word or phrase in each gap to complete the text. Translate the text from English into Ukrainian in written form:

Sarah works for a local charity organisation that gives poor children an opportunity to (1) _____. This year 'Wish you were here' has organised a food festival to raise enough money to send (2) _____ children to Cornwall in the summer. They are hoping to attract a lot of visitors and they have already decided that if the food festival is popular, it will take place (3) _____ year.

There is plenty to do and see at the festival. You can buy food from many (4) _____ and you don't need to break the bank because meals are inexpensive. Children are welcome and their meals only cost (5) _____.

You can learn new skills at the festival too. A famous chef is going to teach festival-goers how to cook (6) _____. Organisers are hoping this will attract a lot of would-be chefs. Other events at the festival include face-painting and a (7) _____ competition which is open to participants from all age groups. Families will be especially pleased to see an area where their children can (8) _____.

The food festival is on (9) _____ and it starts at 10 o'clock. There is parking space for around 200 cars and admission is (10) _____.

III. Paraphrase the words and word combinations in italics:

1. Now place a sieve over a big *bowl*. 2. He made some salads to have with the *barbecue*. 3. We chatted over tea and *scones*. 4. A merit of the product is that it lacks the fat and, therefore, the calories of *single cream*. 5. They bought watermelons and ate them as they walked, *spitting out* the seeds. 6. I just have a *club sandwich* at midday. 7. Apple pie is adorned with cream and cheese by pressing cream cheese through a ricer and folding in plenty of *double cream* beaten thick and salted a little. 8. Pour on tomato *sauce* and sprinkle 1 teaspoon grated Parmesan cheese over top of each. 9. She *spat* the name out like an insult. 10. Mama served Ralph an enormous dollop and gave him an extra scoop of *clotted cream*. 11. I've always known that doctors were mad but you *take the biscuit*. 12. Reheat foods to 165 degrees F, or until hot and steaming; bring *gravy* to a boil. 13. The village pub attached to the hotel has bar lunches of salmon pâté on *wholemeal* toast. 14. Remove from heat and stir in *horseradish sauce*, horseradish and sour cream.

IV. Fill in the gaps:

a) Choose the correct word

a basket; biscuits; crumpets; fast food; fattening; to lick; pepper pots; processed; sandwich course; a side dish; to sip; to swallow; a teapot; a tray; whipped cream

1. Highly _____ foods are not as nutritious as fresh foods. 2. In an era of _____, subsistence incomes don't make for a culinary culture. 3. Sprinkle with candied peel and pomegranate seeds, and add a dollop of _____. 4. He _____ the chocolate off his fingers. 5. One glazed clay tea set consists of _____ surrounded by small teacups on a matching tray. 6. He dipped one of the _____ into the tea and ate it in one. 7. He had a fruit _____ sent up to her hotel room. 8. As _____, serve plain white rice. 9. You'll give yourself indigestion if you _____ your dinner so quickly. 10. I do try to keep away from _____ foods, but my greatest weakness is chocolate cake. 11. Students who undertake the four-year _____ spend the third year in industrial placement. 12. She slowly _____ (at) her wine. 13. One of the silly things I love about this restaurant, have you had a look at these salt and _____, they're really beautiful. 14. In the winter, a muffin man's baize-covered tray was laden mainly with _____. 15. The _____ was heavy with food and drinks.

b) Match the names of some popular dishes 1 – 26 in the first box with their description A – Z in the second box.

(1) bangers and mash

A. Sausages baked in a mixture of eggs, flour and milk.

(2) black pudding

B. A breakfast of cereal and fruit juice, followed by bacon, eggs, sausages and mushrooms, and finished with toast and jam or marmalade. Accompanied with tea or coffee.

(3) bubble and squeak

(4) butty or sarnie

(5) Cheddar, Cheshire, Wensleydale, Lancashire and Red Leicester

C. A traditional family lunchtime meal of meat and potatoes cooked in an oven, and served with vegetables and gravy.

(6) Christmas dinner

D. Sausages and mashed potato, traditionally served with onion gravy.

(7) Cornish pasty

(8) cream tea

E. A traditional Scottish food, made from the inner organs of a sheep that are cut into small pieces, mixed with grain and pushed into the skin of a sheep's stomach before being cooked.

(9) fish and chips

F. A Scottish mixture of potatoes and turnips, often eaten with haggis.

(10) full English

G. Pastry filled with fruit and spices and then baked, usually eaten at Christmas.

(11) haggis

H. A small meal eaten in the afternoon, consisting of tea with scones (a sweetened bread-like food), jam and thick cream.

(12) hot cross bun

I. A thick soup made from lamb, potatoes, onions and other root vegetables.

(13) Irish stew

J. A thick soup made from meat (usually lamb) and vegetables, topped with sliced potato and cooked in an oven until the potatoes go crispy.

(14) Lancashire hotpot

K. A thick sausage made from pig's meat and blood, traditionally sliced and fried, and eaten for breakfast.

(15) mince pies

(16) ploughman's lunch

L. A sweet food made from cake, covered with fruit, jelly, custard and sometimes cream.

(17) sausage roll

M. A traditional family lunchtime meal of

(18) shepherd's pie

(19) steak and kidney pie

(20) Sunday roast

(21) tatties and neeps

(22) tikka masala

(23) toad-in-the-hole

(24) trifle

(25) Welsh rabbit

(26) Yorkshire pudding

roast meat (usually turkey), roast potatoes and parsnips, served with vegetables and gravy, and followed by a steamed fruit-based pudding.

N. Flour, milk and eggs mixed together, baked in an oven and usually served with roast beef.

O. The most famous British takeaway food! Battered, deep-fried seafood (usually cod) served with deep-fried potato strips. Typically eaten straight out of the bag it is wrapped in.

P. Cooked potatoes and other vegetables (especially cabbage), which are mixed together and then fried. A popular way of using up leftover vegetables.

Q. Informal words for a sandwich.

R. Minced lamb in a thick gravy, covered with mashed potato and baked in an oven.

S. A simple meal of bread, cheese (or sometimes cold meat), pickles and salad (often served with an apple).

T. Meat (beef) in a thick gravy, topped with pastry and baked in an oven.

U. A small tube of pastry with pork sausage meat inside, baked in an oven.

V. A small pie for one person, with meat, potatoes and other vegetables inside.

W. Popular types of British cheese.

X. Toast, covered with a cheese-based sauce and cooked under a grill.

Y. A sweet cake for one person, containing dried fruit and spices, traditionally eaten at Easter.

Z. A meat dish combining British and Indian ingredients (cream, yoghurt, spices, etc), developed by Indian chefs for British tastes.

V. Find synonyms to the underlined words:

1. People who are really intelligent, very studious.
a. big cheese b. egg head c top banana
2. A very influential / powerful person.
a. big cheese b. egg head c top banana
3. A lazy person, a person who does nothing but watching TV and eat.
a. couch potato b. tough cookie c top banana
- 4 A very determined/ stubborn person. People difficult to deal with.
a. coach potato b. tough cookie c sour grape
5. A person who is the leader of the group.
a. big cheese b. egg head c top banana
6. Someone who is a trouble maker, a criminal
a. coach potato b. bad apple c sour grape
7. Pretending to not want something because you can't have it or can't get it.
a. coach potato b. tough cookie c sour grape
8. A law that protects people against the sale of defective goods.
a. lemon law b. bad apple c sour grape
9. Sift the flour into a bowl with the sugar and yeast.
a. yolk b. parsley c fungus
10. Put the peel in a large pot of water and boil it until the peel becomes tender.
a. a container b. a cup c a mug
11. You could try serving it up as a weekend morning meal dish, too.
a. cream tea b. afters c brunch
12. We ate the cakes and touched with tongue our fingers.
a. licked b. swallowed c sipped
13. Instead they ought to target junk food and fizzy drink manufacturers who sell products laced with sugar.
a. unhealthy food b. healthy food c fried food
14. I made him some sandwiches to take with him.
a. cake b. sarnie c biscuit
15. Jill dunked her ginger biscuit in her tea.
a. spat b. sipped c soaked

VI. Translate from Ukrainian into English:

1. На сніданок Мері їсть миску вівсянки, сосиску в тісті та п'є філіжанку кави, але якщо кава гаряча Мері її швидше потягує. 2. Ден купив синові стаканчик морозива і попросив його не кусати, а облизувати. 3. Фаст фуд – шкідлива їжа приготовлена не

тільки з калорійних, але й з генетично модифікованих продуктів. 4. Цільнозерновий хліб та барбекю набагато корисніші ніж жирні кров'янка та ліверна. 5. Так як я їм зранку тільки бранч, то він складається із бутерброда величезного розміру або з бутерброда з трьох шматків хліба та різної начинки, який я ковтаю дуже швидко. 6. Діана дуже здивувалася, коли її чоловік приніс їй на підносі гарячий горщик з соусом з хрону, перечницю та кошик персиків. 7. Нам так подобається традиція нашої сім'ї пити чай з печивом, пончиками або оладками та рідкими або густими вершками. 8. О, Кеті, мені запропонували підвищення за кордоном, це так дивовижно. 9. Я не знала, що в нас є факультет, на якому є курс де чередуються теорія та практика. 10. Цей гарнір такий смачний з індичкою та м'ясним соусом. 11. Я не люблю ресторани, де не можна забирати їжу з собою. 12. Моя мама готує такі смачні бісквітні торти перекадані збитими вершками або заварним кремом. 13. Том ковтнув води, але швидко її виплюнув, так як там були дріжджі. 14. Люди з малими дітьми та старими батьками часто не знаходять часу для себе. 15. Він промовив прокльони зі злістю, коли зрозумів, що овочі, які він купив, були чимось оброблені.

FOLLOW-UP WORK

1. **Role-play.** You are in the restaurant. One of you is the customer, who orders the meal from the menu, the other plays the role of the waiter

2.  **Listen.** You are going to hear a radio programme about an unusual restaurant. For questions 1-5 choose the correct answer A-C



1. **Why is it dark in the restaurant?**

- A To save energy.
- B To make the atmosphere more romantic.
- C To let you imagine what it's like being blind.

2. **How do you find your table?**

- A You follow little light in the floor.
- B The waiter leads you there.
- C There's just enough light to do it.

3. **Which of these difficulties is NOT mentioned.**

- A Getting the waiter's attention.
- B Finding things on the table.
- C Pouring drinks.

4. **What was special about the meal Lily and Julian ordered?**

- A It was vegetarian.
- B They didn't know what they'd get.
- C It was fried in a mustard sauce.

5. **Which of these statements best summarizes how Lily and Julian felt about the restaurant?**

- A They felt uncomfortable.
- B It felt odd at first, but they liked it.
- C They loved it from the start.

3. Discuss:

1. How often do you eat out? Do you enjoy it?
2. What is your favourite restaurant?
3. What are your favourite dishes?
4. Dwell upon your favourite recipe.

UNIT 5 SPORTS AND WEEKEND ACTIVITIES

SPEECH PATTERNS

1. Parkour is the “art of displacement”, or the ability to move from one place to another **as fast as possible**.

But he isn't **as rich as** Sarah.

It's not warm, but it isn't **so cold as** yesterday.

Can you send me the information **as soon as possible**, please?

2. Hébert had travelled **widely** and was well aware of skills many indigenous people exhibited in being able to traverse the natural environment. .

Organic food is now **widely** available.

This view was not **widely** held.

Leonora's eyes opened **wide** in horror.

3. He had great athletic ability, and the skills and agility he had learnt through parkour earned him a reputation **as an agile and elite soldier**.

Many words, for example 'work' and 'rain', can be used **as verbs or nouns**.

Many years ago I worked **as a photographer**.

London is fine **as a place** to visit, but I wouldn't like to live there.

4. **In time**, it became known as *parcours du combattant* – the path of the warrior

You'll forget her **in time**.

He wants to see changes in the company and I am sure he will, **in time**.

In later life, he returned to France and passed on his skills to his son, David, who combined what he had learnt from his father with his own knowledge of martial arts and gymnastics, and **in time**, the sport of parkour was born.

5. Traceurs generally respect the environment they practise in, and since part of their philosophy is ‘leave no trace’, there have been few **concerns over** damage to property.

There's a lot of public **concern over** dangerous toxins recently found in food.

There is general **concern over** rising crime rates.

Growing **concern** has been expressed **over** the pollution of the North Sea.

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following speech patterns:

1. Let's walk. It's just **as quick as taking** the bus. 2. The town centre wasn't **so crowded as** usual. 3. I don't know **as many** people **as** you do. 4. The windows had been opened **wide** and she could feel a slight breeze. 5. Copies of the report have been made **widely** available. 6. The thickness of the crust, for example, varies **widely** between continents and oceans. 7. The news of the tragedy came **as a great shock**. 8. Everyone wants me to drive them to places. I'm **like a taxi driver**. 9. **As a taxi driver**, I spend most of my working life in a car. 10. **In time** these two aspects of her language work will come together. 11. The number of rich individuals seeking premium financial products is set to grow **in time**. 12. Your boyfriend should be able to put this

behind him **in time**, as long as you don't give him reason to feel betrayed again. 13. Police officials expressed **concern over** robberies, which have increased by 23%. 14. Public **concern over** the destruction of the rain forests could harm the timber business. 15. Growing **concern** has been expressed **over** the pollution of the North Sea.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. Do you think Lisa looks _____ her mother? 2. My only _____ the match is that Price will be fit enough to take part. 3. The baby robins, scrub jays, finches, sparrows and starlings opened their mouths _____ in anticipation. 4. I'm sorry I'm late. I got here _____ (fast) I could. 5. The pain should disappear _____, so long as you build up the length of your rides gradually. 6. The incident has raised _____ safety at the power station. 7. I need the information quickly, so let me know _____ (soon) possible. 8. There seems to be widespread _____ the state of our hospitals. 9. Root will become a better player _____ for the hard struggles on this tour. 10. Marion once had a part-time job _____ a tour guide. 11. A hundred years ago it was _____ believed that there was life on Mars. 12. Some people have voiced _____ the state of the president's health. 13. It's not _____ (heavy) I thought it would be, actually. 14. Gabriel had the window _____ open and was standing there looking down at him. 15. I've been playing tennis for years, but I still play _____ a beginner.

3. Write a new sentence with the same meaning and if possible, use speech pattern 1.

- 1 Jack is younger than he looks. Jack isn't _____.
- 2 I didn't spend as much money as you. You _____.
- 3 The station was nearer than I thought. The station wasn't _____.
- 4 The meal didn't cost as much as I expected. The meal cost _____.
- 5 I go out less than I used to. I don't _____.
- 6 Karen's hair isn't as long as it used to be. Karen used to _____.
- 7 I know them better than you do. You don't _____.
- 8 There are fewer people at this meeting than at the last one. There aren't _____.
9. She's not singing as loudly as she can. She's singing _____.
10. Can you come as soon as possible? Can you come _____.
11. We got here as fast as we could. We got there _____.
12. You have to unwrap it very carefully. It's quite fragile. You have _____.
13. The old one is bigger than this one. This one isn't _____.
14. The quality of my cooking is the same as yours. My cooking is _____.
15. The other phone has more features than this one. This phone doesn't have _____.

4. Translate the following sentences using speech patterns:

1. Вона відповідала на запитання як *справжня кінозірка*, шкода що це було не справжнє інтерв'ю. 2. *З часом* вона зрозуміє свою помилку, але буде пізно. 3. Батьки намагалися не показувати *тривогу* через погане здоров'я їхньої дочки. 4. Як я зрозуміла моя поразка *всюди* обговорюється. 5. Кожен народ має як свої автентичні традиції, так і запозичені, які *з часом* стає важко відрізнити. 6. Щоб легше виконати цю вправу, покладіть свої ноги *широко*. 7. Ви коли-небудь їздили *так швидко* як Шумахер? 8. Він - щасливий, що виграв цю вечерю з відомою гімнасткою, і зараз дає інтерв'ю як *відомий кіноактор*. 9. Вивчи цей вірш *так швидко* як *тільки можливо*, ми поспішаємо. 10. Те, що я хочу тобі розказати

всюди відомо. 11. Вона відчула занепокоєння через його незрозумілу відповідь. 12. Кіара - не така відома співачка як Бйонсе, але вона мені подобається. 13. Кожна людина стає мудрішою та терплячішою через деякий час. 14. Люди висловили справжню тривогу за свої життя, коли зрозуміли, що вода в сільській криниці забруднена.

5. Put in *like* or *as*

1. We heard a noise _____ a baby crying.
- 2 Your English is very fluent. I wish I could speak _____ you.
- 3 Don't take my advice if you don't want to. You can do _____ you like.
- 4 You waste too much time doing things _____ sitting in cafes all day.
- 5 I wish I had a car _____ yours.
6. My neighbour's house is full of interesting things. It's _____ a museum.
7. We saw Kevin last night. He was very cheerful, _____ always.
8. Sally has been working _____ a waitress for the last two months.
9. You're different from the other people I know. I don't know anyone else _____ you.
10. We don't need all the bedrooms in the house, so we use one of them _____ a study.
- 11 The news that Sarah and Gary were getting married came _____ a complete surprise to me.
12. _____ her father, Catherine has a very good voice.
- 13 At the moment I've got a temporary job in a bookshop. It's not great, but it's OK _____ a temporary job.
14. _____ you can imagine, we were very tired after such a long journey.
15. This tea is awful. It tastes _____ water.

PRE-READING

Label the pictures with names of sports: rock climbing, jet skis, base jumping, skateboarding, white water rafting, ice climbing, canoeing, skiing, freestyle motocross, surfing, trials, parkour



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

Using the words from the box below to speak out your point of view about extreme sports

- risk – adrenaline rush – danger is exciting – challenging your body – sense of achievement – doing something different – accidents – fun – you need reliable equipment	
For	Against

The World of Parkour

Ever climbed up a building? Bounced off walls? Or jumped from **rooftop** to rooftop? Parkour practitioners do it every day. Parkour is the “art of displacement”, or the ability to move from one place to another as fast as possible. You use only your body and there is no safety equipment (as in other extreme sports).

In 1902, a volcano in the Caribbean island of Martinique blew up. A French naval officer on the scene, Lt. George Hébert managed to coordinate the rescue of over 700 people, both indigenous and European. He noticed, as he did so, how people moved, some well, some badly, around the obstacles in their path, and how this affected their chances of survival. Hébert had travelled widely and was well aware of skills many indigenous people exhibited in being able to traverse the natural environment. From these experiences, Hébert developed a training discipline which he called ‘the natural method’ in which climbing, jumping and running techniques were used to negotiate obstacles. His method was adopted by the French military and became the basis for all their training. In time, it became known as *parcours du combattant* – the path of the warrior.

Raymond Belle was a practitioner of parkour in Vietnam in the 1950s. He had great athletic ability, and the skills and agility he had learnt through parkour earned him a reputation as an agile and elite soldier. In later life, he returned to France and passed on his skills to his son, David, who combined what he had learnt from his father with his own knowledge of martial arts and gymnastics, and in time, the sport of *parkour* was born.

Parkour involves a range of ‘moves’, although none are official. They involve vaulting, jumping and landing accurately on small and narrow features, catching ledges, traversing high wall and landing with a rolling impact to absorb impacts. Practitioners, called “traceurs” (which means “to go fast”, in French), say it is an interaction between the buildings and structures that surround you – combining aesthetics and physical control.

Belle formed a group of *traceurs* called the Yamikasi, meaning ‘strong man, strong spirit’, that included his friend, Sebastian Foucan. In time, the two of them started to follow different paths. Belle concentrated on the art of getting from place to place in the most efficient way possible, while Foucan developed his own style which involved more self expression. This he termed *freerunning*.

From the late 1990s, the art and sport of parkour spread worldwide. Both Belle and Foucan gave interviews and appeared on television. In 2003, filmmaker Mike Christie made the film *Jump London*, and urban freerunning, or freeflow, began to dominate the London scene. But it was the arrival of YouTube in 2005 that really brought freerunning to a global audience. People around the world began to post their videos online, making freerunning a mainstream sport, and in 2007, the first major freerunning and parkour competition was held in Vienna.

Since parkour values freedom, there are few facilities dedicated to the practice. Traceurs use both rural and urban areas, typically parks, offices and abandoned buildings. Traceurs generally respect the environment they practise in, and since part of their philosophy is ‘leave no trace’, there have been few concerns over damage to property. However, law enforcement and fire and rescue teams argue that freerunners are risking their lives needlessly, especially when they practise at height. However, practitioners argue that injuries are rare, because they rely on their own hands and feet rather than things out of their immediate control, such as ice and wheels, as is the case with skiing and race-driving.

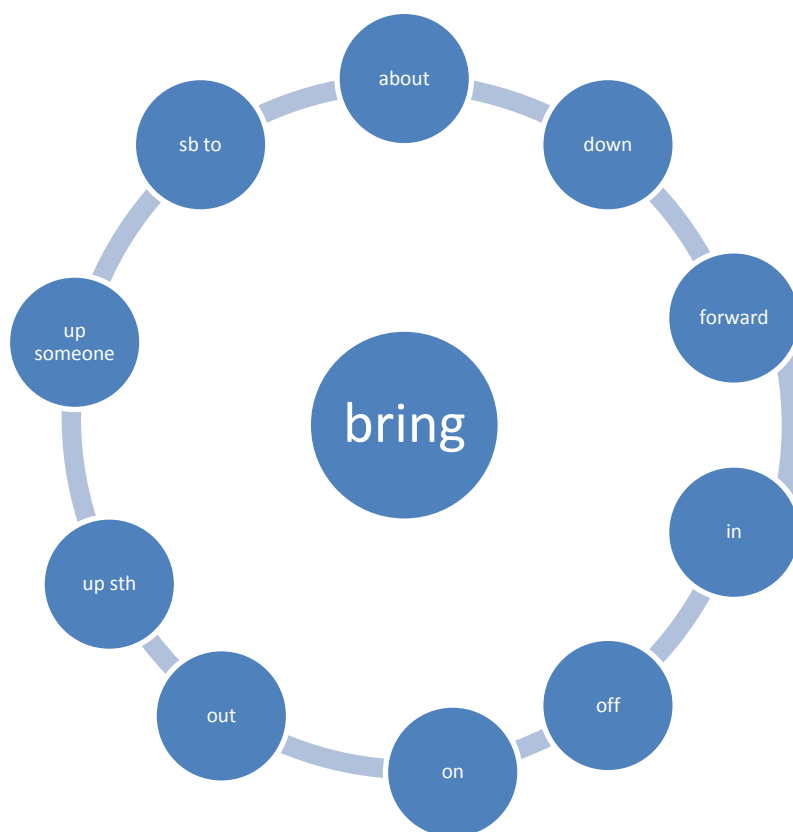
Parkour is popping up everywhere, including Hollywood. The 2006 James Bond film *Casino Royale* opens with a scene featuring parkour “traceur” Sebastien Foucan. He grew up practising parkour in Paris. “I always thought of parkour as an art”, he says in an interview with BBC News. “When I practise my art, I feel a real connection between my body, spirit and my environment.” Traceurs often refer to parkour as a philosophy or a way of life rather than sport. “In a lot of ways, Parkour is a means of reclaiming what it means to be a human being. It teaches us to move using the natural methods that we should have learned from infancy. It teaches us to touch the world and interact with it, instead of being sheltered by it,” says one American “traceur”.

ACTIVE VOCABULARY

1. **parkour**
2. **to bounce**
3. **displacement**
4. **indigenous**
5. **spirit**
6. **to negotiate**
7. **a traceur**
8. **environment**

9. **safety equipment**
10. **agility**
11. **obstacles**
12. **to go mainstream**
13. **specialised**
14. **to encourage**
15. **to pop up**

Phrasal verb *to bring*



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given text.

II. a) Explain what is meant by the following words: extreme sports, to blow up, on the scene, Lt., to earn, an elite soldier, to absorb, self expression, urban, James Bond, Casino Royale, to feature.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. *to bother* – *to make someone feel worried or upset*. **Check your ideas in a dictionary:** a rooftop, survival, to be aware of, to traverse, military, a warrior, martial arts, features, impacts, aesthetics, to open, to reclaim, sheltered, freerunning, to value.

V. Match the words and phrases to the definitions.

- | | |
|----------------------|---|
| 1. parkour | a) to become well-known and accepted; |
| 2. to bounce | b) naturally existing in a place or country rather than arriving from another place; |
| 3. displacement | c) the physical ability to be fast and flexible; |
| 4. indigenous | d) to deal with something difficult; |
| 5. spirit | e) to appear, sometimes unexpectedly; |
| 6. to negotiate | f) the set of necessary tools, clothing, etc. for being in safe; |
| 7. a traceur | g) a displacing or being displaced; |
| 8. environment | h) (here) objects that the freerunners have to move around or over; |
| 9. safety equipment | i) free running; |
| 10. agility | j) the air, water, and land in or on which people, animals, and plants live; |
| 11. obstacles | k) to provide good conditions for people to do a particular activity, so that more people will do it; |
| 12. to go mainstream | l) a person who goes fast; |
| 13. specialised | m) to (cause to) move up or away after hitting a surface; |
| 14. to encourage | n) concentrating on a particular area; |
| 15. to pop up | o) enthusiasm, energy, or courage |

VI. Form collocations matching the words from two columns:

- | | |
|-----------------|-----------------|
| 1. parkour | 1. specialised |
| 2. to bounce | 2. equipment |
| 3. the art of | 3. mainstream |
| 4. indigenous | 4. traceurs |
| 5. strong | 5. obstacles |
| 6. to negotiate | 6. agility |
| 7. a group of | 7. environment |
| 8. to respect | 8. obstacles |
| 9. safety | 9. and European |

- | | |
|------------------|-------------------|
| 10. a lot of | 10. off walls |
| 11. urban | 11. displacement |
| 12. going | 12. spirit |
| 13. first | 13. up |
| 14. to encourage | 14. practitioners |
| 15. to pop | 15. people |

VII. Fill in the following word combinations and phrases into the sentences below:

agility, to bounce, displacement, encourage, environment, equipment, to go mainstream, indigenous, to negotiate, obstacles, parkour, to pop up, specialized, spirit, traceurs.

1. A spokesperson from the Ministry of Defence (MoD) said: "It is well-documented that the beginning of the Afghan campaign presented military _____ but we can be proud of what we have achieved in Afghanistan". 2. The Chartered Society of Physiotherapy called on employers to _____ staff to be more physically active during the working day to reduce their risk of developing health problems. 3. Ben David's cutlery will never be mass-produced, but there's a long history of _____ cutlery. Steak knives are perhaps the most common. An advert in the Times in 1914 for Mappin and Webb, offered a gift set of "trustworthy cutlery" that included six egg spoons, a pickle fork and a chutney spoon. 4. Experts say many children do not get a proper workout which helps them develop coordination, strength and _____. 5 Get it jumping like _____. 6. Tattoos are no longer the trophies of rockers, sailors, bikers, bohemians and criminals, they have _____. 7. Belle formed a group of _____ called the Yamikasi, meaning 'strong man, strong spirit', that included his friend, Sebastian Foucan. 8. So who are the _____ people of this land? 9. The company's had some tricky problems _____ in its first year in business. 10. Certain chemicals have been banned because of their damaging effect on the _____. 11. She's one of those movie stars who _____ everywhere, on TV, in magazines, on Broadway. 12. The ball _____ off the goalpost and into the net. 13. The torture failed to break the prisoner's _____. 14. The soldiers gave their _____ a final check before setting off. 15. The _____ of the Sun in parallax is imperceptible.

VIII. a) Find in the diagram the suitable phrases for given definitions: to make something known; to cause something to happen, esp. something bad; to cause something to happen; to care for a child until it is an adult; to earn money; to produce something for people to buy; to make someone become conscious again after being unconscious; to talk about something; to succeed in doing something difficult; to cause someone to lose power.

b) Make up sentences with words and phrases above.

IX. Complete the sentences with the correct prepositions from the box.

about; down (×2); forward (×2); in; off; on (×2); out; to; up (×4);

1. Several accusations have been brought _____. 2 The greeting-card company is bringing _____ a new line of Mother's Day cards. 3. Terry brought _____ the presentation without a hitch. 4. Harold's working to bring _____ changes in the industry. 5. I hate to bring

_____ business at lunch. 6. He was brought _____ on jazz. 7. Can the prisoner bring _____ some proof of his story? 8 He lost consciousness after the fall, and they were unable to bring him _____. 9. An aunt brought him _____. 10. Shopkeepers have been asked to bring _____ their prices. 11. I think the loud music brought my headache _____. 12. Her name keeps popping _____ in the newspapers. 13. She brings _____ about \$600 a week. 14. You've brought the trouble _____ yourself. 15. An economic crisis could bring _____ the government.

X. Translate the sentences from Ukrainian into English:

1. Сім'я Брайтонів виробляють спеціалізоване рятувальне спорядження вже багато років і є одними з основних його експортерів в Європу. 2. Захист навколишнього довкілля є актуальною проблемою сьогодення. 3. Він пред'явив місцевим жителям обвинувачення у крадіжці. 4. Твій дух став причиною твого успіху. 5. Щоб привести її до тями я принесла стакан води та нашатирний спирт. 6. Він такий скромний, тому його потрібно заохочувати застосовувати його рухливість та гнучкість. 7. Моя знайома заробляє гроші, випікаючи смачні пончики. 8. Все більше молоді розмовляє зараз про екстремальний вид спорту паркур. 9. Твоя нетерплячість накликala цю біду. 10. Я пишаюся, що в нашій історії були козаки, дух яких був незламним. 11. Рух трейсерів стає все більш популярним серед молоді. 12. Щоб виховати хороших особистостей, дітям потрібно приділяти багато уваги. 13. 21 століття – це епоха цифрової техніки, новинки якої з'являються дуже швидко. 14. Вона успішно справилася зі своїм проектом і отримала підвищення. 15. Діти занижують небезпеку переміщення, коли скачуть з одного даху на інший.

VOCABULARY NOTES

1. competition *n/n* 1. a situation in which someone is trying to win something or be more successful than someone else: *there's a lot of competition between computer companies*; 2. *n/c* an organized event in which people try to win a prize by being the best, fastest, etc.: *England has to win tonight's qualifying match to go through to the next round of the competition*.

compete *v/i* 1. to try to be more successful than someone or something else: *Both girls compete for their father's attention*; 2. to take part in a race or competition: *The two athletes are competing for the gold medal*.

Syn. **contest** *n/c* 1. a competition to do better than other people, usually in which prizes are given: *both sides played well - it was a very even contest*; **withdraw from a contest** stop taking part in a contest: *two candidates had withdrawn from the contest*; **contestant** *n/c* someone who competes in a contest: *in tonight's quiz, our contestants have come from all over the country*; 2. an attempt, usually against difficulties, to win an election or to get power or control: *the contest for the leadership of the party was very bitter*.

contest *v/i* 1. to compete for something: *the medal is being keenly contested by eight gymnasts*; 2. to attempt to win an election or to get power or control: *she could win, since only two people are contesting the seat and the other candidate is very unpopular*.

defend *v/t* 1. to protect someone or something against attack or criticism; to speak in favour of someone or something: *all the police officers were equipped with shields to defend themselves against the rioters*; 2. to compete in a sports competition that you won before and try to win it again: *he will defend his 1,500 metre title this weekend*.

2. **athletic** *adj* strong, healthy, and good at sports: *she looks very athletic*;

athlete *n/c* a person who is very good at sports or physical exercise, especially one who competes in organized events: *he became a professional athlete at the age of 16*;

athletics *n/n* the general name for a particular group of sports in which people compete, including running, jumping, and throwing: *woodford is the captain of the British athletics team*; **do athletics, aerobics, karate, yoga**: *help me move the furniture so that we'll have enough elbow room to do some aerobics*. But **go cycling, rollerblading, swimming**: *anyhoo*,

well, we've got to motor, but we go rollerblading every day, so if you ever want to join us, just give us a holler. , but **play bridge, play tennis, play football:** *I couldn't believe you were actually going to play bridge*

3. **gymnastics** *n/c/n* physical exercises and activities performed inside, often using equipment such as bars and ropes, intended to increase the body's strength and the ability to move and bend easily: *I quite liked gymnastics at school - doing handstands and cartwheels and jumps over the apparatus;* **mental/intellectual/moral gymnastics** very clever thinking: *None the less, great feats of mental gymnastics were per-formed to make them into atmospheric phenomena.;* **do gymnastics:** *we don't do gymnastics at school.;* **to go in for gymnastics** to engage, take part, or indulge in; be given to: *and ever since then she's been encouraging me to go in for gymnastics.*

vaulting *n/n* the sport of jumping over a high bar using a long pole: *if you want to get noticed tell people you are off to try pole vaulting.*

jump *v/i* to move oneself suddenly from the ground, etc. by using the leg muscles; leap; spring: *I jumped over the fence.;* **jumping** *n:* *great sport to them was jumping in a sack.;* **jumper** *n:* *he is a terrific athlete and a brilliant jumper.;* **long jump** *n* an athletic contest in which competitors try to cover the farthest distance possible with a running jump from a fixed board or mark: *he took second place in the long jump.*

4. **ledge** *n/c* 1. a piece of rock on the side of a cliff or mountain, which is in the shape of a narrow shelf: *one theory was that the pair had tumbled from a ledge down a cliff face partially covered with trees and brambles.* 2. a narrow shelf along the bottom edge of a window e.g. **window ledge:** *Rhodry made himself sit on the window ledge and turn to look out and down.;* **catch ledges** to reach with a blow the ledge: *catch the window ledge, dropping down to spray the bin, now jump the three aliens.*



5. **roll** *v/i/t* 1. to turn your body over one or more times while lying down, or to turn someone else's body over: *Ralph rolled onto his stomach;* 2. to (cause something to) move somewhere by turning over and over or from side to side: *I rolled the wheel along the side of the road back to the car.*

to throw the hammer to push a heavy metal ball on a wire with a handle at the end roughly and violently: *the hammer throw is one of the four throwing events in regular track and field competitions, along with the*

discus throw, shot put and javelin.

score a point (goal) to win or get a point, goal, etc. in a competition, sport, game, or test: *referee scored (a goal) in the last minute of the game.*

work out in the gym to exercise in order to improve the strength or appearance of your body: *Huw works out in the gym two or three times a week.*

take up a sport to become interested in a sport and to spend time doing it: *you know, a lot of older men take up sports of one kind or another just to pass the time.*

6. **break a record** to do something even faster or even better than the previous best time, amount etc: *the 18-year-old with size 18 feet just can't stop breaking records.;*

equal a record to achieve the same standard or level as someone else, or the same standard or level as you did before: *Thompson equalled the world record.*

set a record to achieve the best result in a sport, competition etc that has ever been achieved, by running fastest, jumping highest etc: *The Kenyan runner set a new Olympic Record in the 3,000 metres.*

7. **facilities** *pl* the buildings, equipment, and services provided for a particular purpose: *the training facility is scheduled to open in April 2005.;*

equipment the set of necessary tools, clothing, etc. for a particular purpose: *The teacher demonstrated how to use the equipment.*

8. **practitioner** n/c someone who regularly does a particular activity: *she was a medical practitioner before she entered politics.*

amateur n/c a person who takes part in an activity for pleasure, not as a job: *This tennis tournament is open to both amateurs and professionals*

spectator n/c a person who watches an activity, especially a sports event, without taking part: *They won 4–0 in front of over 40,000 cheering spectators.*

9. **practise** v/i/t 1. to work in an important skilled job for which a lot of training is necessary: *how long have you been practising as a dentist?;* 2. v/t to do something regularly, often according to a custom, religion, or set of rules, or as a habit: *the new government has promised all citizens the right to practise their religion.*

practice n/c/n something that is usually or regularly done, often as a habit, tradition, or custom: *What can European companies learn from Japanese business practices?*

10. **damage** n/n harm or injury: *strong winds had caused serious damage to the roof.;* **the damage is done** it is too late to improve a bad situation

damage v/t to cause physical harm to something or to part of someone's body: *Smoking can severely damage your health.*

vandalize v/t to deliberately damage buildings, vehicles, or public property: *all the public telephones in the area had been vandalized.*

desecrate v/t to damage a church or other holy place: *the church had been desecrated by vandals.*

VOCABULARY EXERCISES

I. Comment upon proverbs, sayings and quotations about sports

1. *Keep your eye on the ball and your head in the game. Traditional Proverb*
2. *The ball always looks for the best player. French Proverb*
3. *"If practice makes perfect, and no one is perfect, why practice?"~ Derek P.*
4. *Winners don't wait for chances, they take them.*
5. *Champions aren't made in the gyms. Champions are made from something they have deep inside them -- a desire, a dream, a vision.*

II.  **Fill in the missing words. Use only one word in each gap. Listen to check your answers and translate this text in written form.**

Fit for Sports

It's not always easy to decide which sport to take up. When choosing, it is important to remember that excellence (1) ___ sports results comes from a number of factors. For some sports, the body shape and structure with which you are born are important. Top runners are typical examples of individuals (2) ___ have selected a sport because of their natural body type. Many other sports are more dependent on training and technique, and anyone following a well-structured and appropriate training programme should do well.

The aim of all sports training is to improve fitness and skills, and to develop training programmes that are both safe (3) ___ effective. To do this properly, an understanding of (4) ___ physical demands of sport is needed. All sports require a combination of strength, speed, endurance, agility and flexibility to varying degrees. (5) ___ is important is how these elements are combined to build up the skills of the sport in question. Other factors to be (6) ___ into account in a training programme are diet, the importance of avoiding injuries, your general state of health, and the nature and role of other team players.

Bearing (7) ____ in mind, anyone prepared to work at it can expect to progress to a very reasonable competitive level, even (8) ____ only a few people will go on to break the world records.

III. Paraphrase the words and word combinations in bold type:

1. After a bitter **contest**, he became party leader. 2. She **equalled the world's record** and beat the British best. 3. His wife is **contesting** a seat on the council. 4. We had so much fun **rolling** stones down into the river. 5. The organizers say it's a **fair contest** but who knows what goes on backstage? 6. The hotel offers exceptional sporting **facilities**, including a 50 metre swimming pool. 7. The children **rolled** down the hill, laughing. 8. The general rallied his forces to **defend** the town. 9. Make sure you drink plenty of water if you **are working out**. 10. I changed into my running clothes and did three miles while I went through **the mental gymnastics** of getting the case organized. 11. Eventually, human champions will stop **breaking records** too. 12. The two companies are in **competition** with each other. 13. He is one of golf's most experienced **practitioners**. 14. The world champion was **defending** his title.

IV. Fill in the gaps:

a) Choose the correct word

to catch his window ledge, gymnastics, the hammer throw, jumping, scored, to take up some sport, vaulting

1. I held back from _____ into the cold water. 2. The doctor advised me _____ to stay in shape. 3. Pole _____ is very technical and stuff like where the wind comes from is crucial. 4. With roots dating back to the 15th century, the contemporary version of _____ is one of the oldest of Olympic Games competitions, first included at the 1900 games in Paris, France. 5. It is tempting to ask that rhythmic _____ find away to diminish the role of bad fortune in its outcomes. 6. She _____ 18 out of 20 in the spelling test. 7. He'd _____ and leap out into the garden.

b) Fill in the gaps with the words *go, do, play, go to*

1. Do you _____ any sports? Not really, but I used to _____ judo when I was at junior high school.
2. Do you _____ any team sports? Not very often, but I sometimes _____ basketball with my friends.
3. What do you like doing on holiday? I often _____ cycling around the countryside
4. What did you do the last time you went abroad on holiday? I _____ lots of museums.
5. What do you do to get fit? I _____ the gym twice a week.
6. Do you have any plans to do more exercise? Yes, I do. I'm going to _____ aerobics at a gym from next month.
7. How do you usually celebrate your birthday? It depends, but I sometimes _____ a restaurant with my family in the evening.
8. Are there any new hobbies you'd like to take up? I'd like to _____ diving
9. Where do you usually go out with your friends? We _____ to a bar twice a week.

V. Find synonyms and antonyms to the underlined words:**a) Choose synonyms**

1. He makes vaulting a five foot wall look easy.
a. straight b. arch c falling
2. A few incredulous spectators watched as Paterson, ranked 23rd in the world, beat the champion.
a. fans b. bystanders c participants
3. The company denies that it has practised discrimination against any of its employees.
a. applied b. brought down c showed
- 4 She practised medicine for 20 years.
a. applied b. specialized in c showed
5. It's common practice in the States to tip the hairdresser.
a. exercise b. habit c tradition
6. These chemicals have been found to cause serious environmental damage.
a. benefit b. advantage c. loss
7. . She is one of the front-runners in the contest.
a. challenge b. agreement c. competition
8. It's a crime to desecrate the country's flag.
a. protect b. violate c. honor
9. He turned and saw that the ledge was about three feet above him
a. overhang b. balcony c. door

b) Choose the antonyms

- 10 The walls had been horribly vandalized with spray paint.
a. destroyed b. mend c. spoil
11. The medal is being keenly contested by eight gymnasts.
a. lost b. won c. competed
12. The ruling party will contest 158 seats in Algeria's elections.
a. battle b. give up c. compete
13. I won't be giving them any more work - they're a bunch of amateurs.
a. fans b. professionals c. beginners
14. She rolled up the poster and put it in a cardboard tube.
a. straitened b. circle c. curve
- 15 It's difficult for a small shop to compete against/with the big supermarkets.
a. contest b. retreat c. battle

VI. Translate from Ukrainian into English:

1. Маша одразу зрозуміла, що її подруга почала займатися аеробікою, вона стала такою спортивною. 2. Цей атлет дуже часто займається в нашому залі, який по сучасному обладнаний. 3. Наша команда побила рекорд з кидання молота та плавання, підтвердила рекорд з стрибків у довжину та встановила рекорд з катання на роликах. 4. Племена турків зруйнували багато християнських храмів на нашій землі. 5. В нашому спортивному клубі є багато різних приміщень, де ви зможете займатися гімнастикою, грати у футбол, теніс, займатися йогою, карате та кататися на велосипеді. 6. Ми сьогодні практикували довго стрибки з жердиною та хапання за виступи. 7. Я не практикуючий футболіст, а просто любитель, мені це подобається адже я вже забив багато голів. 8. Практика показала, люди, які навмисно нищать видатні пам'ятки, не мають ніяких моральних цінностей. 9. Вже пізно щось виправляти, шкода зроблена. 10. Мені потрібно було перекотитися декілька разів, щоб уникнути його ударів. 11. Боротьба за місце в сенаті вже розпочалася. 12. Він відмовився від змагань через погане здоров'я. 13. Ці дві компанії змагаються між собою за місце на ринку. 14 Він забив цей гол заради своєї мати. 15. Вона втретє захистила всій титул чемпіонки з атлетики.

FOLLOW-UP WORK

1  Watch the video “How playing sports benefits your body ... and your brain” and choose the correct answer.

1. Being on a sports team means learning to trust and depend on others, accept and give help, and work together towards a common goal. Therefore, being on a team can lead to:

- a) Making new friends
- b) Feeling alone
- c) Sparking competition with enemies
- d) Disliking the coach

2. Around what age does bone density begin to decrease?

- a) 15
- b) 21
- c) 30
- d) 60

3. Exercising increases the rush of endorphins, which lead to feelings of:

- a) Anger
- b) Depression
- c) Euphoria
- d) Exhaustion

4. Experiencing defeat as an athlete can be tough, but critical for building:

- a) Muscle
- b) Friendship

c) Memories

d) Resilience

5. Which of the following is an effect of cardiovascular exercise?

- a) Reduction of bad cholesterol
- b) Lower blood pressure
- c) Decreased risk of heart attack
- d) Decreased risk of diabetes
- e) All of the above

2. Discussion

- Why might learning to accept defeat be beneficial in the long run? What do athletes learn after suffering a tough loss?• Have you or has anyone you know tried an extreme sport?
- In addition to building new friendships, what are some other benefits of the communal experience of being on a team?
- Playing sports, or exercise in general, increases endorphins. What benefits do increased endorphins offer?
- Recently, sports have received negative media coverage due to studies that have shown the seriousness of multiple hits to the head that happen while playing sports. In light of the new studies, do the benefits of playing sports outweigh the risks? How can we protect young athletes from head injuries?

UNIT 6 ON THE MOVE

SPEECH PATTERNS

1. I **was told** Coconut Island was developing fast.

Paul **said** that he **was feeling** ill.

I **told** Lisa that I **didn't have** any money.

She **said** that she **wanted** to buy a car.

2. Fortunately the tourist shops thinned out within 20 minutes and shortly afterwards we **arrived at** our destination:.

We **arrived at** the art gallery just as it was closing.

Immigrants who **arrived in** the country after 2005 have to take a special language test.

I always **arrive at** college about half an hour before my classes start.

3. Only problem was there was just **a few** feet of white sand and that was mostly covered in beach towels from the overweight European tourists who had got there before us.

Okay. I have **a little** money, enough for the cinema at least.

Sorry, I have **little** money. I really can't afford to go out.

There have been **few** problems with the new system, thankfully!

4. However, our day was **spent steaming** from one little island to the next with plenty of opportunity for snorkelling and swimming

Last week I **spent time cleaning** the kitchen floor.

We **spent a lot of money advertising** last year.

The government **spent a lot of time to help** make this land better.

EXERCISES TO SPEECH PATTERNS

1. Paraphrase the following speech patterns:

1. We will **arrive in** England at about 5 o'clock. 2. Luckily, there is **little** crime in my town. 3. The company **spends a large sum of money to make** advertisements every year. 4. Then **he told** me how he had got the job by lying about his age. 5. I need to talk to you. Do you have **a few** minutes? 6. I'd rather clean my room than **spend time doing** my homework. 7. The boy **told us** he didn't want any money. 8. They should **spend less time doing** yoga and **more time developing their sewers**. 9. When I **arrived at** the party, all my friends were already drunk. 10. Joe is always angry. That's why he has **few** friends. 11. They asked if I was looking for work and I **said yes**. 12. I **arrived at** the station just before the train left. 13. Let's go to the movies. I have **a little** money. 14. She **told him** they were going on holiday. 15. President Obama **arrived in** France yesterday.

2. Complete the sentences using one of the speech patterns. Then make your own examples with each speech pattern:

1. Napoleon _____, "I am the state." 2. He has _____ free time. He hardly ever even manages to call his mother! 3. You should always _____ things that help your children get ahead in life. 4. Once you _____ Paris, you will definitely have to see the Eiffel Tower.

5. There's _____ spaghetti left in the cupboard. Shall we eat it tonight? 6. John _____ that the meeting ended at four o'clock yesterday. 7. This morning I _____ the newspaper. 8. To _____ you the truth, I don't like parties. 9. They _____ back _____ Birmingham. 10. He _____ me that he would wait for me at the library. 11. Unfortunately, I have _____ problems at the moment. 12. We _____ the museum but found it was closed all day. 13. Life's too short _____ about life 14. There are _____ programmes on television that I want to watch. I prefer to download a film or read a book. 15. Will you _____ the meeting?

3. Choose the most appropriate answer.

1. Don't _____ him about our plans.
 - say
 - tell
 - speak
 - talk
2. I waited for an answer, but she didn't _____ a word.
 - say
 - tell
 - speak
 - talk
3. He _____ that he would wait for me at the library.
 - said
 - told
 - spoke
 - talked
4. He _____ us that he was going to buy a new car.
 - said
 - told
 - spoke
 - talked
5. Do you _____ English?
 - say
 - tell
 - speak
 - talk
6. Come here, Mike. We need to _____.
 - say
 - tell
 - speak
 - talk
7. To _____ you the truth, I don't remember anything.
 - say
 - tell
 - speak
 - talk
8. Did the director _____ at the conference?
 - say
 - tell
 - speak
 - talk

9. Do you know how to _____ good-bye in Arabic?

- say
- tell
- speak
- talk

10. We spent the whole evening _____ about old friends.

- saying
- telling
- speaking
- talking

11. He always takes on a southern accent when he _____ that story.

- tells
- says
- talks
- speaks

12. Hello, Martin. I've got something to _____ to you.

- say
- tell
- speak
- talk

13. Hello, Martin. I've got something to _____ you.

- tell
- say
- speak
- talk

14. That girl can never be quiet. She _____ all the time.

- talks
- says
- speaks
- tells

15. Can you _____ more slowly, please?

- speak
- talk
- say
- tell

4. Translate the following sentences using speech patterns:

1. Віта приїхала до Канади з надією розпочати нове життя. 2. Мері було сказано, що вона поїде у відрядження до Китаю. 3. Діані треба додати трохи молока, щоб кава була смачніша. 4. Команда олімпійських чемпіонів прилітає сьогодні до Києва. 5. Було сказано, що початок навчання в нашому університеті переноситься на пізніший період. 6. У мене скоро іспит, тому я проводжу багато часу готуючись до нього. 7. Дайте мені будь ласка ще декілька хвилин і я закінчу малювати цю картину. 8. Він сказав, що він щасливий, але я цьому не вірю. 9. Ми вирішили провести наш час так, щоб побачити наших батьків. 10. Він приїхав на залізничну станцію дуже швидко, але Діна вже поїхала. 11. В мене мало часу, я не встигаю на потяг. 12. Не кажи йому всієї правди він засмутиться. 13. Давай проведемо час гуляючи по місту. 14. У кошику є мало яблук, потрібно ще принести. 15. Мені пощастило автобус прибув на зупинку на 10 хвилин пізніше і я встигла сісти на нього.

5. Put in *few, a few, little, a little*

- 1) I have _____ water left. There's enough to share.
- 2) I have _____ good friends. I'm not lonely.
- 3) He has _____ education. He can't read or write and he can hardly count.
- 4) There are _____ people she really trusts. It's a bit sad.
- 5) We've got _____ time at the weekend. Would you like to meet?
- 6) Julie gave us _____ apples from her garden. Shall we share them?
- 7) She has _____ self-confidence. She has a lot of trouble talking to new people.
- 8) There are _____ women politicians in the UK. Many people think there should be more.
- 9) It's a great pity, but that hospital has _____ medicine. They can't help many people.
- 10) I've got _____ cakes to give away. Would you like one?
- 11) There's _____ milk left in the fridge. It should be enough for our coffee.
- 12) _____ children from this school go on to university, unfortunately.
- 13) Do you need information on English grammar? I have _____ books on the topic if you would like to borrow them.
- 14) She's lucky. She has _____ problems.
- 15) London has _____ sunshine in the winter. That's why so many British people go on holiday to sunny places!

PRE-READING

HOLIDAYS FROM A TO Z

Action Adventure

Cross the Sahara on a camel. Fly in a balloon safari. Sleep under the stars. Live your life to the full!

Beautiful Beaches

White sand and palm trees as far as the eye can see. Bright sun and warm water. Exchange your stress for peace!

Countryside Camping

Put down the picture postcards of the pretty countryside and pack your bags because we're going there. Be part of nature!

Date with History

Bored with TV? Come on our great tour of monuments and museums and historical town centres. Feed your brain and your eyes!



Exciting Sports

Fed up with sitting around? Want to get fit and have fun? Water sports, mountain climbing, indoor skiing, and more: everything's possible at our special centre!

Exercise 1.

Choose the suitable description to each type of holiday

A) I try to avoid **tourist traps** ... I like **to get away from it all** and prefer going somewhere **off the beaten track** ... last year I had **the holiday of a lifetime** ... a two week **wildlife safari** in Kenya.

B) I enjoy visiting the local **places of interest** ... I like **to go sightseeing** and always sign up for **guided tours** as it's a chance to be shown around and take photographs ... one of my hobbies.

C) Yes ... we have a lot of **holiday resorts** along the coast that are popular with tourists ... most people come on **package holidays** and stay in one of the many hotels and **self-catering** apartments.

D) A few years ago I went on a **long weekend** to the Lake District in the UK ... it's a very popular **holiday destination** in the north of England ... I **went on my own** and had a wonderful time ... I stayed in a **youth hostel** and met some really nice people ...

E) ... but the most memorable thing about the holiday were the **breathtaking views** ... and lovely **picturesque villages** ... it can get very busy with **hordes of tourists** so I decided **to go out of season** in the autumn ... the weather was fantastic and the shops were full of **local crafts** ... a really great holiday

F) It's much easier and affordable to travel now ... nowadays you can get cheap **charter-flights** or **all-in packages** ... to somewhere near or to **a far-off destination**.

G) The Internet is a great source of information and high street **travel agents** are still very popular ... that's where I like to go to get **holiday brochures** for the place I'm interested in.

H) I'm not so sure really ... flying can be quite boring ... queuing up at the **check-in desk** ... going through **passport control** ... sitting for ages in the **departure lounge** ... then the flight itself can be quite uncomfortable ... no ... I'm not sure I agree.

Exercise 2. Discuss the following issues and choose a holiday from the options above:

- which would be the best type of holiday to go on
- what you would like to do while you're there
- how long you would like to go for
- what preparations you need to make for the trip.

Coconut Island

I was told Coconut Island was developing fast. Presumably this meant it was a once pristine island on the downhill slope to environmental ruin caused by uncontrolled tourist development. Perhaps they meant it in a more positive light. I wasn't sure. I went there to find out.

Driving down the east coast expressway, you don't see much. The landscape is pretty flat most of the way with just a few trees and roadside shacks selling pineapples. Oh, and of course the usual construction teams in the never-ending process of widening and 'improving' the road. However, once you get to the end of the road and the ferry terminal, you look across the sea and see a huge mountainous, almost forbidding, island rising up in front of you. I felt a frisson of excitement, or was I just a bit nervous, as I had also just seen a rusting car ferry approaching the small pier?

We crossed without mishap, but left the ferry stuck behind a convoy of trucks carrying construction materials ready to concrete over this beautiful island. From the ferry stop, the road rises abruptly over a small hill and then as it comes down the other side we enter tourist land. Although we knew the sparkling white beach was just metres from the road, we were denied a first sight for quite some time. Not by rows of palm trees but by rows of shops selling tourist tat. We couldn't even see these too well because of all the dust thrown up by the trucks. Fortunately the tourist shops thinned out within 20 minutes and shortly afterwards we arrived at our destination: Seaview Resort. We weren't disappointed. We had been promised fine white sand and clear turquoise water and we got it. Only problem was there was just a few feet of white sand and that was mostly covered in beach towels from the overweight European tourists who had got there before us. Ah well not to worry, we could explore up the beach for a quiet spot later. We checked out the rooms and facilities and everything was just as you would expect from a mid-range hotel. It also had quite a nice little restaurant right on the beach and therefore great for a cold beer and our first sunset – perfect!

The following morning after cold bacon and eggs for breakfast it seemed that the same people from yesterday were hogging the sun beds and beach space again so we decided to walk down the beach and explore a little further afield. In actual fact I was very pleasantly surprised. I was expecting the whole beach to be lined with resorts packed side to side but actually on this beach there was still plenty of space for developers. The closest buildings to us were a couple of beachside family-run cheap and cheerful restaurants with bamboo chairs and tables. At 300 metres away, they were also just too far away for most of the package tourists. And this was generally where we spent most of our days. An added bonus was that at the shack – White Sands to give it its official name (the name was on a piece of driftwood tacked to a nearby palm tree), the food was far, far superior to the resort. Whereas the resort chefs had removed any local flavour from their creations, the White Sands staff had managed to keep their food authentic.

So, most of our days were spent relaxing by the sea but one day we went with the imaginatively titled 'Fun' cruise for a trip round the islands further south. We were ready at the appointed place and time (8.40) and sure enough at 8.40 local time (9.15 by my watch) the boat appeared to pick us up from the beach. We climbed aboard to see it was already quite full. More room for everyone cries the captain – plenty of room on the floor! It wasn't an auspicious start but I must admit it got better throughout the day.

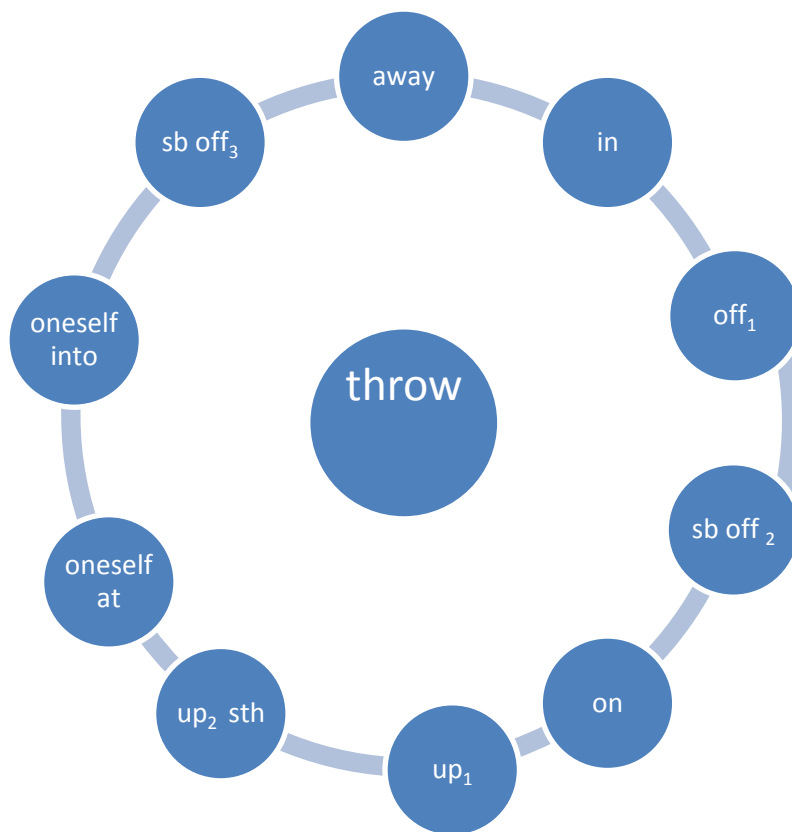
We steamed south. From the sea we could see the extent of the development on Coconut Island. There were plenty more resorts being built, the backdrops of swaying palms had become construction sites and the lush green hillsides had become bare red scars soon to be covered with tourist developments. However, our day was spent steaming from one little island to the next with plenty of opportunity for snorkelling and swimming. At four we turned around and were dropped off at our hotel just after sunset. I'm usually sceptical of these organized trips but I would certainly recommend this one. Not too bad for the price – Oh, I forgot to mention the lunch on board was excellent also.

Before too long our sojourn on Coconut Island was over. Overall, I was pleasantly surprised. Okay, it's getting developed but you can still find pristine beaches by spending a little bit more effort to get there. In general most of the development is on the beach and so the interior is still magnificent. It'll take another few years yet to spoil it, so my advice is to enjoy it while you can.

ACTIVE VOCABULARY

- | | |
|------------------------|------------------------|
| 1. pristine | 8. to hog |
| 2. a pier | 9. sun beds |
| 3. to concrete | 10. driftwood |
| 4. tat | 11. to tack |
| 5. to thin out | 12. lush |
| 6. to explore | 13. auspicious |
| 7. to check out | 14. snorkelling |
| | 15. a sojourn |

Phrasal verb *to throw*



READING COMPREHENSION EXERCISES TO ACTIVE VOCABULARY

I. Give a summary of the Text and put 10 questions to the given text.

II. a) Explain what is meant by the following words: the downhill slope, construction teams, a rusting car ferry, mishap, the first sight, turquoise water, a mid-range hotel, packed side to side, family-run, package tourists, the extent of, not too bad for the price.

b) Find the phrases in the text and translate sentences containing them into Ukrainian.

III. Make up and practise a short situation using the phrases mentioned in Ex.II.

IV. Work in pairs. From the context of the text think about the meaning of the following words and write a short definition: e.g. *to bother*— *to make someone feel worried or upset*. Check your ideas in a dictionary: presumably, forbidding, abruptly, sparkling, destination, to pick us up, room.

V. Match the words and phrases to the definitions.

- | | |
|-----------------|--|
| 1. pristine | a) to travel around an area in order to find out about it; |
| 2. a pier | b) to fasten something to a place with tacks; |
| 3. to concrete | c) a structure that is built over and into the water so that boats can stop next to it or people can walk along it; |
| 4. tat | d) a sun lounger; |
| 5. to thin out | e) a short period of time that you stay in a place that is not your home; |
| 6. to explore | f) to make sure that something is actually true, correct, or acceptable; |
| 7. to check out | g) things that are cheap and badly made; |
| 8. to hog | h) new or almost new, and in very good condition; |
| 9. a sun bed | i) when you swim under water using a snorkel (a tube that you hold in your mouth to help you breathe if you are swimming with your face underwater); |
| 10. driftwood | j) to keep, use, or have all of something that should be shared; |
| 11. to tack | k) suggesting a positive and successful future; |
| 12. lush | l) to cover something in a very hard building material made by mixing together cement, sand, small stones, and water; |
| 13. auspicious | m) wood that is floating on the sea or brought onto the beach by the sea; |
| 14. snorkelling | n) a lot of green, healthy plants, grass, and trees; |
| 15. a sojourn | o) to become fewer in number, especially when there were many before, or to remove people, plants, or things so that fewer remain |

VI. From the extract you have read write out synonyms to the following words and phrases: to attach, dense, to diminish, encouraging, to examine, to investigate, a log, to monopolize, a quay, temporary residence, skin diving, sun loungers, untouched.

VII. Fill in the following word combinations and phrases into the sentences below:

auspicious, to check out, to concrete, driftwood, to hog, to explore, lush, a pier, pristine, snorkeling, a sojourn, sun beds, to tack, tat, to thin out

1. _____ it _____ with your boss before you do anything. 2. Washing machine for sale - only two months old and in _____ condition 3. The fields were _____ with grass and flowers. 4. Why did you _____ over that nice garden? 5 How much longer are you going _____ the bathroom? 6. Guests can also enjoy windsurfing, water-skiing and _____. 7. His knapsack was so big that it proved a useful weapon in knocking encroaching sunbathers off his collection of _____. 8. Their background knowledge of an institution is typically and corporately small, and _____ within its walls is brief. 9. Whenever possible, she and Flynn would go off and _____ the countryside, taking a picnic with them. 10. A handwritten note was _____ to the wall. 11. The crowd had _____ and only a few people was left. 12. He said he had managed to swim under the _____ and had found a ledge. 13. It was an _____ beginning to her career as an author. 14. The floodwater, carrying branches and _____, was over the roadway on the curved iron bridge. 15. Like most souvenir shops, it sells a lot of old _____.

VIII. a) Find in the diagram the suitable phrases for given synonyms: to elevate; to confuse; to do enthusiastically; to escape; to get rid of; to hang around sb's neck; to put on; to take off; to vomit.

b) Make up sentences with words and phrases above.

IX. Complete the sentences with the correct prepositions from the box.

at; away(×2); in(×2); into; off(×4); on (×1); out(×2); up (×2);

1. He threw _____ his shirt. 2 If it had hit the Earth, it would have made a crater 100 miles across and thrown _____ an immense cloud of dust. 3. She's thrown herself _____ this new job. 4. I bought a new sofa and they threw _____ a chair. 5. The small group of protesters thinned _____ by midnight. 6. We paid \$2,000 for the boat, with the trailer and spares thrown _____. 7. She threw _____ her jacket. 8 We ran flat out for about half a mile before we could throw them _____. 9. I don't know what it is about John, but women just seem to throw themselves _____ him. 10. When are you going to throw _____ those old magazines? 11. I fed the baby some fruit, but she threw it _____. 12. I made a phone call to check _____ his address. 13. They threw the police _____ the scent by travelling on false passports. 14. A busy morning can throw _____ my entire daily schedule. 15. I shouldn't have thrown _____ the receipt.

X. Translate the sentences from Ukrainian into English:

1. Нам сказали, що до купленої шафи нам *дарують* ще й трюмо, ми вирішили це *перевірити*. 2. Швидко *скидай* свій мокрий жакет та *накидай* теплий светр. 3. Наша команда знайшла *первозданний* куточок острова і одразу ж почала його *досліджувати*. 4. Я із *запалом* почала планувати свою відпустку, адже я так давно мріяла спробувати *дайвінг з трубкою*, полежати на *лежаках* та *накупити туристичних дрібничок*. 5. Цей обід *обіцяв бути вдалим* для Тома, але через півгодини він його *виблював*. 6. Наша місцева влада планує *накрити* цей *пірс*, я не вважаю це вдалою ідеєю. 7. Нас *направили* перехожі *на іншу вулицю* (збили зі сліду назвавши *іншу вулицю*) і нам довелося, шукати підпільне казино ще дві години. Це виявився невеликий будинок з дивною назвою на *прибитій* вивісці 8. Даша не змогла змиритися з *тимчасовим перебуванням* в чужому місті, яке

звело нанівець (сплутало) всі її мрії. 9. Поки ми їхали вздовж дороги, ліс ставав все рідшим. 10. Стівен заволодів планшетом і не хотів його віддавати. 11. Цю деревину я знайшла на березі річки. 12. Вона спочатку позбавляється речей, а потім їх шукає. 13. Стільки дівчат кидалися на шию хлопцям з гурту Бітлз. 14. Як вона доглядає за своїми рослинами, вони так у неї розрослися (є густими). 15. Проблема забруднення навколишнього середовища є досі актуальною, досі багато випарів викидається в атмосферу.

VOCABULARY NOTES

1. to drive v/i/t1. to move or travel on land in a motor vehicle, especially as the person controlling the vehicle's movement: *"Are you going by train?" "No, I'm driving."*; 2. v/t to force someone or something to go somewhere or do something: *in the end, it was his violent behaviour that drove her to leave home.*

to pull into to turn off the road you are currently on and go into the parking lot of a business or establishment: *we need to pull into the hotel parking lot over here so we can look at the map.*

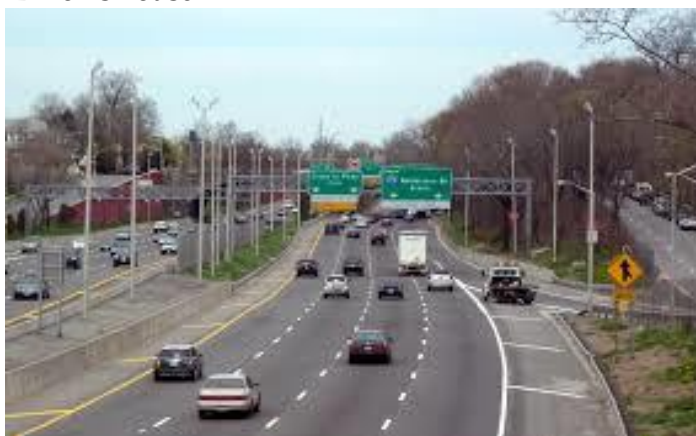
to pull over to get off of the road you are on and stop your car on the side so you are not in the way of the moving cars behind you: *I'm so lost right now that I need to pull over and call my brother. He knows this city well;*

to pull out to leave a parking spot to enter a road: *pull out of your driveway and head towards the park. I will meet you there.*

to head toward to go in the direction of a certain location: *head towards the gas station on Congress street and I will tell you what to do from there.;*

to go up the street to drive your car straight on the road you are currently on: *go up the street about thirty yards and then turn onto Pine Street.*

to take a shortcut to take a route that leads from one place to another and is quicker and more direct than the usual route: *I used to take a shortcut every day when I went to work at Dr. Dixon's house*



2. expressway n/ca wide road for fast-moving traffic, especially one in the US that goes through a city, with a limited number of places at which drivers can enter and leave it: *motorists see them on turnpikes and expressways;* Syn. **freeway, motorway.**

Intersection n/c an area where two streets meet: *when you get to the intersection of highway 90 and Beale street go north on highway 90* Syn. **junction;**

access road n/ca road that leads to a main highway: *Turn onto the access road over there on the right so we can get on the highway;*

one way road n/c a road that only lets drivers go in one direction: *don't turn down that street. It is a one way road.*

traffic circle n/c a road that does a complete circle that has entrances at four locations: *go around the traffic circle and get onto Eastwood Street.* Syn. **roundabout;**

traffic jam n/ca large number of vehicles close together and unable to move or moving very slowly: *we were stuck in a traffic jam so we were late.*

route n/c a particular way or direction between places: *I live on a bus route so I can easily get to work.*

a block n/ca rectangular area in a city that has four streets surrounding it: *to get to the church go three blocks down this street and then turn left on 2nd Ave*

3.ferry *n/c* a boat or ship for taking passengers and often vehicles across an area of water, especially as a regular service: *we're going to the Channel Islands by/on the ferry.*

cargo ship *n/c* the ship carries the goods: *we think they're putting her on a cargo ship.*

ocean liner *n/ca* large ship for carrying passengers in great comfort on long journeys: *it sounds like an ocean liner sinking.*

barge *n/c* a long boat with a flat bottom, used for carrying heavy objects on rivers or canals: *a network of subsidized cargo barges and water taxis would be introduced on the city's canals to compensate.*

tugboat *n/c* a boat with a powerful engine which can change direction easily and is used to pull large ships into and out of port: *the tugboat remains submerged in the same location.*

powerboat *n/c* a small boat with a powerful engine that can travel very fast and is used in races: *F1 powerboats move very fast on the water, too.* Syn. **speedboat**

steamer *n/c* a boat or ship that moves by steam power: *from there a steamer took him to New York in twenty days.*

4. trucks *n/ca* large road vehicle used for carrying goods: *there was a truck parked in front of the quarry.*

caravan *n/c* a vehicle that people can live and travel in on holiday. Caravans are usually towed (=pulled) by a car: *finally, as the light faded, we set off back to the caravan.* Syn. **trailer**

coach *n/c* a long comfortable vehicle for carrying a large number of passengers, especially on long journeys: *we travelled to Oxford by coach.*

wrecker *n/ca* vehicle used for moving damaged cars or other vehicles: *as soon as the wrecker gets free, they'll tow the car down to impound.*

6. carry *v/i/t* 1. to move someone or something from one place to another: *the bus that was involved in the accident was carrying children to school;* 2. to have something as a part, quality, or result: *His speech carried so much conviction that I had to agree with him;*

haul *v/t* to pull something heavy slowly and with difficulty: *they hauled the boat out of the water.*

commute to regularly travel a long distance to get to work: *Jim commutes to Manhattan every day.*

transfer *v/t/i* to move from one place, school, job etc to another, or to make someone do this, especially within the same organization: *they're transferring him to a special unit at Great Ormond Street Hospital.*

airlift *v/to* move supplies or people by aircraft to or from a place that is difficult to reach because of war, a flood, etc.: *over 10,000 refugees were airlifted out of the region.*

deliver *v/to* take goods, letters, parcels, etc. to people's houses or places of work: *mail is delivered to our office twice a day.*

6.cruise *n/c* a journey by boat for pleasure: *what about going on a cruise down the Nile?;*

voyage *n/c* a long journey in a ship or spacecraft: *I don't want to make the voyage single-handed.*

safari *n/c* a trip to see or hunt wild animals, especially in Africa: *they went on jeep safari in Kenya.*

study tour a visit to a country or an area in which you go to different places and have lectures and classes: *the study tour was dedicated to the issue of bio fuel production and transportation.*

hitchhiking a journey to places by getting free rides from drivers of passing cars: *but hitchhiking was a bad idea.*

babymoon *n/ca* special holiday taken by parents-to-be before their first baby is born: *my two week babymoon is over and Matthew is back at work.*

Journey *n/c* the distance covered when travelling from one place to another: *the journey was long and tiring. It took us 5 hours to get there.*

7. steam *v/ito* move by steam power: *the train/ship steamed out of the station/harbour.*

cross v/t/i to travel across a very large area, for example a desert or ocean: *the slaves crossed the Atlantic in the holds of the ships.*

go trekking to do a long and difficult walk in a place far from towns and cities: *they went trekking in the mountains.*

go backpacking to travel to a lot of different places, carrying your clothes with you in your rucksack: *he went backpacking in Australia.*

roam v/t/i to travel or move around an area with no clear purpose or direction, usually for a long time: *when he was young, he roamed from one country to another.*

8. **drop off** to take someone or something to a place by car and leave them there on your way to another place: *I'll drop you off on my way home.*

give a lift to take someone somewhere in your car: *John gave me a lift home*

9. **on board** on a boat, train, or aircraft: *as soon as I was on board, I began to have second thoughts about leaving;*

board a boat, a ferry, a plane to get onto or allow people to get onto a boat, train, or aircraft: *at London airport she boarded a plane to Australia.*

10. **fish tail** a car is driving on a slippery surface and the back wheels lose control and the back end of the vehicle moves from side to side: *when I was driving down the highway during the thunderstorm my car _fish tailed_ and I crashed.*

floor v/t to step on the gas pedal quickly and as hard as you can: *my friends told me to floor it so I could pass the slow truck ahead.*

slam on the brakes to apply sudden and hard pressure on the brakes causing the wheels to stop right away: *the bus driver had to slam on the brakes when the boy crossed the street without looking*

get a flat when your tire is punctured and loses all of the air it is said to be "flat". So if you run over a nail, or something else that is sharp, the air comes out of your tire and you have a flat tire: *on the way home from school we _got a flat_ and had to pull over. Luckily we had a spare tire.*

run a light to go through the intersection when the light is already red: *I got a ticket for running a light in Jarrell.*

VOCABULARY EXERCISES

I. Comment upon proverbs, sayings and quotations about travelling

1. The world is a book and those who do not travel read only one page. **Augustine of Hippo**
2. The traveler sees what he sees. The tourist sees what he has come to see. **G. K. Chesterton**
3. Travel far enough, you meet yourself ~**David Mitchell**.
4. All holidays can be good times **John Clayton**
5. The holidays are only holy if we make them so. **Marianne Williamson**

II. Read the extract below and try to choose the correct answer from the four options given for each question. Explain your choice.

Route 66

Route 66 is famous for being one of the most popular road (0)..... in the world. Route 66 starts in Chicago and (1)..... over two thousand miles until its end in California. It has been described as an (2)..... route for those suffering during the Great Depression in the nineteen thirties. It is now a popular vacation for many Americans as well as (3)..... tourists. Due to its increasing (4)..... there have been a number of different motels, restaurants and tourist (5)..... that have been opened along the route.

Although today it is not possible to drive the entire route, it (6)..... attracts many travellers every year. It could be an opportunity to experience what many (7)..... to be the ultimate symbol of the United States or a trip for older generations to revisit a (8)..... when they used to travel the route on family holidays.

- | | | | | |
|---|---------------|---------------|-----------------|-----------------|
| 0 | A. travels | B. vacations | C. holidays | D. <u>trips</u> |
| 1 | A. covers | B. takes | C. spends | D. expands |
| 2 | A. direct | B. escape | C. alternative | D. scenic |
| 3 | A. abroad | B. traveling | C. domestic | D. overseas |
| 4 | A. acceptance | B. enjoyment | C. popularity | D. approval |
| 5 | A. places | B. centres | C. destinations | D. attractions |
| 6 | A. still | B. already | C. rarely | D. yet |
| 7 | A. consider | B. suppose | C. guess | D. expect |
| 8 | A. age | B. generation | C. place | D. time |

III. Paraphrase the words and word combinations in bold type:

1. I must have lost my luggage when we **transferred**. 2. It'll be taken to the coast of Spain on a **cargo ship**. 3. She uses her last shillings to buy passage **on a coach** to the farthest destination they afford. 4. Mississippi **steamers** all had the instruments which could be heard for miles. 5. This **tugboat's** ready to pull his own weight. 6. The Brooklyn Bridge **carries** traffic across the East River from Brooklyn to Manhattan. 7. We thought about **taking a ten-day cruise** in the Caribbean. 8. For a nominal fee, they will **deliver** orders to customers' homes. 9. We are on the way, but on a rather longer **voyage** than we knew. 10. Great! I arrive through **hitchhiking**, I find a guy with an air mattress at the beach and both are empty! 11. Some **commute** long distances while others work close to home. 12. The conference programme also included a **study tour** to the Belarusian High Technologies Park. 13. The **powerboats** speed around this course for about 45 minutes. 14. And she was **airlifted** from Boston to Bethesda under a covert exfiltration.

IV. Fill in the gaps:

on board, to drop him off, to fishtail, to floor, to get a flat tire, to give him a lift, to go backpacking, to go trekking, an ocean liner, to pull into, to pull over, to pull out, to roam, to run a red light, to slam on the brakes

1. I got into the car and _____ it. 2. Tourists love _____ about the old town. 3. Their obsessive story is told in graphic detail as they sail merrily along on _____. 4. The driver _____; the jeep screeched to a halt. 5. We want _____ in the Himalayas. 6. The car _____ on the icy curve. 7. Just _____ here, and I'll get out and walk the rest of the way. 8. She _____ back to their cottage in Tetbury. 9. For every motorist who _____, there are five pedestrians who do it. 10. Last year, he _____ in the US. 11. He watched me until I _____ of the parking lot, turning left. 12. A light plane with four people _____ crashed last night. 13. At some point you _____. 14. Emily's car was the last _____ the lot. 15. We'll _____ down the block.

V. Find synonyms to the underlined words:

1. Drive across the last checkpoint and you're home free.
a. take b. force c move

2. They took the expressway to the airport.
a. one way road b. side road c freeway
3. The detective wondered what had driven Christine to phone her.
a. had forced b. had moved c had taken
4. Extra ferries are needed to bring them back home.
a. bis ships b. boats c cars
5. let's walk around the block.
a. the street b. the building c the square round
6. Look, Chief, you want to cause a traffic jam.
a. delay b. congestion c road
7. A crane hauled the car out of the stream.
a. pulled b. stopped c took
8. I hate travelling by coach.
a. car b. train c bus
9. Now and then they heard the roar of a heavy truck.
a. a lorry b. a van c a pickup
- 10 Follow the road to an intersection and turn left.
a. a pedestrian b. a junction c a block
11. Two roads cross at this junction.
a. intersect b. troublec run
12. I boarded the plane bound for England.
a. got on b. stay c house
13. Locals say her land also includes a main access road.
a. side road b. one way road c slip road
14. Luxury caravans are available with two or three bedrooms sleeping up to six or eight.
a. a wagon b. a coach c a bus
15. He'd like to go on safari to photograph snakes and tigers.
a. caravan b. expedition c road

VI. Translate from Ukrainian into English:

1. Діна *прямує* до зупинки, а потім *з'їжджай* з дороги на парковку. 2. На цій *автошляху* завжди такий *затор*, ти не можеш *поїхати коротшим шляхом*? 3. Ми *поїхали прямо вздовж вулиці*, звернули *наліво*, *проїхали по дорожньому кільцю* і *виїхали на дорогу з одностороннім рухом*. 4. Наша *подорож* до західної Європи тривала три місяці, за які ми *йшли пішки з рюкзаком на плечах*, *їхали автостопом*, *плили на моторному човні*. 5. Ми хотіли *перейти* перевал до заходу сонця, але нам це не вдалося, так як ми *стомилися від того, що йшли по горах пішки* цілий день. 6. Він *різко загальмував*, так як *відчув*, що

пробив колесо. 7. Хоча на світлофорі було червоне світло, вона натисла на газ і проїхала на червоне. 8. Ми вирішили з чоловіком взяти відпустку до народження нашої дитини. 9. Ми сьогодні бачили як аварійний тягач віз дім на колесах. 10. Я довгий час кружила навколо свого кварталу і не могла прийняти рішення щодо мого стажування. 11. Моя мама зараз знаходиться на борту океанського лайнера і дуже задоволена круїзом по Середземному морю. 12. Цю баржу потрібно на буксирі доставити до порту. 13. Я була така здивована, коли мені кур'єром доставили подарунок від давнього друга. 14 Мого чоловіка перевели в іншу компанію і тепер йому добиратися на роботу треба трохи менше часу. 15. Таксі почало заносити і я попросила висадити мене одразу ж.

FOLLOW-UP WORK



Watch a video ‘How the world's first metro system was built - Christian Wolmar’ and choose the correct option. Make sure you can justify your answer.

1. On the first day, how many people traveled on the line?
 - a) 10,000
 - b) 25,000
 - c) 30,000
2. In what year was the world's first subway line completed?
 - a) 1763
 - b) 1840
 - c) 1863
3. How long was the first line?
 - a) 1 mile
 - b) 2 miles
 - c) 4 miles
4. The first line was built using what method?
 - a) Trench digging
 - b) Pneumatic drilling
 - c) Cut and cover
5. After 30 years, London's subway system had extended to _____.
 - a) 10 kilometers
 - b) 15 kilometers
 - c) 80 kilometers

APPENDIX

Guidelines for writing a summary of a text

The purpose of a summary is to give the reader, in a about **1/3 of the original length** of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, the summary restates **only the main points of a text** or a lecture without giving examples or details, such as dates, numbers or statistics.

Before writing the summary:

For a text, read, mark, and annotate the original:

- highlight the topic sentence
- highlight key points/key words/phrases
- highlight the concluding sentence
- outline each paragraph in the margin

Take notes on the following:

- the source (author--first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
- the main idea of the original (paraphrased)
- the major supporting points (in outline form)
- major supporting explanations (e.g. reasons/causes or effects)

Writing your summary:

1. Organize your notes into an outline which includes main ideas and supporting points but no examples or details (dates, numbers, statistics).
2. Write an introductory paragraph that begins with a frame, including an in-text citation of the source and the author as well as a reporting verb to introduce the main idea. The reporting verb is generally in present tense.
3. Support your topic sentence with the necessary reasons or arguments raised by the author/lecturer but omit all references to details, such as dates or statistics.
4. Use discourse markers that reflect the organization and controlling idea of the original, for example cause-effect, comparison-contrast, classification, process, chronological order, persuasive argument, etc.

HOW TO WRITE A SUMMARY: USEFUL EXPRESSIONS

First		argues	
At the beginning	the author	writes, states	that
In the introduction		explains, mentions	why
	the reader	is informed	
In the next part			
In the main part	the reader is informed about	the theory	
Second; First	the author goes on with	the data / question	that
Then; Afterwards	we are told about	the statistics	what
Moreover;	we read / hear about	the belief	why
In addition to that	the author examines	the argument	if
Further on	he/she analyses	the opinion / topic	
Next	discusses	the problem	
In the end	the author	emphasises	
Finally	the writer	concludes	that
At last	the poet	finds the solution	what
The final part, section	the journalist	adds / stresses	why
As a conclusion	the reporter	pretends	if
Summing up his / her thoughts	the scientist	hints	

Text analysis guidelines

1. General characteristics of the text.

- a. State the title and the author of the extract (peculiarities of his/her style, place in the world of literature). If the author is not given, state the title.
- b. Specify the genre (classic, epic, historical, fantasy, thriller, horror, crime story, sci-fi, adventure, comedy, romance, literature review, research article, creative nonfiction, essay, journalistic writing, travel literature, etc.)
- c. Specify the compositional form (narration, description, argumentation)
- d. Outline the setting (place and time of the action) and the point of view (1st/3rd person narration)
- e. Name the characters (main and minor)
- f. Identify the problems the characters faced and their solutions
- g. Define the theme and the main idea

2. Logical parts. Break the text into meaningful segments and label each of them

3. Morphological features (parts of speech analysis)

- a) **verbs:** specify the tenses used in the text (state the prevailing one and why); passive voice structures; modal verbs (state their functions); non-finite forms of verbs (infinitives, gerunds participles)
- b) **nouns:** find examples of countable/uncountable, singular/plural, proper/common/collective, concrete/abstract nouns
- c) **adjectives/adverbs:** comment on the use of degrees of comparisons (positive, comparative, superlative)
- d) **pronouns:** illustrate personal, possessive, demonstrative, reflexive, reciprocal, indefinite, defining, relative, interrogative, negative pronouns
- e) **numerals:** exemplify cardinal and ordinal numerals
- f) **functional parts of speech:** find prepositions, conjunctions, particles, interjections, comment on the use of articles (definite, indefinite, zero)

CHOOSING A CAREER

How to Make a Career Choice When You Are Undecided

8 Steps to Choosing a Career

BY DAWN ROSENBERG MCKAY Updated April 19, 2018

With thousands of options, how will you pick a career that's right for you? If you don't have any idea what you want to do, the task may seem insurmountable. Fortunately, it isn't. Put enough thought into it, and you will increase your chances of making a good decision.

01 Assess Yourself

Learn about yourself through a self assessment

Before you can choose the right career, you must learn about yourself. Your values, interests, soft skills, and aptitudes, in combination with your personality type, make some occupations a good fit for you and others completely inappropriate.

Use self-assessment tools, often called career tests, to gather information about your traits and, subsequently generate a list of occupations that are a good fit based on them. Some people choose to work with a career counselor or other career development professionals who can help them navigate this process.

02 Make a List of Occupations to Explore

You probably have multiple lists of occupations in front of you at this point—one generated by each of the self-assessment tools you used. To keep yourself organized, you should combine them into one master list.

First, look for careers that appear on multiple lists and copy them onto a blank page. Title it "Occupations to Explore." Your self-assessment indicated they are a good fit for you based on several of your traits, so definitely consider them.

Next, find any occupations on your lists that appeal to you. They may be careers you know a bit about and want to explore further. Also, include professions about which you don't know much. You might learn something unexpected. Add those to your master list.

03 Explore the Occupations on Your List

Now get some basic information about each of the occupations on your list. You will be thrilled you managed to narrow your list down to only 10 to 20 options!

Find job descriptions and educational, training and licensing requirements in published sources. Learn about advancement opportunities. Use government-produced labor market information to get data about earnings and job outlook.

04 Create a "Short List"

At this point, start to narrow down your list even more. Based on what you learned from your research so far, begin eliminating the careers you don't want to pursue any further. You should end up with fewer than two to five occupations on your "short list."

If your reasons for finding a career unacceptable are non-negotiable, cross it off your list. Remove everything with duties that don't appeal to you. Eliminate careers that have weak job outlooks. Get rid of any occupation if you are unable to or unwilling to fulfill the educational or other requirements, or if you lack some of the soft skills necessary to succeed in it.

05 Conduct Informational Interviews

When you have only a few occupations left on your list, start doing more in-depth research. Arrange to meet with people who work in the occupations in which you are interested. They can provide firsthand knowledge about the careers on your short list. Access your network, including LinkedIn, to find people with whom to have these informational interviews.

06 Make Your Career Choice

Finally, after doing all your research, you are probably ready to make your choice. Pick the occupation that you think will bring you the most satisfaction based on all the information you have gathered. Realize that you are allowed do-overs if you change your mind about your choice at any point in your life. Many people change their careers at least a few times.

07 Identify Your Goals

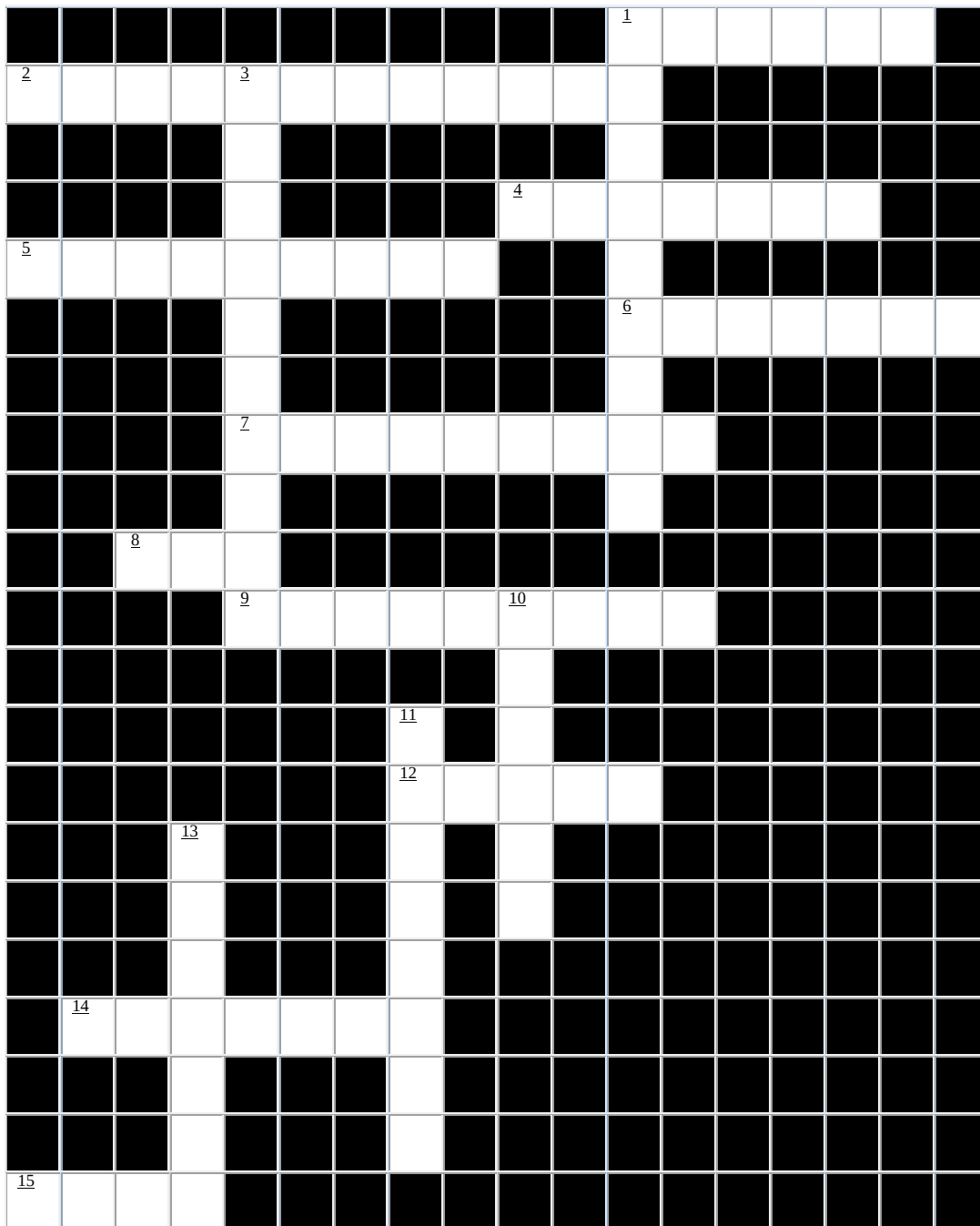
Once you make a decision, identify your long- and short-term goals. Doing this will allow you to eventually work in your chosen field. Long-term goals typically take about three to five years to reach, while you can usually fulfill a short-term goal in six months to three years.

Let the research you did about required education and training be your guide. If you don't have all the details, do some more research. Once you have all the information you need, set your goals. An example of a long-term goal would be completing your education and training. Short-term goals include applying to college, apprenticeships, or other training programs, and doing internships.

08 Write a Career Action Plan

Put together a career action plan, a written document that lays out all the steps you will have to take to reach your goals. Think of it as a roadmap that will take you from point A to B, and then to C and D. Write down all your short- and long-term goals and the steps you will have to take to reach each one. Include any anticipated barriers that could get in the way of achieving your goals and the ways you can overcome them.

HEALTH CARE

**Across:**

1. physical harm or damage
2. doctor's instructions
4. full medical examination
5. medical care given to cure an illness
6. form of medicine

- 7. medicine given with a syringe
- 8. viral infection
- 9. used for carrying patients
- 12. irritating the skin
- 14. helps women to give birth
- 15. skin disorder on the face

Down:

- 1. disease caused by bacteria or virus
- 3. can be transmitted by direct contact
- 10. serious illness
- 11. medical cream
- 13. protection for wounds

BRITAIN AND THE BRITISH

- Official name:** The United Kingdom of Great Britain and
- Area:** 244,000 sq km
- Population:** mil.
- Surrounded by:** the Atlantic Ocean, the North Sea in the east, ... in the south and the Sea in the west.
- Islands** Great Britain, Ireland, ..., the Isles of Scilly, the Isle of Man, ..., the Hebrides, ..., the Shetlands and the (Jersey, Guernsey, Alderney and others).
- High. mountain:** Ben Nevis (..... m)
- Mountains:** Southern Uplands and Northern Uplands (Highlands), Grampians (Ben Nevis), ... (Lake District), Cambrians (Snowdon - National Park), Pennines, Peak District, ..., Dartmoor, Cheviot Hills, ...
- Rivers:** Thames, ..., Clyde, Avon, ..., Humber
- Lakes:**, Loch Lomond, ..., Lake Windermere
- Biggest cities:** London, Birmingham, ..., Leeds, ..., Liverpool, Manchester, ..., Bristol, ..., Coventry, ..., Oxford, Cambridge, ..., York, Brighton, ..., Canterbury, Dover, ..., Plymouth
- Division:**
1. England (capital London, symbol:, patron: St. George)
 2.(capital Cardiff, symbol: leek or daffodil, patron.....)
 3. Scotland(capital, symbol:, patron St. Andrew)
 4. (capital Belfast, symbol: flax flower or shamrock, patron)
- Anthem:**
- Political System:** Constitutional monarchy with a system

Head of the State: Queen Elizabeth II (House of Windsor, successors: Prince Charles (The Prince of), Prince William (The Duke of Cambridge), Prince of Cambridge)

Head of the Government: (previously Gordon Brown, Tony Blair, John Major, Margaret Thatcher) seat 10 Downing Street

Parliament: House of (hereditary and life peers, bishops...)

House of Commons – 650 members – elected (Speaker)

the – summons and dissolves Parliament

Political Parties: Conservative Party, ...Party, Liberal Democrats

Member of : the Commonwealth of Nations, ..., the G7, the G8, the G20, ..., the Organisation for Economic Co-operation and Development (OECD) and the (WTO).

Official name: The of Great Britain and Northern Ireland

Area: sq km

Population: 64 mil.

Surrounded by: the Ocean, the Sea in the east, the English Channel in the south and the Irish Sea in the west.

Islands, ..., the Isle of Wight, the Isles of Scilly, the Isle of, Anglesey, the, the Orkneys, the and the Channel Islands (Jersey, ..., Alderney and others).

High. mountain: (1343 m)

Mountains: Southern and Uplands (Highlands), ... (Ben Nevis), Cumbrians (Lake District), Cambrians (Snowdon - Snowdonia National Park), ..., Peak District, Exmoor, Dartmoor, ..., Cotswold Hills

Rivers: Thames, Severn, ..., Avon, Trent, ...

Lakes: Loch Neagh, ..., Loch Ness, ...

Biggest cities: London, ..., Glasgow, ..., Sheffield, Liverpool, ..., Edinburgh, Bristol, Cardiff, ..., Cambridge, Bath, York, Brighton, Aberdeen, Canterbury, ..., Portsmouth, Plymouth

Division:

1. (capital London, symbol: rose, patron:)
2. Wales (capital Cardiff, symbol:, patron St. David)
3. (capital Edinburgh, symbol: thistle, patron St. Andrew)
4. The Northern Ireland (capital, symbol: flax flower or shamrock, patron St. Patrick)

Anthem: God save the Queen

Political System: monarchy with a parliamentary system

Head of the State: Queen (House of Windsor, successors: Prince Charles (The Prince of Wales), Prince William (The Duke of), Prince George of Cambridge)

Head of the Government: David Cameron (previously, Tony Blair, John Major, Margaret Thatcher) seat 10 Downing Street

Parliament: House of Lords (hereditary and life peers, bishops...)

House of – 650 members – elected (Speaker)

the Sovereign – summons and dissolves Parliament

Political Parties: Party, Labour Party, Liberal Democrats

Member of : the Commonwealth of Nations, the Council of Europe, the G7, the G8, the G20, NATO, the (OECD) and the World Trade Organization (WTO).

Match the places with their description

1. BUCKINGHAM PALACE
2. STRATFORD-UPON-AVON
3. STONEHENGE
4. PALACE OF HOLYROODHOUSE
5. TRAFALGAR SQUARE
6. WESTMINSTER ABBEY
7. LONDON EYE
8. THE TOWER OF LONDON
9. BIG BEN

MEALS

TEA and the British

The father of modern economics, Adam Smith, once described the British as a "nation of shopkeepers". He might just as easily have described them as a nation of tea-drinkers, since tea has long been a national favourite. The image of the tea-drinking British is not just a myth; it is a reflection of reality. Today, tea accounts for 43% of all the drink consumed in Britain, excluding plain water



Tea-time in a traditional English tea-room : tea, scones and cream, and cake.

There was a time in the 1960's and 1970's when some people believed that coffee would replace tea as Britain's favourite **beverage**.

In the event, that did not occur, and today, tea remains firmly anchored as Britain's favourite drink, accounting for over two fifths of all the drink consumed in Britain with the exception of water.

To say that the British are fond of tea is something of an **understatement**. From the Royal Family down to the humblest of the homeless and the out-of-work, tea is more than just a pleasure; it is an essential part of life! It is one of those things that distinguishes life in Britain from life anywhere else. The average Briton over the age of 10 drinks three and a half cups of tea per day, or 1,355 cups per year – mostly tea with milk in it — which puts Britain miles ahead of any other country in the international league of tea-drinking nations! Second and third in the league are the New Zealanders (889 cups) and the Australians (642 cups); in Europe, the nearest rival to Britain is Russia, where people only consume on average 325 cups of tea per year.

The popularity of tea in the United Kingdom has a long history, reflecting the nation's development since the seventeenth century. It was in 1657 that Thomas Garway, the **owner** of a coffee house, sold the first tea in London. The drink soon became popular as an alternative to coffee, and by the year 1700, there were over 500 coffee houses in the British capital selling the new drink.

In those days however, it was not something for anyone; the cost of a pound of tea in the year 1700 (up to 36 **shillings** a pound) was almost the same as it was in 1985 (average: £1.80 a pound).... but in 1700, a working man earned one shilling a week, compared to £140 in 1985!

For a century and a half, tea remained an expensive drink; many employers served a cup of it to their workers in the middle of the morning, thus inventing a **lasting** British institution, the

"tea **break**"; but as a social drink outside the workplace, tea was reserved for the nobility and for the growing middle classes. Among those who had the means, it became very popular as a drink to be enjoyed in cafés and "tea gardens".

It was the 7th Duchess of Bedford who, in around 1800, started the popular fashion of "afternoon tea", a ceremony taking place at about four o'clock. Until then, people did not usually eat or drink anything between lunch and dinner. At approximately the same time, the Earl of Sandwich popularised a new way of eating bread — in thin slices, with something (e.g. jam or cucumbers) between them, and before long, a small meal at the end of the afternoon, involving tea and sandwiches had become part of a way of life.

As tea became much cheaper during the nineteenth century, its popularity spread right through British society, and before long, it had become Britain's favourite drink — promoted by the Victorians as an economical, warming, stimulating non-alcoholic drink. In working-class households, it was served with the main meal of the day, eaten when workers returned home after a day's **labour**. This meal has become known as "high tea"

Today, tea can be drunk at any time of day. The large majority of people in Britain drink tea for breakfast: the mid-morning "tea break" is an institution in British offices and **factories** (though some people prefer coffee at this time of day); and for anyone working outdoors, a thermos of tea is almost an essential part of the day's equipment. Later in the day, "afternoon tea" is still a way of life in the south of England and among the middle classes, whereas "high tea" has remained a tradition in the north of Britain.

A CLASSIC ENGLISH "CUPPA"



To make tea. Put two teabags or teaspoonfuls of tea into a warmed pot. Add boiling water, and leave to **brew** for three or four minutes. Serve with a **dash** of milk and/or sugar. Tea without sugar is the best accompaniment with sweet snacks (biscuits, jam sandwiches, cakes).

Some **brands** of tea:

Ty-Phoo, Brooke Bond etc. "Standard" British teas are Indian varieties, which can be drunk quite strong.

Varieties of tea:

The best Indian tea is reputed to be Darjeeling tea. Assam tea is a much darker stronger tea. China teas are more delicate: the most popular are Keemun and Lapsang Souchong.

"Earl Grey" tea is a **blend** of China and Darjeeling, **flavoured** with oil of bergamot.

WORDS

beverage: drink - **in the event:** in reality - **an understatement:** the opposite of an exaggeration - **owner:** proprietor - **shilling:** 0.05 pounds (5 modern pence) - **to last:** to continue - a **break:** a pause - **labour:** work - **factory:** industrial building - **cuppa:** cup of tea - **brew:** infuse - a **dash:** small amount - a **brand:** a trade name - a **blend:** mixture - **flavour:** taste -

Tea and the British

Here is a summary of the article on tea. However, it contains 10 errors of fact. Can you find them, and correct them. After doing this, try to rewrite this résumé, changing as much of the expression as you can, without changing the meaning.

Tea is the most popular drink in Britain, accounting for almost half the liquid consumed by people in Britain; furthermore, the British are the world's biggest tea drinkers — having been so ever since Thomas Garway became the first person to sell tea in London, in the year 1567.

Three hundred years ago, however, tea was a very expensive drink. Nevertheless, the great British tradition of the "tea break" began very early on, as employees got into the habit of serving tea to their workers in the middle of the day. As a social drink, tea was initially reserved for the middle classes and the nobility, who could not afford it.

The ceremony of "afternoon tea", a snack of tea and sandwiches between lunch and dinner, was invented by the Earl of Sandwich in the early eighteenth century; then the drink became very popular with the Victorians, who preferred it to alcoholic beverages.

Today, tea is still extremely popular, since it can be drunk at mealtimes at any time of the day

FAST FOOD, GOOD OR BAD ?

An intermediate level EFL resource

In Britain, a lot of people say that teenagers do not eat good food. Television chefs have tried to encourage teenagers and young people to eat better food; but still, lots of young people in Britain prefer a daily diet of hamburgers and other fast food. Freeway magazine asked some British teenagers for their opinion about "fast food".



FREEWAY: People say that today's young people like nothing apart from "fast food"; do you think this is true? And what do you think of fast food?

GORDON: I don't have anything against it, really! It's O.K! I mean, you hear people saying it's all **junk** food, but most of the time it tastes good. Though I wouldn't want to live off it all the time!

DANNY: Yeah, if you mean hamburgers and whatever, there's nothing wrong with them. They're good food! They fill you up; and that's what food's supposed to do, isn't it? I mean there's meat, vegetables and bread and cheese; as far as I'm concerned, that's a **pretty** balanced **diet**.

GORDON: Yeah, hamburgers are all right. I mean, my mum says it's all junk, but **frankly** I can't really see what makes it any different from the **stuff** she cooks. I mean bread's bread, isn't it, and steak's steak, as far as I'm concerned.

KATHY: I tend to agree. Like, personally **I'm not all that keen on** hamburgers - they just make you fat - but if you go to a McDonald's or somewhere like that, you can get salads and things too....

JO: Well yes, 'course you can, but that's not **the point**, is it? I mean the thing about junk food is that it's all deep frozen, it's never fresh....

KATHY: What d'you mean? You can't get deep-frozen salads...

JO: Well maybe not the salads... but the rest's all deep frozen industrial stuff.

GORDON: But so's most of the food you get these days...

JO: It isn't at all! What about all the **organic** stuff, and fresh meat and things like that.

GORDON: Yes, OK... but who says its any better than deep frozen stuff?

DANNY: It certainly doesn't taste better, and it's much more **hassle**.

FREEWAY: Don't you eat fresh food at home then?

DANNY: Yeah, of course, from time to time; but most of the time my mum does stuff out of the deep freeze. It's good!

JO: what sort of stuff?

DANNY: All sorts of stuff. Pizzas, fish fingers, lasagna, things like that.

JO: You're not really suggesting that deep frozen pizza's as good as the real thing, are you?

DANNY: What d'you mean 'the real thing'? Deep frozen pizza's perfectly real, and **fine by me...** once it's been heated up, I mean!

KATHY: Anyway, who eats home-made pizza at home anyway? No-one does! D'you?

JO: No, 'cos I'm a vegetarian!

KATHY: That doesn't stop you eating pizza, does it?

JO: It depends what kind of pizza it is, doesn't it? I mean I love a good vegetarian pizza.

DANNY: D'you eat cheese then?

JO: Yes, I'm not **vegan**.

GORDON: I think you've got to be sensible about it really: like as I said, I like hamburgers, but I wouldn't want to go round eating them every day; and there's some things that are better than others, obviously. I mean, look at chicken nuggets f'r instance. People think they're eating meat, but they're 90% nugget and only 10% meat. I reckon things like that are a **rip off**; you're really being **conned**!

JO: But it's the same with all junk food, isn't it?

GORDON: What d'you know about it? You just said you were a veggie!

JO: Yeah, I am now, but I didn't use to be! If you want to know, the reason I went vegetarian is because I got sick of tasteless junk food.

DANNY: Maybe you ate the wrong stuff! Most of the things I eat are pretty tasty, to be quite honest!

JO: Yeah, I'm sure they are! But it's all done with chemicals and flavourings, isn't it? You never know what you're eating!

DANNY: So what, it's not poison, is it? You can kill yourself by eating poisonous mushrooms, can't you, and they're quite natural...

GORDON: And organic....

JO: Well look at **mad cow disease**...

GORDON: Well that was an extreme case, wasn't it? An' anyway, how many people have caught it? About twenty! Probably as many as died from eating bad fruit....

WORDS:

conned: deceived, tricked - **diet:** what you eat - **fine by me:** good, in my opinion - **frankly:** honestly - **junk:** rubbish, very poor quality - **hassle:** trouble - **I'm not all that keen on:** I don't particularly like - **mad cow disease:** a fatal illness of cows, BSE - **organic:** natural,

produced without chemicals - **pretty**: quite - **rip off**: a deception, very bad value for money - **stuff**: things - **the point**: the subject - **vegan**: someone who eats no animal products at all.

Worksheet:

► **Blank fill exercise:** Complete this part of the dialogue from memory. When correcting this exercise, take care to allow any acceptable alternatives, not just the words that are in the original text.

FREEWAY: People say that today's young people like nothing apart from "fast food"; do you think this is true? and what do you think of fast food?

GORDON: I don't have _____ against it, really! It's O.K! I mean, you hear people _____ it's all **junk** food, but most of the time it _____ good. Though I wouldn't _____ to live off it all the time!

DANNY: Yeah, if you mean hamburgers and _____, there's nothing _____ with them. They're good food! They fill you ____; and that's what food's _____ to do, isn't it? I mean there's meat, vegetables and bread and cheese; as far as I'm _____, that's a _____ balanced **diet**.

GORDON: Yeah, hamburgers are all _____. I mean, my mum says it's all junk, but frankly I can't really see what makes it any different _____ the **stuff** she cooks. I mean bread's bread, _____'t it, and steak's steak, as far as I'm _____.

SPORTS

Games that England gave the world

Football (soccer) and Rugby are two of the most successful products ever invented in England. Today these games are played worldwide. This article looks at their early days, and at how Football was first exported to Brazil



Charles Miller, the father of football in Brazil

How football first came to Brazil

At the end of the nineteenth century, an Englishman living in Brazil sent his son across the Atlantic to be educated in England. Charles Miller went to school, then to university, where he took part enthusiastically in all aspects of life. Sport was one of them; a hundred years ago, Britain already had an established sporting culture.

During his English years, Charles grew passionately **keen on** football (i.e.soccer), and when in 1894 he packed his bags to return to his family in Brazil, among the things he took with him were half a

dozen footballs.

Back in Brazil, he tried to get other people interested in the game. At first he had little success; the only people who showed any interest were other **expatriate Brits**; thus the first game of football in Brazil was played between two teams of young Englishmen, on a field from which the **goats** had first been removed.

Charles asked some journalists to come and see this new English game, but none came along. On the other hand, as the weeks went past, the spectacle of twenty-two young **Inglés** running round after a ball began attracting spectators from houses nearby; before long, young local men began kicking balls round too. "Balls" is perhaps the wrong word - the only footballs in Brazil at the time were the ones that Charles Miller had brought back with him from England. The first Brazilian amateurs had to **concoct** their own balls, using whatever they could find to make them with.



English football players in 1881

Nevertheless, even without real balls, there was plenty of enthusiasm for the new game, as "football" became the great attraction in the popular quarters of Sao Paolo, just like basketball is the great street-sport today in many world cities. By 1901, there was already a league of clubs in Sao Paolo, and the journalists who had originally laughed at the crazy English sport,

were **jumping on the bandwagon**, writing enthusiastically about the popular new game. The rest, as they say, is history.

The origins of football and rugby

But how did English football, or soccer, and its sister-game Rugby, originate? And why did it happen in England?

The origins of football go back hundreds of years, and there are several towns and villages in England where ancient forms of football are still played. The original game had few rules, and differed from place to place. Basically the teams just had to try and get a ball (or some other object) past the opponent's line. Sometimes the lines were over a mile apart, and the field was the village street.... or even a field with no limits! People could kick the ball (and their opponents), run with it, throw it - anything was allowed.



Football at an English public school in 1889

In the nineteenth century, **public schools** developed fast; and since many of them were **boarding schools**, they had to keep boys occupied all day. Sport was a popular way of doing this; at first each school had its own games, with its own rules; but slowly fixed rules became established. In many schools, carrying the ball was not allowed; the game was called "football". Some schools however preferred a version of the game where players were allowed to

carry the ball; one of these schools was in the small town of Rugby.

In 1863, a group of enthusiasts, who had played ball games at different schools, met in London to fix rules for the game. They formed the Football Association. Eighteen years later, as the game was getting more and more popular, they organised the first F.A.Cup competition.

Following the example of schools and colleges, the owners of **factories** (many of whom had been educated at public schools) began encouraging employees to form teams, and football soon became very popular in the industrial north of England. By 1888, the game had become popular enough to support professional clubs, with 12 original clubs forming the Football League.

Since then, the popularity of both football and rugby has continued to **spread** across the world; and though rugby has not been adopted in all countries, there is probably no country in the world where football is now unknown.

Complete the information

Imagine that you are Charles Miller, talking to Freeway about the origins of football in Brazil, and complete the following sentences in the first person.

1. My father, who
- 2 When I was at school
3. I was the person who
4. At first, Brazilians
5. Before we played the first
6. Although I invited
7. In 1895, the only footballs
8. Now I am remembered as

ON THE MOVE

If you're planning a holiday, learn this essential vocabulary for types of holiday and holiday preparation.!

Planning a holiday

Many people take their main holiday in summer, and although some people choose a **last-minute break**, others plan their holiday months in advance.

The beginning of the year is a good time for people to start looking at holiday **brochures**. **Tour operators** (companies that organise holidays) as well as **travel agents** (the people that sell holidays) give lots of information about holiday **destinations** and types of holiday.

Types of holiday

As well as the traditional two-week **beach holiday**, you can choose from a range of holidays: a **cruise** (holiday on a ship), an **activity holiday** (a holiday that involves walking, cycling, climbing or other sports), a **city break** (a weekend or a few days in a different city) and so on. A lot of people choose a **package holiday**, where flights and accommodation are included in the price. But many people prefer an independent holiday, where they make their own **travel arrangements**.

If you can't travel abroad, you can also choose a **staycation** – a mix of "vacation" (holiday) and "staying at home". This is where you still take a week or two for a break, but do fun activities in your own city, region or country.

If you travel independently, you will need to **book** your flights or train tickets. Unless you have an **onward destination**, you will probably book a **return journey**. Then you will need to **make a reservation** at a hotel, or another place to stay, such as a campsite (if you are camping in a tent), or a caravan site (if you are staying in a caravan), or a **B&B** (a bed and breakfast).

Holiday preparations

For all types of foreign holidays, it is essential that you check you have all your **travel documents**. Make sure your **passport** hasn't expired, and that you have a **visa** if necessary. If you are travelling to some countries, you also need to make sure that all your **vaccinations** (protection against illness) are up to date. For some countries you might need a vaccination against hepatitis, or yellow fever, for example.

As your **departure date** gets nearer, you can start to plan the details of your journey. Perhaps it will be a good idea to buy a **guide book**, or a **phrase book**, if you don't speak much of the local language. Some people like to read up on (= get lots of background information) where they are going, and find out about the **places of interest** and "must-see" **sights**. It's also fun to make a **packing list**, so you don't forget any vital clothes or toiletries.

It's also a good idea to buy **local currency** in advance, if your flight gets in (= arrives) in the middle of the night, when no banks are open. Most airlines also advise you to take out (=get) **travel insurance** just in case your flight is delayed or cancelled, or if you get ill and need to be repatriated (sent back to your country).

Don't forget to make arrangements for your pets and your house while you're away. Put your dog into kennels (a dog hotel), and leave a key with your neighbour just in case! Hopefully your neighbour will **keep an eye on** your house while you're on holiday! Finally, get to the airport with plenty of time to spare. Nowadays it can take much longer to get through security and onto the plane. Have a nice trip and send your neighbour a **postcard**.

EXAMINATION QUESTIONS

Term 1

1. Speak up for the saying “Every man to his trade”.
2. Speak up for the quotation “Choose a job you love, and you will never have to work a day in your life”.
3. What’s your opinion about the problems of Attention Deficit Hyperactivity Disorder?
4. Share your tricks how to get a job.
5. Speak out on secrets of success.
6. Speak up for the quotation “Drugs are not always necessary. Belief in recovery always is”.
7. Speak about the Do’s and Don’ts of British Life.
8. Speak out on cold and flu tactics.
9. What’s your opinion on Eastern Medicine?
10. Speak about Britain and the British.

Term 2

Speak out on:

1. Your favourite restaurant and dishes
2. British national form of Fast Food
3. The link between food and violence
4. Tea and the British
5. Fast food, good or bad?
6. Games that England gave the world
7. The origins of football and rugby
8. Advantages and disadvantages of extreme sports
9. The reasons why people do extreme sports
10. Sports center services
11. Pros and cons of Ukrainian sports centers
12. Holidays from A to Z
13. Holiday planning
14. Your perfect holiday
15. Advantages and disadvantages of different ways of travelling