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ENGLISH

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Метою навчального посібника, що є складовою навчально-методичного комплексу “English through Barriers”, є формування іншомовної комунікативної компетентності студентів (галузь підготовки 0101 Педагогічна освіта, напрям – 6.010102 Початкова освіта) на рівні володіння мовою B2, який є стандартом для освітньо-кваліфікаційного рівня «бакалавр».

У посібнику подано навчальний матеріал до 40 практичних занять, зокрема, фонетичні вправи, опорний навчальний текст з низкою вправ до нього, вправи для закріплення лексичного та граматичного матеріалу, завдання для письма та говоріння.

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ОПІСНОВА ПРОГРАМА КУРСУ

ПЕРЕДМОВА

Входження вищої школи України в європейський освітній та науковий простір вимагає вирішення багатьох проблем як на державному рівні, так і в кожному окремому вищому навчальному закладі. Однією з таких є запровадження в навчальному процесі системи академічних кредитів, що аналогічна ECTS (європейська кредитно-трансферна система), як засобу підвищення якості підготовки студентів загалом та іншомовної підготовки зокрема.

Враховуючи рекомендації програми АМПС (англійська мова професійного спілкування) щодо рівнів володіння англійською мовою, при розробці навчального посібника з англійської мови “English. Learning through Barriers” за кредитно-трансферною системою для студентів галузі підготовки 0101 Педагогічна освіта, напряму – 6.010102 Початкова освіта, автори орієнтувались на рівень B2 (Незалежний користувач), що є базовим рівнем володіння мовою для бакалавра. Тематика, запропонована авторами до вивчення, пов’язана з такими сферами спілкування: “Personal Identification”, “Occupations. Job Hunting”, “Appearance and Human Character”, “Accommodations”, “Shopping”, “Food”, “Travelling”, “Cities”, “Seasons and Weather”, “Customs and Traditions”. Зміст навчання в початковій школі сконцентрований навколо означених сфер, таким чином, тематика навчального посібника є професійно зорієнтованою.

Структура і зміст навчального посібника відповідають вимогам до організації повноцінної аудиторної та самостійної роботи студентів в умовах кредитно-трансферної системи навчання у вищих навчальних закладах. «English. Learning through Barriers», до якого додається CD диск з аудіо підтримкою, складається з двох частин (матеріал для аудиторної та самостійної роботи), орієнтованої програми з дисципліни та додатків, що містять граматичний довідник, приклади оформлення листів, алгоритми реферування прочитаного, матеріалів фахового спрямування.

Для аудиторної роботи студентів передбачено п’ять залікових кредитів, що включають 10 змістових модулів, перед кожним з них авторами подано відповідний тезаурус. Навчальний матеріал кожного заняття підібраний за англійською версією модульного навчання, згідно з якою зміст кожного модуля сконцентровано навколо центральної ідеї, похідні якої і відтворено в змісті практичних занять. Так, змістовий модуль “Accommodations” передбачає таку тематику чотирьох практичних занять: “Houses around the World”, “Buying a House”, “The American Home”, “We Are Building a House of Our Own”.

Матеріал кожного заняття охоплює всі види мовленнєвої діяльності: читання, письмо, аудіювання, говоріння, відповідно, воно містить фонетичні вправи, опорний навчальний текст з низкою вправ до нього, вправи для закріплення лексичного та граматичного матеріалу, завдання для письма. Усі завдання спрямовані не тільки на репродуктивну роботу, але й на розвиток ситуативного мовлення, навичок вживання граматичних явищ у розмовному мовленні та аналітичного читання. Вправи кожного змістового модуля мають

науково-популярний характер, містять цікавий та актуальний матеріал, що сприяє поглибленню навичок володіння іноземною мовою за професійним спрямуванням, розширює фаховий світогляд майбутніх учителів початкових класів.

Кожний змістовий модуль являє собою, з одного боку, тематично закінчену навчальну одиницю, а з іншого, – він інтегровано пов'язаний з тематикою решти модулів. Такий підхід має перевагу в проектуванні освітнього змісту педагогічного процесу, оскільки дозволяє вирізнити і структурувати смислові опори в процесі пізнавальної діяльності студентів. Після завершення кожного залікового модуля авторами пропонується “Progress Test”, що дозволяє виявити рівень оволодіння навчальним матеріалом.

В основу запропонованого навчального посібника авторами покладено вихідні положення концепції бар'єрної педагогіки (А. Гормін, І. Глазкова), зокрема, вчення про розвивальний потенціал бар'єру, що забезпечує теоретико-практичну цілісність його вивчення як феномену навчального процесу. Вирішення будь-якого навчального завдання – це подолання певних бар'єрів. Долаючи їх, особистість переходить на новий рівень розвитку, мобілізуючи власні сили й ресурси. Тому автори вважають доцільним використовувати бар'єр як педагогічний засіб активізації мовленнєвої діяльності студентів.

У навчальному посібнику автори спиралися на науковий підхід Д. Ельконіна, який виділяє такі структурні компоненти навчальної діяльності, і власне мовленнєвої: мотив, навчальне завдання, навчальна дія, навчальна операція, контроль та оцінка, та пов'язали їх з тими бар'єрами, що можуть виникати під час втілення кожного з компонентів, а саме: мотиваційні, пізнавальні, емоційні, власне мовленнєві та бар'єри контролю й оцінки. Саме на стадії навчальних дій і операцій, що є третім і четвертим компонентами навчальної діяльності доречно говорити про власне мовленнєві бар'єри (бар'єри слухання, говоріння, читання та письма). Грунтуючись на цьому положенні, матеріал кожного практичного заняття включає навчальні завдання для студентів, що сприяють легшому подоланню згаданих бар'єрів. Найбільше уваги автори праці приділили формуванню комунікативної іншомовної компетентності студентів урізноманітвивши завдання для говоріння. Оскільки навчання говоріння ставить за мету переважно розвиток умінь непідготовленого спілкування, а не відтворення завчених текстів, з цією метою пропонуються мовленнєві вправи проблемного характеру, пов'язані з необхідністю опису, порівняння, протиставлення, аналізу, оцінки та формулювання висновків, відстоювання власної точки зору, аргументування тощо, що створюють у студентів бар'єри говоріння, подолання яких і забезпечить формування відповідних навичок монологічного та діалогічного висловлювання.

Матеріал навчального посібника розподілений таким чином: к.пед.наук, доцент Глазкова І.Я. – Unit 2-4, 9,10; ст.викладач Школа І.В. – Unit 1, 5-8.

Автори

Unit 1. PERSONAL IDENTIFICATION

Topical Vocabulary

<p>to feel comfortable with – бути спокійним</p> <p>to stand up for – відстоювати щось</p> <p>to be close with family – бути близьким з сім'єю</p> <p>mother(mum) – мати</p> <p>father(dad) – батько</p> <p>grandmother – бабуся</p> <p>grandfather – дід</p> <p>great grandmother – прабабуся</p> <p>grandparents – бабуся й дід</p> <p>sister – сестра</p> <p>brother – брат</p> <p>cousin – двоюрідний брат/сестра</p> <p>aunt – тітка</p> <p>uncle – дядько</p> <p>household – 1) сім'я; 2) домашнє господарство; 3) домашній, сімейний background – 1) тло; 2) досвід</p> <p>in-law – рідня чоловіка/жінки</p> <p>extended family – велика сім'я</p> <p>cosy – затишний</p> <p>caring – турбота</p> <p>to share – 1) ділити 2) володіти разом 3) мати частину</p> <p>to respect – поважати</p> <p>security – безпека</p> <p>comfort – 1) розрада; 2) комфорт; 4) зручності</p> <p>privacy – 1) усамітнення, самотність; 2) таємниця, секретність</p> <p>trust – довіра</p>	<p>lack of – нестача чогось</p> <p>to treat – 1) звертатися, обходитися 2) розглядати, тлумачити 3) домовлятися 4) задоволення 5) частування</p> <p>rag – сварити</p> <p>to act like – вести себе як..</p> <p>fair share – справедливий розподіл (обов'язків)</p> <p>foster parents – нерідні батьки</p> <p>to run the house – вести господарство</p> <p>to feel a bit jealous – відчувати заздрість</p> <p>wife – дружина</p> <p>husband – чоловік</p> <p>individuality – індивідуальність</p> <p>relatives – родичі</p> <p>discipline – дисципліна</p> <p>happy (happiness) – щасливий (щастя)</p> <p>mutual – взаємний, спільний</p> <p>full name – повне ім'я</p> <p>generation – покоління</p> <p>generation gap – непорозуміння між представниками кількох поколінь</p> <p>misunderstanding – нерозуміння</p> <p>to fight, to quarrel – сперечатися</p> <p>to take care of – піклуватися про когось</p> <p>to let smb. down – ображати, засмутити, розчарувати</p> <p>to get along with – жити дружно</p> <p>to spoil the child – балувати дитину</p>
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Lesson 1. WHY I WANT TO BE A PRIMARY SCHOOL TEACHER

1. Phonetic exercises. Practice the following phonetic drills.

[f]

Fine fellows met at five on the first Friday of February.

His friend offered him the finger reward.

Give me a photo and a book on geography.

As fit as a fiddle.

Five fat friendly frogs.

2. Listening.

2.1. Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying	'm going to work	live	started	'm studying
come	can speak	went		

My name's Maurizio Celi. I(1) _____ from Bologna, a city in the north of Italy.

I'm a student at the University of Bologna.

I (2) _____ modern languages – English and Russian. I also know a little Spanish, so I (3) _____ four languages.

I (4) _____ the course a lot, but it's really hard work.

The course (5) _____ three years ago. I (6) _____ at home with my parents and my sister. My brother (7) _____ to work in the United States last year. After I graduate, I (8) _____ as a translator.

I hope so, anyway.

3. Reading.

3.1. Read and translate the following text.

Why I Want to be a Primary School Teacher

Many people do not understand why I want to be a primary school teacher. They say that the work is very hard, and the job doesn't pay well. My mother thinks it's very funny that I want to work in a school, because as a child, I hated going to school every day. But I think being a teacher is a great career.

First of all, I really like children. I babysit my niece very often, and I always have a lot of fun playing games with her, teaching her songs, and reading stories to her. In my classroom, I will be able to work with lots of children. Sometimes they can be frustrating when they misbehave, but watching them learn and grow can also be really inspiring.

In addition, I think that teaching is very interesting work. I don't want to work in an office, where I sit behind a computer all day. Teachers spend a lot of time communicating with students and other teachers. Also, every day is a little bit different from the previous day. There are always new lessons to teach and new ideas to share. A teacher's day is often busy, but it's not boring!

Finally, being a primary school teacher is a very rewarding job. Although it can be challenging to plan lessons and manage a classroom, I like knowing that I will have a positive influence on children. Primary school teachers help children learn about more than just math and reading; teachers also encourage students to learn how to work together with other people, how to share ideas, and how to have a positive impact on the world. Children are our future, and I think it's an honor and a great responsibility to teach them.

I know that as a teacher, I will never become wealthy. However, I know that being a primary school teacher will make my life rich in other ways.

3.2. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. The author thinks that being a primary school teacher is a terrible idea.
2. The author enjoys spending time with children.
3. Watching children learn and grow can be really inspiring.
4. The author wants to work in an office behind a computer all day.
5. Teachers spend very little time communicating with people.
6. Teaching is not a very rewarding job.
7. Teachers only help children learn about subjects like math and reading.
8. Teachers encourage students to have a positive impact on the world.
9. The author thinks that it's an honor and responsibility to teach primary school.
10. Teachers usually become very wealthy.

3.3. Finish the sentences.

1. Many people think that teaching is...
2. In my classroom, I will be able to...
3. Children can be frustrating when...
4. Teachers spend a lot of time...
5. A teacher's day...
6. It can be challenging for a teacher to...
7. Teachers encourage...
8. Being a primary school teacher...

4. Vocabulary exercises.

4.1. Choose and fill in the appropriate words from key vocabulary.

1. My mother has three sisters, so I have three ...
2. I have many uncles and aunts, so I have many...
3. There are only three rooms in our apartment, so I have to a room with my brother.
4. Sometimes I with my brother about computer time.
5. My father's father is my He's got married nearly 50 years ago. His is my
6. My sister Charlotte is married, too. Peter is her....
7. Charlotte and Peter have a little girl, Elizabeth. She is my....
8. Grandparents, parents, children, uncles, aunts: people live together with a large number of relatives, big families, so-called
9. I get along well with my brother. We never
10. My.....(mother and father) are my best friends.

4.2. Choose the best alternative to fill in the gaps in each of the following sentences.

1. We need a family for _____ and protection.

a) comfort b) extended c) annoying

2. _____ is important in extended family.

a) happiness b) privacy c) discussions

3. _____ respect can substitute for love in a family.

a) interdependent b) mutual c) general

4. He is always going on his working class _____.

a) past b) roots c) background

5. The children are being well _____ for.

a) look b) cared c) take care

6. I _____ your worries about this.

a) share b) trust c) believe

7. Living with my _____, is just like living with my own parents.

a) relatives b) friends c) in-laws

8. One of the most important problem in families is a problem of generation _.

a) gap b) clap c) problem

9) My _____ parents are really kind people.

a) foster b) adoptive c) receiving

10. Caring and sharing are the main _____ in my family.

a) custom b) tradition c) values

5. Speaking.

5.1. Introduce yourself (name, surname, place of living, interests, plans for the future...).

5.2. Tell your partner about the reasons of your future career choice.

5.3. Complete the dialogue and ask your partner about your future career.

6. Writing.

6.1. Write a letter to your mom about your first days at university.

7. Grammar.

7.1. Insert the articles *a*, *an* or *the* where necessary.

1. Give me ... pen.

2. Put ... pencil on ... table.

3. ... boy opened ... door and came into ... room.

4. There is ... bag under ... table.

5. Tom is ... driver.

6. What is Bill? – He is ... engineer.

7. ... puppy likes to run and jump.

8. I have bought ... interesting book.

9. I have got a lot of ... friends. Most of them are ... pupils.

10. I do not respect this boy. He is ... liar.

11. Would you like ... pear?

12. Could you shut ... window?
13. Could you tell me where is ... bus station?
14. There is ... small shop at ... end of ... street.
15. Can you recommend me ... good restaurant?

7.2. Insert the proper articles where necessary.

1. Where is ... pen? – ... pen is in ... pencil-box.
2. Open ... window. ... weather is fine. It is stuffy in ... room.
3. Where are ... flowers? – ... flowers are in ... vase.
4. We have ... large room. There is ... arm-chair in ... room and ... little wall-lamp over ... arm-chair. I like to sit in ... arm-chair and read ... books or ... magazines.
5. Where is ... book? – ... book is in ... bookcase.
6. We have ... big sheepdog. ... sheepdog is very clever.
7. This boy is ten years old. He is ... pupil.
8. This question is very difficult. I don't know ... answer to it.
9. There is ... very big round ball in ... middle of ... room.
10. My sister is at ... work.

7.3. Use *the* or the zero article.

1. A lot of people are giving up ... meat.
2. ... meat we had for dinner yesterday was very tasty.
3. I did not read much about ... life of ... Lomonosov.
4. ... running in ... morning will do you good.
5. ... book you bought yesterday was not very interesting.
6. If you learn ... English for a long time you will speak this foreign language well.
7. Which is your favourite colour? – It is ... blue.
8. Please look at these blouses. It seems to me ... blue one will suit you more. ... blue is more your colour.

Lesson 2. MY FAMILY

1. Phonetic exercises. Practice the following phonetic drills.

[v]

If you ever ever ever meet a grizzly bear,
 You should never never never ask him where He is going.
 For if you ever ever dare to stop a grizzly bear,
 You will never meet another grizzly bear.

2. Reading.

2.1. Read and translate the following text.

Personal Identification

In my opinion family is one of the most important things in one's life. Almost all our life we live within a family. There are five of us in the family: My father –

Illya Mykolajovych, my mother Vira Pavlivna, my elder brother Michael and the youngest child in our family my ten-year old sister Olga. I think it would be right if I begin with my parents. They have been married for 20 years now. They met each other at the institute where they studied together both of them were in their first year then. However it was not until their last year at the institute when they got married. My father is a chief sales-manager in a firm which sells various computer equipment. Many years ago after he had graduated from the institute he became an electronic engineer in one of the Kyiv institutes. His firm has several branches in some other big towns in Ukraine, Germany and Russia such as Drezden, Lviv, Donetsk, St. Petersburg, Novosibirsk and others. So he has to travel a lot. My father is an only wagger in our family but as he is very good at his job his firm pays him a good salary.

However his Saturdays and Sundays are wholly devoted to his family. In youth he went in for sport so we often play either football or volleyball which are his favourite games. My mother is a housewife. A year after she graduated from the institute my elder brother was born and she had to stay at home. Later it was decided that she would run the house and look after the family. My mother is a nice looking woman. She is of medium height. Her hair is dark and she usually wears a bun. So most of her time is devoted to housework. Except for the time when soaps are shown on TV. She adores them though my father thinks they are silly. He like most men prefers detective stories and action films. My elder brother is now in his third year at the Kyiv State University. He studies at the Geographical faculty.

He was keen on Geography when at school and wanted to travel to places yet unknown. I personally think that it was the spirit of adventures that made him go to the Geographical faculty. The youngest member of our family is ten-year old Olga. She goes to the college in the neighboring town and spends there five days a week. So we see her only on Saturday and Sunday and during her holidays. In spite of her age she enjoys living in a college and always looks forward to going there after holidays. She has got lots of friends there. Our family is very united and we like to spend our free time together.

2.1. Tell whether the statement is true or false. If it's false, correct the sentence to make it true.

1. Almost all our life we live without a family.
2. She has three brothers.
3. Her parents met each other at the institute where they studied together.
4. Her father is a chief sales-manager in a firm which sells various computer equipment.
5. Her dad doesn't travel a lot.
6. Her mother is a housewife.
7. Her mom's hair is dark and she usually wears a bun.
8. The youngest member of her family is ten-year old Oleg.
9. Her youngest sister lives in a college and always looks forward to going there after holidays.
10. Her elder brother is now in his third year at the Kyiv State University.

2.2. Answer the questions.

1. What is your first name? What is your surname?
2. How old are you?
3. When is your birthday?
4. Is your family large? How many are you in the family?
5. Have you got any brothers or sisters?
6. What are your parents? Where do they work?
7. How long have your parents been married?
8. Do they have much in common?
9. Do you spend a lot of time with your family?
10. What sort of things do you do together?
11. Do you go out with your parents?
12. Who runs the house in your family?
13. What are your household duties?
14. What is your father's hobby?
15. Can you describe your mother?

3. Listening.

3.1. Listen to the speakers and complete the text using the verbs from the box.

<p>can make 's studying lives teaches wants loves doesn't have</p>	<p>1. Enrique (1) _____ in Puebla, a town in Mexico, He's a student. He (2) _____ medicine because he (3) _____ to be a doctor. He's married, but he (4) _____ any children. His wife, Silvia, (5) _____ in a primary School. Enrique (6) _____ cooking. He (7) _____ an excellent enchilada!</p>
<p>has 're listening like 'm sitting come 'm going to study live doesn't work</p>	<p>2. Hi! My name's Rumi and I (1) _____ from Osaka Japan. I (2) _____ with my parents. My father (3) _____ a business, but my mother (4) _____ Next year I (5) _____ economics at university. I (6) _____ going out with my friends, in the picture I (7) _____ in a bar with Noriko and Toshi. We (8) _____ to music.</p>
<p>'re playing didn't like 're going was born live have emigrated went</p>	<p>Bruce is Australian. He (1) _____ in England, but he (2) _____ to Australia when he was six. He (3) _____ back to England once, but he (4) _____ it because it was so old after Australia! He and his brother (5) _____ with their parents in Melbourne. They (6) _____ a big house not far from the beach. He and his friends are on the beach now. They (7) _____ volleyball. Tonight he's going out with his girlfriend. They (8) _____ to the</p>

4. Speaking.

4.1. Imagine that you are making a report about a background of your family. Introduce the members of your family.

4.2. Give a 2 minutes talk about you family.

Remember to:

describe the members of your family;

say about the relations between the members of your family;

explain why you think it is important to have family traditions and customs.

5. Vocabulary exercises.

5.1. What do we call these people? (Use Topical Vocabulary).

1) your mother's father; 2) your father's sister; 3) your father's brother's son; 4) your sister's daughter; 5) your mother's second husband (who is not your father); 6) your father's grandmother; 7) your son's wife; 8) your daughter's husband; 9) your daughter's daughter; 10) your sister's husband; 11) half-brother/half-sister.

5.2. Put each of the following words in its correct place in the passage below.

Widow, stepchildren, fiancé, brother, widower, name, younger, close, spinster, get married, cousins, bachelor, stepmother, distant.

My ... is Tom Smiles. I'm the eldest of all the children. My second ... is Jack. The youngest is Michael. My ... sister is two years younger than me. Some time ago she got engaged. Her ... is Mr. Brown. They are going to ... next month.

I have many relatives. My grandparents are dead. But I have a number of ... and relatives: two uncles, four aunts and about a dozen cousins. One of my ... has lost her husband. She is a... . An uncle of mine has been a ... for many years, but he married recently. His wife is very kind to his ... and treats them as a real mother would do. They love and respect their... .

My second aunt has remained unmarried and therefore she is what the English call a ... or a single lady. An uncle of mine has also remained single. He is an old

5.3. Find Ukrainian equivalents to the following words and word combinations.

To care for, to feel comfortable with, to stand up for, privacy, extended family, to share, background, aunt, to respect, brother, household, grandmother, trust, to share smth., to be close with family, father in-law.

6. Writing.

6.1. Write a paragraph about yourself. Say where you come from, where you live, and give a little bit of information about your family and friends as well

as your hobbies and interests. Finally, say where, when and how long you have been learning English. Also say in what ways you would like to improve your English.

7. Grammar.

7.1. Insert the proper articles where necessary.

1. There is ... big dark red blind in my... room.
2. My... brother is ... sailor.
3. Where are ... children? – All ... children are playing ... volley-ball.
4. Give me ... book, please.
5. Look into ... ice-box. What can you see on ... shelves? – There is some ... butter in ... butter – dish.
6. There are some ... boys in the sports-ground, but I cannot see any... girls.
7. His ... aunt is ... teacher. She works at ... school.
8. There is ... nice lamp in ... living-room.
9. ... lamp is on ... writing-table at ... window.
10. My... daughter is ... pupil. She goes to ... school in ... morning. She has four or five ... lessons every ... day. She comes ... home at two o'clock in ... afternoon. At ... home she does her ... homework ...

7.2. Insert the proper article where necessary.

1. Give me ... peach, which is opposite you. Here you are.
2. He is one of ... best chess players in our city.
3. ... Venus is very far from ... Earth.
4. Who is ... boy standing near the door?
5. She is always ... first to do all the tests.
6. They will come in ... afternoon and we shall solve all the problems.
7. I hope we shall stay at ... Blackwells in August.
8. Daddy always reads'... Financial Times' at weekends.
9. ... Japanese have ancient traditions, which are very interesting.

7.3. Insert the proper articles. Pay attention to the use of the articles with the nouns *school*, *bed*.

- A. 1. Felicia certainly wants to leave ... school.
 2. They had met through ... Labour party activities when Peter had been teaching in ... school on ... south side of London.
 3. There will be no ... school tomorrow.
 4. Smith was ... former headmaster now retired but still living in his large house near ... school.
 5. Towards ... top of ... hill ... school was shut in by... high wall.
 6. Miss Carter might have gone into ... school to call on Emily.
 7. Donald's success was obviously pleasing to ... school.
- B. 1. Then we found out that he could not stay in ... bed.
 2. He went to ... bed and slept excellently.
 3. He got into ... bed but could not sleep.
 4. He found Dora lying on ... bed in their bedroom reading ... novel.

5. I'll bring you some coffee and ... egg in ... bed.
6. Did you make ... bed on ... Saturday morning?
7. He jumped out of ... bed and put on ... dressing-gown while I told him of Pilbrow.

Lesson 3. FAMILY RELATIONSHIPS

1. Phonetic exercises. Practice the following phonetic drills.

[w]

Whether the weather be fine
 Whether the weather be not
 Whether the weather be cold
 Whether the weather be hot.

* * *

Why do you cry, Willy?
 Why do you cry?
 Why, Willy? Why, Willy?
 Why, Willy? Why?

* * *

Twelve twins twirled twelve twigs.

If two witches would watch two watches, which witch would watch which watch?

2. Listening.

2.1. Listen to two people talking about their families. Complete the chart.

	Louisa	Rose
How many brothers and sisters has she got?		
Was she happy as a child? Why/ Why not?		
Is she happy now? Why/ Why not?		
What do you learn about other members of her family?		

3. Reading.

3.1. Read and translate the following text.

Family Relationships

How could you describe the word "family"? First of all "family" means a close unit of parents and their children living together. But we shouldn't forget that it is a most complex system of relationships. Family relationships are rarely as easy as we would like, and very often we have to work hard at keeping them peaceful.

When do people usually start a family? This question doesn't have a definite answer. In the 18th, 19th and at the beginning of the 20th century people used to get married at the age of 18 or even 16. If a girl about 23 or more wasn't married, she was said to be an old maid or a spinster. That might have turned out a real tragedy for her family which usually brought up more than three children, because in some cases a successful marriage was the only chance to provide a good life for the daughter and to help her family. Despite the fact that the girl was so young, she was already able to keep the house, take care of her husband and raise children. To feel the time, its culture and customs I advise you to read a wonderful novel or see a breathtaking film "Pride and Prejudice". Though the story takes place at the turn of the 19th century, it retains fascination for modern readers, revealing some problems which may be urgent in the 21st century.

But life's changing as well as people's style of life. Nowadays we have got much more freedom in questions concerning family. It is natural to get married at the age of 20 up to 30; however, some people prefer to make a career first and only after that start a family when they are already in their forties. Moreover, there are many cases when people prefer to live together without being married. There are some reasons for this phenomenon. Firstly, it is difficult to juggle a family life with studies at school or university. But without good education it is practically impossible to find a suitable well-paid steady job. It's a must to get a higher education, but by this moment you are already 22 – 24 years old. After that you seek for a well-paid job to live independently, which takes about 3 – 5 years. Now you see why people in the 21st century do not hurry to get married.

There is also another difference between old and modern families. Nowadays it is very unusual to find three generations living under one roof as they used to do in the past. Relatives, as a rule, live separately and don't often meet one another. This fact sharply hurts an older generation. Our parents and grandparents usually suffer from lack of attention and respect from their children and grandchildren, although they try not to show it. They really don't need much, just a telephone call or a visit once a week will make them happy.

There are two basic types of families. A nuclear family – a typical family consisting of parents and children. A single-parent family consists of one parent and children. Nowadays there are very few people who have never divorced. Today the highest divorce rate in the world has the Maldives Republic. The United States of America take the third place. What are the reasons of great numbers of divorce? Let us name some of the most common and serious ones.

- ***Occurrence of adultery once or throughout the marriage.*** The unfaithful attitude towards a spouse destroys the relationship and leads to a final separation.

- ***Communication breakdown.*** After some time of living under one roof spouses find out that they are absolutely incompatible. Constant clashes, brawls and squabbles cause serious problems. The differences grow as a snowball and can't be already settled by kisses or hugs.

- ***Physical, psychological or emotional abuses.*** When a person taunts, humiliates, hits the children or his spouse, it can't but end with a divorce.

- ***Financial problems.*** It sounds lamentably, but sometimes love alone can't guarantee well-being, whereas money can solve many of your problems. So when a

couple lacks it, their relations become more and more complicated, their priorities change and the relationships end.

• **Boredom.** A lot of couples get bored of each other after 7 or more years of marriage. Boredom may become the reason of constant quarrels and adultery which inevitably leads to a divorce.

However, it goes without saying, in most cases married couples succeed in solving all the problems and keep living in peace and happiness.

3.2. Answer the questions.

1. What are the reasons of great numbers of divorce?
2. How could you describe the word "family"?
3. When do people usually start a family?
4. When did people start a family in the 19th century?
5. What did girls lean to do in the 19th century?
6. Why do modern people prefer to live together without being married?
7. What are the differences between old and modern families?
8. What types of family do you know?

3.3. Make up the plan of the text. Retell the text according to the plan using such phrases.

This text is about ... (the text deals with the problem of ...).

At the beginning of the text it goes about

In the next paragraph we read about

Further on it is pointed out

I'd like to say that

4. Vocabulary exercises.

4.1. Find the logical ending for each of the sentence beginnings on the left and construct Rebecca's life.

1. Rebecca was born	a) was a boy at her secondary school.
2. She grew up	b) in her early thirties.
3. Her first boyfriend	c) on a farm with lots of animals.
4. She went out with him	d) when she was in her late twenties.
5. She went to university	e) in a small local hospital in 1972.
6. She fell in love	f) for six months.
7. They got married	g) just after the baby was born.
8. She had a baby	h) with another student doing medicine.
9. Her father retired	i) when she left school.

How many of the sentence beginnings on the left can you complete about your own life? Complete the ones *you* can.

4.2. Find Ukrainian equivalents to the following words and word combinations.

Lack of, to feel comfortable with, discipline, privacy, generation gap, extended family, to share, foster parents, aunt, to respect, fair share, household,

trust, to feel a bit jealous, to share smth., to be close with family, father in-law.

4.3. Complete the sentences with words and word combinations from ex. 4.2.

5. Speaking.

5.1. Do the tasks.

Different families have different problems. What is special about your family?

Speak about advantages and disadvantages of extended families.

Create your idea of what people have to do to overcome problems in families.

5.2. Talk over the following questions with your group-mates.

1. Where are you from?
2. Where are your parents from?
3. Where have you spent most of your life?
4. Are you in close contact with your immediate family? (parents, brother, sisters, children?)
5. Is your family the most important thing in your life?
6. How important to you is your “extended family”? (uncles, aunts, cousins)
7. How many of your relations live close to you, not far from you?
8. Is your family very scattered, or do they mostly live close together?
9. How many of your relations do you know personally?
10. Have you seen more or less of your family in recent years?
11. Do you think big families or small families are better?
12. Do you think it's a good thing for parents to live with their children?
13. Do you know a lot of your neighbours?
14. Do you recognize all the people who live within a hundred yards of home?
15. Would you rather live in: an isolated house; a village; a small country; a medium-sized town; a big city?
16. Who do you get on best with?
 - people you are related to
 - people you went to school / college with
 - people you study at the University with
 - other people (who?)

6. Writing.

6.1. Write a brief essay to the local newspaper about an average Ukrainian family (where it lives, how many children, where he works, does he like his job, about her and children).

7. Grammar.

7.1. Insert the proper article where necessary.

1. They had ... very substantial dinner.

2. When are we to meet for ... lunch?
3. After ... light breakfast we felt rather hungry.
4. He likes to cook and often cooks ... dinner himself.
5. Was ... breakfast ready when you came?
6. ... last summer he spent in ... mountains.
7. It was ... last leaf falling down.
8. What is ... highest mountain in the world?
9. ... picture I bought at this exhibition is in the drawing room.
10. Everybody knows that ... Moon goes round ... Sun.

7.2. Insert articles. Pay attention to the use of the articles with proper nouns.

1. In ... heart of ... England about 112 miles north-west of ... London, is ... Birmingham, ... city with over ... million of ... inhabitants.
2. ... country town of ... Yorkshire, is ... beautiful old city on ... river Ouse.
3. I had come back from ... Paris in ... morning.
4. She herself was returning from ... south of ... France.
5. He loved the past, ... old music and ... dances and ... customs of ... old England.
6. Over ... door there hung ... long photograph of ... city with ... waterways, which ... Agnes who had never been to ... Venice, took to be ... Venice, but which ... people who had been to ... Stockholm knew to be ... Stockholm.
7. His scheme was to reach ... sea and then get ... fisherman to take them across ... channel.
8. You have lately returned from ... East, I understand?
9. "I got back from ... North Africa nine months ago", he began and then stopped.
10. Do you remember ... panorama of ... Sahara desert?
11. In ... Great Britain at ... present there are three great political parties –... Conservative, ... Labour and ... Liberal.
12. ... Alps are ... mountains in ... Switzerland, ... Italy, ... France and ... Austria.

7.3. Complete the sentences using the proper article.

1. What ... beautiful tall house!
2. ...11th of February is our reunion.
3. When Tom awoke in ... morning, he wondered where he was.
4. Early in ... morning I pack up ... pair of drawers and ... bath towel.
5. Mr. Byron Waller could play... violin.
6. It is ... pity to worry her.
7. She kept ... house for me at my cottage.
8. I trust you to tell me ... bare truth, whatever it is.
9. He said he had got ... headache.
10. I have ... great deal of free time.
11. The child is sleeping. Speak in ... low voice.
12. He said his going on an excursion was out of ... question.

13. I saw him ... other day.
14. ... distance from ... Sun to ... Earth is much longer than that to the Moon.
15. She noticed it at ... distance of some metres.

Lesson 4. FAMILY MATTERS

1. Phonetic exercises. Practice the following phonetic drills.

[w] – [v]

William always wears a very warm Woolen vest in winter,
Victor however Will never wear woolen underwear Even in the wild west.

2. Listening.

2.1. Listen to the text. Agree or disagree to the matter of these sentences.

1. My grandfather is 86 years old.
2. His life was long and interesting.
3. He has seen Taj Mahal in India and the Pyramids in Egypt.
4. He has seen bears in the forests.
5. He has seen lions in Africa.
6. In 1959 he was a soldier in England.
7. In 1972 he went to a garden party at Buckingham Palace.
8. He has been married twice.
9. His first wife died when he was 42.
10. He met his second wife in France.
11. They have been married for 40 years.
12. The secret of his good health is exercise.
13. He plays football every day.

3. Reading.

3.1. In the text two different members of the same family describe their relationship with each other.

Work in two groups.

Group A. Read what Oliver Darrow says about his daughter Carmen.

Group B. Read what Carmen Darrow says about her father Oliver.

Family Matters

Oliver Darrow, actor, talks about his daughter, Carmen

My first wife and I only had one child. It might have been nice to have more. I would have liked a son, but we just had Carmen.

I see her as my best friend. I think she always comes to me first if she has a problem. We have the same sense of humour and share many interests, except that she's crazy about animals, obsessed with them – she has always had dogs, cats, and horses in her life.

We were closest when she was about four, which I think is a wonderful age for a child. That's when they need their parents most. But as soon as Carmen went to

school, she seemed to grow up and grow apart from her family, and any father finds it difficult with a teenage daughter. She was very moody and had an odd group of friends. There was an endless stream of strange young men coming to our house. I remember I once got annoyed with her in front of her friends and she didn't talk to me for days.

I've always wanted the best for her. We sent her to a good school, but she wasn't happy there. She left because she wanted to become an actress, so with my connections I got her into drama school, but she didn't like that either. She worked for a while doing small roles in films, but she must have found it boring because she gave it up, though she never really said why. She got married a few years ago; her husband's a vet. They must be happy because they work together, and she loves animals.

We have the same tastes in books and music. When she was younger I used to take her to the opera – that's my passion – but she can't have liked it very much because she hasn't come with me for years. I don't think she goes to the cinema or watches TV much. She might watch my films, but I don't know. It's not the kind of thing she talks to me about.

I'm very pleased to have Carmen. She's a good daughter, but I don't think she likes my new wife very much because she doesn't visit us very often. I'm looking forward to being a grandfather one day. I hope she'll have a son.

Carmen Darrow, veterinary assistant, talks about her father, Oliver

I don't really know my father. He isn't easy to get on with. I've always found him difficult to talk to, He's a bit reserved, but he likes to be recognized and asked for his autograph.

I think people see his films and think he's very easygoing, but lie really isn't. He's won some awards for his films, and he's really proud of them. He used to show them to my friends when they came to the house and they really embarrassed me. He can't have been home much when I was a small child because I don't remember much about him. His work always came first, and he was often away from home making films. I wasn't surprised when he and my mother split up.

He must have wanted the best for me, but the best was always what he wanted. He chose my school and I hated it, I had no friends there, I was miserable and didn't do well, so I was asked to leave. He must have been very disappointed, but he said nothing to me. He wanted me to be an actor like him, but I'm not at all like him. I tried it for a while, but I was miserable until I met my husband. He's a vet and I'm his assistant. Now I'm doing what I always wanted to do, working with animals.

My father and I have always been so different I love animals and he loves books and music, and above all opera, which I hate. If he comes to see us (we live on a farm) he always wears totally the wrong clothes, but we still don't see much of each other. It's because he didn't really want me to marry George. He wanted me to marry a famous film star or something, but of course I didn't. George and I don't want children, we have our animals, but my father would love to have a grandson. Maybe his new wife will give him the son he wants, but probably not. She cares too much about being slim and beautiful.

I occasionally set one of his films on TV. I find it hard to believe he's my father. He's like a stranger.

3.2. In your groups, discuss the answers to the questions about your person.

1. Which two sentences best describe their relationship?

1. It was closer when Carmen was a child.
2. They get on well and have similar interests.
3. They don't have much in common.

2. Which two sentences best describe Oliver?

1. He's done a lot for his daughter.
2. He isn't very sensitive to how she feels.
3. He's more interested in himself than his family.

3. Which two sentences best describe Carmen?

1. She is selfish and spoilt.
2. She tried to please her father.
3. She was never really happy until she married George.

3.3. Answer the following questions.

1. How did Oliver behave in front of Carmen's friends?
2. Why did she leave school?
3. Is she happily married? How do you know?
4. What does Carmen think of her father's career?
5. Why don't they see each other very much?

3.4. Find a partner from the other group and compare your answers.

Then read the other text.

What do you think?

Who has the more realistic view of the relationship?

Oliver or Carmen? Why?

3.5. Use the modal verb in brackets in either the present or past to rewrite the first part of each sentence. Complete the sentences with your own ideas.

1. I'm sure Carmen likes animals a lot because ... (must)
2. I don't think Oliver is a very famous actor because ... (can't)
3. I think maybe he has won an Oscar because ... (might)
4. I'm sure she had a lot of friends when she was a teenager because ... (must)
5. I don't think she worked hard at school because ... (can't)

4. Speaking.

4.1. Discuss these questions with a partner and then with the class.

Who do you look more like, your mother or your father?

Who are you more like in character, your mother or your father?

Do you want to bring up your children in the same way you were brought up?

Do Ukrainian young people have problems in their families?

Do you have the same problems in your family?

4.2. Give a 2-minute talk about quarrels between parents and teenagers.

Why do parents and teenagers argue?

Remember to say about:

- fighting with brothers and sisters;
- cleaning up bedroom;
- possession;
- their own space;
- helping around the house;
- doing homework;
- bedtime;
- time to come home;
- household chores;
- friends and responsibilities.

5. Vocabulary exercises.

5.1. Find English equivalents to the following words and word combinations.

Нестача чогось, частування, сварити, вести себе як, справедливий розподіл (обов'язків), вести господарство, дружина, щастя, повне ім'я, покоління, непорозуміння між представниками кількох поколінь, розчарувати, балувати дитину, піклуватися, двоюрідний брат/сестра, затишний, турбота, поважати, безпека, зручності, довіра

5.2. Translate into English.

1. Ми повинні домовитися про справедливий розподіл домашніх обов'язків.
2. Моя мама займається господарством.
3. Він уже зустрів свою дружину на вокзалі.
4. Дуже часто батьки балують своїх дітей, але це може призвести до негативних наслідків.
5. Ми повинні поважати своїх батьків.
6. Мій двоюрідний брат живе в Бостоні.

6. Writing.

6.1. Write a brief essay on one of the following topics:

- The differences between your generation and others.
- How is your generation different from your parents' generation?
- The value/characteristics of your generation.

7. Grammar.

7.1. Insert the proper article.

1. Will Dan go to ... cinema tonight?
2. They saw today... Buckingham Palace.
3. breakfast is the first meal of the day.
4. Have you got ... cat? No, I have got ... parrot.

5. Stuart is ... chemist at a very large scientific centre.
6. dolphins are very clever and can think.
7. Lake Geneva is in Switzerland.
8. Being in London Mima always visits ... British Museum.
9. These books were written in ... Middle Ages.
10. Daphne was ... first person that met us in Boston.

7.2. Choose the right article.

1. ... Aral Sea practically has disappeared from our planet.
a. the; b. a; c. an; d. -.
2. Monty is ... last person who saw Anna yesterday.
a. the; b. a; c. an; d. -.
3. When Kate was in Italy she visited ... Vatican City.
a. the; b. a; c. an; d. -.
4. ... boys usually like to play football.
a. -; b. an; c. the; d. a.
5. ... Princess Diana died in the accident in 1999.
a. an; b. -; c. the; d. a.
6. I want to buy... new dress.
a. the; b. a; c. -; d. an.
7. Simon invited me to ... tea yesterday.
a. -; b. the; c. an; d. a.
8. They have just bought ... dozen eggs for the cake.
a. an; b. a; c. -; d. the;
9. Vernon lives not far from ... Trafalgar Square.
a. the; b. -; c. a; d. an;
10. They will come in ... evening.
a. -; b. a; c. an; d. the.

7.3. Insert the proper article.

1. I am making ... sandwich. What about you?
2. ... King of Holland arrived with the official visit to our country.
3. The purest water in the world is in ... Lake Baikal.
4. Last year we visited our relatives in ... Tyrol.
5. ... whales are the biggest mammals on the planet.
6. Is your Dad in? No, he is at ... work.
7. There are a lot of stars in the sky at ... night.
8. He was ... only hope of ours.
9. ... Sheldons returned from holidays two days ago.
10. Helen spent her weekend in ... countryside.

PROGRESS TEST. PERSONAL IDENTIFICATION.

1. Insert the proper article, if it's necessary.

1. ... Arloy Kear and I met on ... Friday at ... Victoria Station.
2. High in the air ... Eiffel Tower cast out ... revolving beam.
3. We set off in ... direction of ... General Post Office.

4. He is always in ... hurry.
5. My friend's parents live in ... country.
6. ... London passed before me: ... Piccadilly, ... Shaftesbury Avenue, ...
New Oxford Street.
7. I rented ... flat overlooking ... Hyde Park.
8. They came on to ... Waterloo Bridge.
9. My sister is ... doctor.
10. It is ... very difficult question.
11. It is ... rainy day today.
12. They are ... friends.
13. We often go to ... cinema.
14. Do you play ... guitar?

2. Read the text and do exercises.

THE FAMILY

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

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries, and increasingly in the large cities of developing countries, the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. In fact, the number of households containing a nuclear family is shrinking year by year.

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life. Concern that the family is in a state of crisis is not new in Britain. In the nineteenth century, many legislators and reformers were saying the same. It was also a concern between the two World Wars, and in the 1980s it became a continuous political issue.

There is no definition of a "normal" family. Broadly speaking, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of the family keeps changing: there are a number of types of family that exist in a society at any one time.

2. 1. Match the following word combinations according to their meaning:

to assume power	to take upon oneself
to assume the role of a leader	to gain power
to assume a part	to put on a look
to assume a look	to pretend (to feign)
to assume responsibility	to take leadership

2. 2. Translate the following sentences into Ukrainian:

a) a man of good family, a man of no family, a family man, nuclear family, cat family, family of language, in a family way, in the family way, a family tree.

b) A much more common name is Jack. 2. The plot behind the house was common property. 3. Her brother is a common Worker. 4. In such matters you must use common sense 5. It's a mistake common to all students. 6. It's common knowledge that his work of art is very valuable. 7. There was hardly any hope of finding common ground with the opposition. 8. They have plenty in common.

2. 3. Answer the following questions:

1. What are some of the views on family life? 2. What are the predictions of the end of the family system based upon in Great Britain and Russia? 3. What relations are customary between Russian young men and girls? 4. What are the basic characteristics of a family? 5. What are the definitions of a family?

2.4 Answer the questions.

1. What are many different views on family life?
2. How do sociologists divide families?
3. In what country is the nuclear family regarded as normal?
4. What is a great concern to those who think a family life is the basis of a healthy society?
5. What are the family declining indicators?
6. Do you agree that some politicians blame social problems on a disintegrating family life?
7. Is there a definition of a "normal family"?
8. Does the nature of the family keep changing?

Unit 2. OCCUPATIONS. JOB HUNTING

Topical Vocabulary

accountant	бухгалтер	housekeeper	економка
babysitter	нянька	interpreter	перекладач
baker	пекар	librarian	бібліотекар
barber/hair stylist	перукар/стиліст	manager	менеджер
bartender	бармен	messenger	посильний
bookkeeper	бухгалтер	nurse's aid	медсестра
building superintendent	завгосп	pharmacist	фармацевт
bus driver	водій автобуса	plumber	водопровідник
butcher	м'ясник	police officer	поліцейський
carpenter	тесля	railroad conductor	залізничний провідник
computer programmer	програміст	receptionist	реєстратор
construction worker	будівельник	salesperson	продавець
cook	кухар	secretary	секретар
doctor	лікар	security guard	охоронець
electrician	електрик	sewing machine	швея
employment counselor	консультант з працевлаштування	social worker	соціальний працівник
engineer	інженер	stock clerk	
file clerk	реєстратор	character traits	риса характеру
firefighter	пожежний	talent for	талант до
florist	флорист	calling for	покликання до
gardener	садівник	attitude	відношення
tailor	кравець	ability	здатність
taxi driver	таксист	to choose a job	обирати роботу
teacher	вчитель	to give satisfaction	приносити задоволення
translator	перекладач	to earn	заробляти
travel agent	турагент	to deal with	мати справу з...
waiter	офіціант	to be out of work/unemployed	безробітний
be interested in	цікавитися	to leave/finish school	закінчити школу
be inclined to	бути схильним до	to decide/make up one's mind	вирішити
be good at to have a talent for	мати талант	to enter a University	вступити до універ.
well paid	добре оплачуваний	to take a course in	пройти курс навчання в
fulfilling	виконання		

I have the right personality to be...	я маю особисте право бути ...	to work full-time	працювати повний роб. день
can do well as...	робити, так як ...	to work part-time	працювати неповний день
can work in the field of...	могти працювати в галузі ...	be taken as a trainee	бути прийняті в якості стажера
can work as ...	може працювати як	be qualified (for)	бути кваліфікованим
employment/occupation	зайнятість	to apply for	подати заяву
a plan for a career shorthand typing	план кар'єри стенографія друкування	application	заява
job	робота	to be familiar with	бути в курсі
job market	ринок праці	to join a firm/company	приєднатися до фірми/компанії
to look for a job	шукати роботу	to study medicine/law	вивчати медицину/закон
to find a job	знайти роботу	to do smth for a living	заробляти на життя
training	навчання	job interview	Співбесіда
vocational training	проф-не навчання	promotion	Просування
on-the-job training	навчання за місцем роботи	requirement	вимога
get training in	пройти навчання в	advertisement	реклама
to do vocational training	отримати проф. підготовку	to advertise	рекламувати
		experience	досвід
		Housepainter	маляр

Lesson 1. THE GATE-WAY TO GROWN-UP LIFE

1. Phonetic exercises. Practice the following phonetic drills.

[θ]

I thought a thought. But the thought I thought wasn't the thought

I thought I thought.

If the thought I thought I thought had been the thought I thought,

I wouldn't have thought so much.

Think over your theme.

The path leads through the thick forest.

The teacher thought and thought and thought and no one knew the thought he thought.

2. Reading.

2.1. Read and translate the text below.

THE GATE-WAY TO GROWN-UP LIFE

(abridged from “The Copper Beech” by Maeve Binchy)

By the school house stands a copper beech. The names and dreams of the pupils who have grown up under its branches are written on its bark. This tree is the gate-way to their grown-up life. Seven children once carved their names on the trunk of that tree...

No one had asked **Maura** what she wanted to do when she left school. She wouldn't be going to the convent in the town like Leo Murphy and Nessa Rayan.

There were no plans for her to go into technical school. She wasn't smart enough to be taken on as a trainee in one of the shops, or the hairdressing salon. Maura was going to work as a maid. She would like a job in a lovely big house. **Eileen** was going to University if she got a lot of honors in her Leaving Certificate. She would be an architect. The nuns said she had all the brains in the world. **Sheila** wanted to do nursing so she was already sending out applications to the better training hospitals in Dublin.

It was understood that her brother **Declan** would do medicine. He would be coming back to help his father in practice and take over. But he decided against it. Declan would like to join an auctioneering firm. It was the kind of thing that appealed to Declan – looking at places, showing them to customers. He was good at talking to people, telling them good points of a place.

Niall Hayes was going to Dublin setting up his plans to study law. Niall seemed to be enjoying University and studying hard. **Foxy Dunne** was in England on the building site. There was no question of University for **Nessa Rayan**, no plan for a career, nothing, except the usual refuge of those who could not think what to do – the secretarial course in the town. Nessa began her course in shorthand and typing. When she finished her course at the college she would work full-time for her mother and father at the hotel. From time to time Nessa served behind the bar to know what the customers wanted.

Since his childhood **Eddie** was good at pressing flowers. Nessa had always thought they were so nice that he could do it for a living. He was dreaming of setting up a craft center with small shops to sell everyone's work there.

2.2. Find out what career plans the young people have. What character traits and skills do they have to realize their career plans?

Name	Career plan	Character traits	Skills
Maura			
Sheila			
Declan			
Eileen			
Niall			

Hayes
Foxy
Dunne
Nessa
Rayan
Eddie

2.3. Say what career plans the young people have. What character traits and skills do they have to realize their career plans?

3. Listening.

3.1. Listen to the text “Out of Work” and agree or disagree to the matter of these sentences.

1. Her mother gives her enough dollars now and then.
2. Tracy hates having to ask her folks for money.
3. Tracy wasn't fired four months ago.
4. She wants to live alone in a strange place.
5. Tracy finished school four years ago.
6. Her father started working in the steel mill when he was 16.
7. Her father just doesn't understand Tracy
8. Tracy was interested in becoming a receptionist for a doctor.
9. She wants to move to California as soon as possible.
10. Now she would take any job that came along.

4. Vocabulary exercises.

4.1. Match the idioms in column A with the definitions in column B.

- | A | B |
|-----------------------------|---|
| 1. self appraisal | a. to consider smth after delaying it |
| 2. self concept | b. to visit without an appointment |
| 3. self evaluation | c. to get an appointment |
| 4. resume | d. newspaper listing of job |
| 5. give notice | e. your own view of yourself |
| 6. give me a call | f. to give someone a good opinion of you |
| 7. create a good impression | g. summary of one's employment record |
| 8. classified ad | h. a form to be filled in when applying for smth |
| 9. drop in | i. determine your own value or worth |
| 10. make an appointment | j. estimate your own qualities, abilities |
| 11. get around to smth | k. telephone me |
| 12. application form | l. inform your employer in advance that you are leaving the job |

4.2. Replace the italicized parts of the sentences by words and word combinations from the vocabulary.

1. In American business practice making appointments is *a rule of polite behaviour*.
2. He went to an employment agency to meet *a person who gives advice*, but first

- he had to talk to *the employee who receives callers and answers the phone*.
3. He went to the manager to *formally ask for a job*.
 4. He doesn't work at the moment, he is *out of work*.
 5. The company gives *provisions against sickness, death, damage and loss*.
 6. His parents couldn't make him *leave the job*, they could only give advice.
 7. His *programme* was very busy, every hour was occupied.
 8. These agencies deal only with *people having no trade*.

4.3. Choose the right word.

job – position – occupation

job – anything that one has to do, task, duty;

position – a person's relative place, as in society; rank, status;

occupation – that which chiefly engages one's time; one's trade.

1. He was unemployed doing only odd
2. Knitting is a useful for long winter evenings.
3. This aid is for those who have a very low in society.
4. My sister occupies an important... in the Department of Health.
5. The police called the company to find out his ... at the moment.
6. He had a hard painting the car.

force – make

force – do smth by force or as if by force; compel;

make – to cause or force (followed by an infinitive without “to”).

1. They ... the confession from him.
2. The robbers ... the cashier lie on the floor and took the money.
3. They... me repeat the story again.
4. He would have never done it, but he was ... to do it.

leave – graduate

leave – graduate (school);

graduate (from) – to get a degree or diploma, to complete a course of study at a college/university.

1. He from Columbia University last summer.
2. She ... school 2 months ago and couldn't find a job.
3. What University did you from?

4.4. Translate the sentences from Ukrainian into English.

1. Я ще не вирішила, чим прагну займатися в майбутньому. У мене немає певного (definite) покликання й таланту.

2. Боюся, я не зможу вступити до університету, доведеться мені піти працювати.

3. Мої батьки вже на пенсії, доведеться мені самій заробляти собі на життя.

4. Його батько працював на виробництві, він також вирішив одержати професію будівельника. Його взяли в учні, він одержить освіту під час роботи.

5. Він прагнув піти працювати в банк свого батька, але треба одержати кваліфікацію для цієї роботи.

6. Я прочитав рекламу в газеті про роботу в торговельній фірмі (trading company). Вони беруть учнів. Я прагну подати документи для одержання цієї роботи.

7. У нас у школі були курси машинопису й стенографії, нас учили також діловодству (filing). Я думаю, я зможу бути секретарем у невеликій фірмі.

8. Як тільки я побачу оголошення в газеті про те, що потрібен секретар, я надішлю свої документи.

5. Speaking.

5.1. Make up short stories to prove the following proverbs.

1. A rolling stone gathers no moss.
2. To be busy as a bee.
3. To know something like the palm of one's hand.
4. It is never too late to learn.

5.2. Debating. Express your opinion about the following statements.

A teaching career isn't suitable for men.

Teaching a foreign language in a school is pointless.

In near future school teachers will be replaced by computers.

Feeling for atmosphere is important for the teacher.

Complete silence at the lesson agrees with enthusiasm of the pupils.

A teacher should be the first entering the classroom and the last to leave.

A teacher should always be aware of the student personal life.

6. Writing.

6.1. Analyze your interests and abilities. Write what you think about your future occupation. Here are the basic questions to think about.

1. What are my special interests?
2. How do I see myself (character traits)?
3. What skills and abilities do I have?
4. What special talents do I have?
5. What is my previous experience?
6. What are my educational plans for the future?
7. Am I the kind of person who works well in a large group or do I work better with only one or two people?
8. Do I mind getting up early, working long hours, taking responsibility?
9. How are comfortable working conditions, good salary and promotion important to me?

7. Grammar.

7.1. Use the bold-typed nouns in the genitive case.

Model: the room of my friend – my friend's room.

1. A coat for *a man* –
2. Coats for *men* –
3. A novel by *Dickens* –

4. The room of my *neighbour* –
5. The hammer of *Smith* –
6. A book which belongs to *James* –
7. The rights of a *judge* –
8. Rights of *judges* –

7.2. Use the nouns in the genitive case.

A meeting of students, the flat of my mother-in-law, the rays of the sun, a distance of two miles, the joys of life, the house of his parents, the theatres of Kyiv, the children of my sister Mary, the rights of the women.

7.3. Translate into English.

Дім вашого викладача, картини сучасних художників, проекти молодих інженерів, нові плани цих робітників, прізвища цих студентів, син мого брата, дочка моєї сестри, лист мого друга, бібліотека інституту, старі стіни цього будинку, стіни цього старого будинку.

Сестра мого друга заміжня.

Батько цих дітей – архітектор.

Мати цієї дівчинки хвора.

7.4. Translate into English.

A summer house, a kitchen table, a summer month, a winter day, a shop window, a factory garden, an autumn flower, a Sunday class, a room window, a wall newspaper, a term examination, an art institute, a telephone number, a wall paper, institute physics laboratory, atmospheric pressure difference, oil export.

Lesson 2. JOB HUNTING.

1. Phonetic exercises. Practice the following phonetic drills.

[ð]

Birds of a feather flock together.

Whether the weather be fine

Whether the weather be not

Whether the weather be cold

Whether the weather be hot.

These are three brothers.

These are their father and mother,

This is their other brother.

2. Reading.

2.1. Read and translate the text.

REVERSING ROLES

Woman's Work?

In many ways, David Cunningham is a stereotypical Scottish man. In his free time, he plays golf, goes to football matches, and meets his friends in the local pub, all the things you'd expect a young, active man 5 to do. And like many men, he isn't very good at housework. He's untidy, hardly ever hoovers and he's never cooked a meal in his life. However, one thing about him does not fit this stereotype: his job. David Cunningham is a midwife.

Although some women are surprised when they find out that their midwife is a man, David has a good reputation in the part of Scotland where he works. In his opinion, it's because of the way he carries out his duties. 'I really care about the women that I look is after,' he says. He gets on well with the husbands too. "Having another man there calms them,' he explains. 'And many of them feel more comfortable asking a man questions.'

'I've been qualified for fourteen years and I've delivered hundreds of babies,' says David, who used to be a coal miner. 'There are only five or six male midwives in Scotland. When I started, I expected more men to join the profession, but the number hasn't really changed. People still see it as a job, which only women do.'

A Man's World?

Base 34 is a new garage in Montpellier, in the south of France. Customers who take their cars there for repairs may be surprised to find that all the employees are women.

When Herve Malige advertised for women who wanted to become mechanics, he received 120 applications. After tests and interviews, he chose fifteen. They included a nurse, a secretary, a beauty therapist and two flight attendants. They all wanted a chance to work in this traditionally male environment. 'I think a lot of people instinctively trust women more. And female customers might feel more comfortable with somebody who doesn't treat them as if they don't understand anything!' Although most car mechanics are still men, the situation is gradually changing. Men are starting to leave the profession, and women are joining it. Why? In a word, technology. In the past, being a mechanic was a physically tough and dirty job. Now, cars are much more complicated than they used to be. You need patience and intelligence to work out what the problem is, not strength. Many people believe that this makes the job more suitable for women than for men.

2.2. Answer the questions.

1. Where does David Cunningham work?
2. What are the advantages of his job?
3. Where does Base work?
4. Does she have problems on her job?
5. How do you think people react when they find about these people's jobs?
6. What jobs are the man and woman doing?
7. Do you think women are better at different jobs, or equally good at all jobs? Give reasons.

8. Would you mind doing a job that is traditionally carried out by people of the opposite sex? Why? Why not?

2.3. Are the sentences true or false? Correct the false sentences.

1. David Cunningham does not have the same hobbies as most other men in Scotland.
2. Most women that David has worked with think that he is good at his job.
3. David gets on well with the women but not with their husbands.
4. David is not very experienced in his work.
5. There are not many male midwives in Scotland, but the number is increasing.
6. What is surprising about Base 34 is that no men work there.
7. Fifteen women applied to work at the garage.
8. The women had different jobs before working at the garage, but wanted a change.
9. The job of mechanic is changing because cars are simpler.
10. Many people think that there will be more female mechanics in the future.

2.4. Find the phrasal verbs (1-5) in the texts. Match them the definitions (a-e).

1. find out	a) deduce
2. carry out	b) care for
3. look after	c) do
4. get on well/badly with	d) learn, discover
5. workout	e) have a good/bad relationship with

3. Listening.

3.1. Listen to the text “The Gardener” and agree or disagree to the matter of the following sentences.

1. Hugo was influenced by the servant in his family, when he was a child.
2. Hugo did well in his holiday because he had learnt a lot about plants from his gardener.
3. Hugo went to Oxford University to study History.
4. His parents were angry when he told about the choice of career.
5. Hugo gave up the university.
6. Hugo has already become a millionaire.
7. Some people are quite taken aback when they find out that their gardener went to university.

3.2. Choose the right variant.

1. When I was ____, we moved to a large Tudor house in East Anglia which had three acres of garden.

- a) 10
- b) 11

- c) 12
2. We had a ____ .
- a) gardener
b) worker
c) teacher
3. I knew all the names of ____.
- a) my friends
b) the plants
c) the relatives
4. My parents ____
- a) knew nothing
b) were furious
c) were happy

4. Vocabulary exercises.

4.1. Match the professions (1-7) to the activities (a-h).

- | | |
|---------------------|-------------------------------|
| 1. a painter | a. cuts hair |
| 2. an actor/actress | b. controls traffic |
| 3. a vet | c. flies planes |
| 4. a pilot | d. brings letters and parcels |
| 5. a policewoman | e. paints rooms and houses |
| 6. a barber | f. helps animals and pets |
| 7. a postman | g. nacts in films |

4.2. Give a word or a phrase for the following definition.

1. professional duties;
2. talent, skills, education;
3. appraise, decide value of;
4. looking for a job;
5. statement about a person's character or abilities;
6. meeting or speaking with a person;
7. communicate;
8. person who gives a job.

4.3. Which statement is a good example of the meaning of the italicized word?

1. He thought that his friend *was exaggerating*.
a. He was shouting to make his point understood.
b. He made it seem much more important than it really was.
2. One day he went to *an employment office*.
a. office where he worked
b. organization that helps people to find an occupation.
3. The *employment office* places people according to their qualifications.
a. the office which helps people to find a place to live.
b. the office which advises people on the job and interview technique.
4. He thought he *was imposing on* his brother and sister-in-law.

- a. He made things very difficult for his brother.
- b. He made his brother work hard.

5. He *couldn't afford his own apartment.*

- a. he couldn't live alone.
- b. he didn't have enough money to pay the rent.

6. One should have *definite qualifications* for the job.

- a. education and work experience
- b. definite personal features

4.4. Translate the following sentences.

1. Батько повідомив мене, що написав вам лист із проханням прийняти мене на роботу у вашу компанію.

2. Мої знання в цій галузі невеликі, але я дуже прагну вивчити все, що я зможу.

3. Прагну завірити вас, що я прикладу всі зусилля для успішної роботи.

4. Якби ви могли запропонувати якузавгодно малу посаду у вашій компанії, я був би вам дуже вдячний.

5. Ми підтверджуємо одержання вашого листа від 15 жовтня із проханням про надання вам роботи в нашій фірмі.

6. Директор компанії прагне особисто поговорити з вами. Ви запрошуєтеся на співбесіду в офіс нашої фірми 17 жовтня в п'ятницю о 12.00. Якщо цей час вам не підходить, прохання сповістити про це по телефону 275-97-61.

7. Якщо ми домовилися, ви можете починати роботу з понеділка 19 жовтня.

8. Дякую за надану мені можливість. Запевняю вас, що я намагатимуся виправдати вашу довіру.

5. Speaking.

5.1. Make up short stories to prove the following proverbs.

1. Jack of all trades and master of none.
2. No pain, no gain.
3. An hour in the morning is worth two in the evening.
4. Business before pleasure.

5.2. Role-play a talk between an interviewer and a person, which is applying for a job.

6. Writing.

6.1. Make up a short composition.

1. How will you start looking for a job?
2. What services do employment agencies offer?
3. What information can be given in a want ad?
4. What job are you looking for? Give your reasons.

7. Grammar.

7.1. Give the plural form of the following nouns.

Motto, toe, berry, cliff, valley, belief, hero, carpet, play, wolf, photo, manifesto, thief, match, mosquito, knife, piano, handkerchief, safe, tomato, potato, lady, wife, chief, loaf, spy, Swiss, roof, memory.

Maid-servant, major-general, man-of-war, hotel-keeper, mother-in-law, pocket-knife, schoolgirl, passer-by, fisherman, text-book, sister-in-law.

7.2. Give the plural form of the following sentences.

1. She has a good room in a new house.
2. This girl works at a mill.
3. The student is sitting at his desk.
4. I have an English book at house.
5. This is an English dictionary.
6. The roof of the house was covered with snow.
7. There is a sheep in the field.
8. Their child studies very well.
9. In our country a woman is equal to a man.
10. There is a deer near our cottage.

7.3. Choose the correct words from brackets.

1. Ann's father told some funny circus The funniest ... was about a giant clown (story, stories).
2. Many ... live in an apartment house. Tom's ... lives on the fourth floor (family, families).
3. Do you know the name of this ...? The travellers will see many ... (country, countries).
4. Ben's dog has five brown ... One little ... has a flat nose (puppy, puppies).
5. Small ... laugh and play. Jack's ... has a new toy (baby, babies).

7.4. Give the singular form of the following sentences.

1. The students of our group work at the plant.
2. We shall go to the theatre tomorrow.
3. They have many friends.
4. There are many beautiful buildings in our street.
5. The engineers finished their work last week.
6. What educational establishments are there in Kyiv?
7. Tomorrow they will pack their suit cases and then they will book tickets for their travelling.
8. They are building new railways which will connect several important industrial centres.

Lesson 3. WHAT MUST YOU BEGIN WITH?

1. Phonetic exercises. Practice the following phonetic drills.

[s]

Sue is sixteen this summer and Cecil was seventeen last Sunday.

A sailor went to sea
To see what he could see;
What he could see
Was the bottom of a deep sea.

Sid sees, Sid sees, Sid sees.
Six trees, Six trees, Six trees.

There's a sandwich on the sand which was sent by a sane witch.

2. Reading.

2.1. Read and translate the text.

WHAT MUST YOU BEGIN WITH?

There are several traditional ways of looking for a job. A civilized and active means of looking for a job is studying the market of the offered vacancies to get an idea of necessary demands and size up your own chances. The best way of doing this is to use the help of employment agencies or to independently study the ads of job opportunities being published.

Announcements of job opportunities can be read in different printed publications. But which of them is worth reacting to?

Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation. Your main task is to understand whether the position being offered is consistent with the levels of your skills, education, and experience in work.

The structure of job opportunities ads is usually the same: the name of the vacant position, the list of the candidate's professional duties, the demands made of the candidate, and the system of compensations and benefits. Ads are often published by employment agencies on behalf of their clients. The address of the office is usually not given – it is suggested that the resume should be sent to a P.O. box or else faxed.

Having carefully studied the demands and duties being offered, an experienced reader may extract information on the activities of the company and the prospects of its development.

The phrases often used about "successful work over many years in the Russian market", "New missions being opened", etc., really testify to the company's dependability, serious prospects for its growth, and the durability of its stay in Russia.

First, one must pay attention to the position. To grasp what lurks behind the position's English name, there is a need to visualize at least in general outline the personnel structure at Western companies. For instance one may be misled by the incorrect interpretation of the word "Assistant". There is a need to understand that this word does not at all imply secretarial functions. A more exact meaning of this word is: mate, aid, apprentice manager, high-class specialist capable of independently tackling the tasks set to him.

Therefore using all possible means, try to learn as much as possible about this position to prepare yourself as best as possible for a meeting with the employer.

Carefully read the demands made of the given position. The demand to know a foreign language is very important. In most cases there is a need for free command of the language – Fluent English. Free command implies an ability freely to deal with a foreign manager, competently to compile documents and speak on the phone. This demand may prove to be the most important.

Quite often the ads do not decipher other demands in detail. For example, the ability to type in Russian/Latin. According to international standards, an adequate level of typewriting is a speed of 60 words per minute. Therefore, when claiming the given position, you need to check your speed or bring it up to the required level. Besides, a secretary is usually required to be able to work on a personal computer. In general, if the ads meticulously enumerate the software products, systems, languages, etc., which the candidate must necessarily know, remember that these demands have a strictly binding force.

Such special demands set the level of the candidate's indispensable qualifications.

Thus, you have decided to find a job: buy "Moscow News" and carefully study the ads given by employment agencies. Now you will be faced with the labor-consuming procedure of writing and circulating your resume.

(abridged from "Moscow News")

2.2. Translate the words given in brackets.

1. There are several ways of (пошуку роботи).
2. First you should (оцінити) your own chances.
3. He studied the ads of (про вакансії) being published.
4. Solid companies (розміщують оголошення) in prestigious expensive publications.
5. Your main task is to understand whether the position (узгоджується) your skills and education.
6. Such special demands (встановлюють рівень) of the candidate's qualification.
7. Remember that the demands enumerated in the ads (обов'язкові).
8. Carefully read (вимоги) made of the given position.
9. There is a need to understand that the word does not (передбачають) secretarial functions.
10. (Попередній відбір) is carried out on the basis of resumes.
11. Reading the ads you may (виокремити/ отримати) information on the (діяльність) of the company.
12. There is a need (уявити себе) at least in general outline the personnel structure of Western companies.

2.3. Give Ukrainian equivalents to the following English ones.

Announcements of job opportunities, printed publications, to size up your own chances, offered vacancies, the candidate's professional duties, employment

agencies, an experienced reader, to testify to the company's dependability, serious prospects for one's growth, to pay attention to, to imply secretarial functions, incorrect interpretation of the word, high-class specialist, fluent English, adequate level of typewriting.

2.4. Put at least 10 questions on the text.

3. Listening.

3.1. Listen to the text "An Old Man and Two Actors" and answer the questions.

1. Where could the young men find the job?
2. How did the men decide to spend their money?
3. Who was sitting at the other end of the bench?
4. Did the young men help anybody?
5. Were the young men happy?

4. Vocabulary exercises.

4.1. Complete the following sentences using suitable words or phrases from the box below. Translate your sentences.

Managing director; junior executive; colleague; director; supervisor; staff; senior executive; superior; employee; middle manager; subordinate; work-force

1. The group of executives working below the top managers are generally called...
2. Valerie is an important person in our company. She is a member of the Board of
3. Peter, a recent university graduate, has been with the firm for a year. He is at present a and is being trained for a managerial position.
4. There is expanding rapidly. They now have over 5.000 employees.
5. At least 50% of our have been with the company over ten years.
6. in an organization generally have more fringe benefits than lower-level managers.
7. We are a small group in the Research and Development Department. Fortunately, I get on well with all my
8. Our telephone operators work under the direction of a
9. I work under Mr. Brown. He's my
10. Shelia and Tom work under my authority. I am their boss and they are my
11. I am responsible for training and development.
12. A is a person of high rank in an organization, usually next in importance to the Chairman.

4.2. Read the text. Find the suitable forms of the words and write them down.

A PASSAGE TO INDIA

When I left university last year, I couldn't decide what sort of job I wanted to do. So I decided to go abroad for a year. One of my friends had just come back

from India, where he 2 ___ in a village school just outside Delhi. I was 3 ___ by his 4 ___ of India. He told me about the children who lived in such 5 ___ but were so happy to go to school. His stories 6 ___ me so much that I was 7 ___ persuaded to go there myself. My friend 8 ___ to the school and told them I was the 9 ___ teacher and I sent them a letter with my photograph. I got a summer job and saved up enough money for the plane fare. I flew to India at the 10 ___ of September. As I stepped out of the plane at Delhi Airport into the dust and the 11 ___ I remember 12 ___ very excited. This was the start of an 13 ___ adventure.

1. leave
2. teach
3. fascinate
4. describe
5. Poor
6. interest
7. easy
8. write
9. replace
10. begin
11. hot
12. feel
13. excite

4.3. Translate the sentences.

1. Необхідно перелічити всі місця вашого навчання у зворотному хронологічному порядку. У цей список можна включити всі прослухані курси, що мають відношення до даної посади.

2. Мета одержання даної роботи не повинна бути сформульована в занадто узагальненому вигляді.

3. Якщо ви закінчили університет з відзнакою, вкажіть це в розділі “освіта”.

4. Указавши імена, адреси й телефони людей, які можуть дати вам рекомендацію, ви можете написати: “можуть бути представлені за необхідності”.

5. Резюме надсилається листом роботодавцеві.

5. Speaking.

5.1. Debating. Express your opinion about the following statements.

1. There are some individuals that “know” what they want to be from the time they are children. Have you ever known anybody like this?

2. Do you think that choosing an occupation is more difficult today than it used to be for young people 30 or 40 years ago?

3. By what age (18? younger? older?) should a person “know” what he or she wants to do?

5.2. Make up short stories to prove the following proverbs.

1. If you want a thing well done, do it yourself.

2. Live and learn.

3. Never put off till tomorrow what you can do today.

4. To know everything is to know nothing.

6. Writing.

6.1. Make up a composition, answering the following questions.

1. What makes a “good” teacher?

2. What qualities should any teacher have?

3. Are the schoolchildren of today different in any way from what you used to be at school?

4. What personal qualities of a teacher can help him to pass “a period of apprenticeship” with his pupils successfully?
5. What should a good teacher know?
6. Do you think that feeling of atmosphere is important for a teacher?
7. Do you think that only certain types of personality make ideal teachers?
8. Why is teaching a noble profession?

7. Grammar.

7.1. Divide the following nouns into two groups:

- a) nouns which have the same singular and plural forms;
- b) nouns which have different singular and plural forms.

- | | |
|-----------|-----------|
| 1. deer | 7. fish |
| 2. enemy | 8. thief |
| 3. sheep | 9. fox |
| 4. face | 10. trout |
| 5. finger | 11. ship |
| 6. swine | 12. pie |

7.2. Divide the following nouns into two groups:

- a) nouns which use only in the plural;
- b) nouns which use only in the singular.

- | | |
|---------------|----------------|
| 1. trousers | 7. breeches |
| 2. spectacles | 8. Mathematics |
| 3. scissors | 9. Phonetics |
| 4. tongs | 10. Physics |
| 5. billiards | 11. clothes |
| 6. contents | 12. News |

7.3. Choose the correct form of the nouns.

1. There are many (heroes, heros) in our country.
2. The (leafs, leaves) were falling down on the ground, making a very nice multicoloured carpet.
3. The (kangarooes, kangaroos) were jumping and running in the zoo.
4. There were very many (passers-by, passer-bys) in the street, walking with their children.
5. (Women-doctors, womans-doctors) are usually more careful and kind than (mans-doctors, men-doctors).
6. Moscow has highly developed industry and there are many (factorys, factories) in this city.
7. This (datum, data) is not changeable. Try to keep it in mind.

Lesson 4. CHOOSING A CAREER

1. Phonetic exercises. Practice the following phonetic drills.

[p]

Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers;
Where's the peck of pickled peppers Peter Piper picked?
* * *

Peter has a pencil. Peter has a pen.
He draws with a pencil. He writes with a pen.

2. Reading.

2.1. Read and translate the text.

CHOOSING A CAREER

The first step in – a successful search for a job is to decide on the kind of job you want and the kind of job you are qualified for. This means that first you should answer the questions “What can I do well?” and “What do I really want to do?”

Many people change jobs during their lifetime. A lot of teenagers and students often take job in the summer, when they are not studying. They work as counsellors in summer camps for young children. Some may work in supermarkets or in fast-food restaurants. Other have jobs as messengers, delivery people, or salesclerks. Occasionally, they work at some of these jobs during the year as well as during the summer. Everybody has to work, but it's very difficult to find interesting and well-paid job. Many people don't want a routine, dull job just for the money and experience. Is it wrong to want more out of life than money and a traditional nine-to-five job? The right job, when you find it, can be creative rather than constructive. Getting money and experience along the way is not be sneezed at when, as you have found, there is nothing more demoralizing than having neither.

Getting the job you want can sometimes depend on the success of the job interview. During the interview the employer will try to find out what kind of person you are, what experience you have, and how you can fit into the job situation.

After you have got an appointment, review the information that you wrote on your application form and resume. Practice talking about your education and previous job experience both in the USA and in your native country. Be prepared to explain your skills and abilities specifically.

Go to the interview alone; don't take your friends or children with you. Plan to arrive about ten minutes before the appointment time. Wear appropriate clothing; a neat appearance will make a good impression.

During the interview look directly at the interviewer and answer all of her questions as specifically as you can. Ask any questions that you have about the job, such as hours, salary or job benefits. Write down these questions before you go to the interview. Before you leave, there should be a clear understanding about all aspects of the job.

At the close of the interview, express your thanks and be sure that the interviewer knows how to contact you if she wants to hire you.

The interviewer usually sees the resume before he sees the applicant. The resume gives the first impression of the applicant to the employer. It should be neat and well organized. A resume should show an applicant's qualifications for a specific job. It should include your name, address, and telephone number; an

employment objective; educational and training data; and a list of previous work experience. The list should start with your present job or with your last job that shows qualifications for the work you want now. All of this data should be listed in an easy-to-read form.

2.2. Remember the following words and word combinations. Translate them into Ukrainian.

The first impression, look directly, job benefits, your skills and abilities, review the information, an applicant's qualifications for a specific job, an easy-to-read form, all aspects of the job, to depend on, be sure, well-paid job, look directly at the interviewer, to hire, educational and training data, how to contact you.

2.3. Make up the question to these answers.

1. It should be neat and well organized.
2. You have to wear appropriate clothing; a neat appearance will make a good impression.
3. Yes, they can work as messengers, delivery people, or salesclerks.
4. You have to arrive about ten minutes before the appointment time.
5. A resume should show an applicant's qualifications for a specific job.

2.4. Fill out the blanks with prepositions or adverbs where necessary.

1. Spell ... the exact dates of employment.
2. It should be presented ... the beginning of any interview.
3. It is best to be honest... assesing your level.
4. The resume begins ... Personal Information.
5. If you graduated ... honours, you should definitely include it.
6. Name, adress are centered ... top of the page.
7. Give the full name of the company you worked
8. The job objective should be well thought ... from the very begining.
9. The resume should be typed ... a computer.
10. List the places you studied ... reverse order.
11. An applicant should take great care ... details.
12. There are several ways ... looking ... a job.
13. If you have chosen the right way, it's possible to count ... success.
14. Ads are often published ... agencies ... behalf ... their clients.
15. At the agencies preliminary selection is carried ... on the basis resumes.

2.5. Translate the sentences.

1. Щоб одержати інтерв'ю із представником компанії, ви повинні розіслати ваше резюме й заяву в різні компанії й агентства.
2. Резюме повинно бути правильно складене, тому що це перша інформація, яку компанія отримує про вас.
3. Неправильно складене резюме – це втрачена можливість одержати роботу.
4. Ви повинні вказати точні дати, посади й місця роботи.
5. Резюме не повинно бути довгим, не більш однієї машинописної

сторінки.

3. Listening.

3.1. Listen to the text "The Nanny" and agree or disagree to the matter of these sentences.

1. Sandra wanted to be a nanny because she liked uniform.
2. Her sister was born when she was seventeen and her mother decided she needed a nanny.
3. Their first nanny was very young.
4. Alison organized a fantastic party on Charlotte's birthday.
5. Nanny Barnes was older and quite traditional and wore a uniform.
6. The family hated her.
7. Her parents thought she would follow in her father's footsteps and study law.
8. She applied for the post of nanny to twin aged eight months.

3.2. Answer the questions.

1. What and who influenced her choice of career?
2. What did her parents want her to do?
3. What was her parents' attitude to the choice of career at first?

4. Vocabulary exercises.

4.1. Fill in the right word from the word-column.

Out of Work

In Britain a lot of people are Tracey Chap – man is 18, and she ... a year ago. She lives in the North East, an area of high She hasn't been able ... yet. "My dad just doesn't understand. He started working in a steel mill when he was 15. Things are different now, but he thinks I should start bringing home some money. Oh, I get my ...but that isn't much and I'm fed up with ... for it every Thursday. I hate having to ask my mum and dad for money. Oh, my mum gives me a couple of pounds for tights now and then, but she can't stand seeing me at home all day. I've almost ... looking for a job. I buy the... every day but I'm really tired of ...the "Situations Vacant" column. There are 50 ... for every job. I was interested in being a dentist's ... because I like meeting people, but now I'd ... at all. People ask me why I don't...London, but I don't want to leave my family and friends. Anyway, I'm scared of ... in a big city."	1. left school 2. to find a job 3. given up 4. looking through 5. receptionist 6. move to 7. living on my own 8. out of work 9. queuing 10. local paper 11. applicants 12. take any job 13. benefit 14. youth unemployment
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4.2. Write down the words listed below in the correct form.

Hi! My name's Dan. I'm eighteen and I'm a pizza 1boy. It's a great job but it's very 2 I deliver pizzas and then ride back to the pizza shop to collect more about ten times in one evening! I'm used to all sorts of weather but I have to be 3.....when it rains because the roads are 4..... and 5 Most customers

are very 6... but some are 7 because they take ages to find their purse. What I hate are dogs who bark at me 8..... when I ring at the door. The part of the job I like 9.... is 10.....the names of all the roads. I 11..... some very funny ones like Happy Street or Fish Bowl Lane up to now! When I finish work at about 11 pm, I'm 12..... ! Guess what I have for dinner? Yes, a pizza!

1. deliver
2. tired
3. care
4. slip
5. danger
6. friend
7. annoy
8. angry
9. good
10. learn
11. discover
12. starve

4.3. Translate the following sentences.

1. Зараз в багатьох країнах багато безробітних.
2. Особливо багато безробітних серед молодих людей, що тільки що закінчили школу.
3. У них немає необхідної освіти та досвіду роботи.
4. Часто, щоб одержати необхідну для роботи кваліфікацію треба закінчити спеціальні курси.
5. Молоді люди впродовж року одержують допомогу у зв'язку з безробіттям.
6. Вони шукають роботу, звертаються в спеціальні агентства й переглядають оголошення в газеті в рубриці " Потрібні".
7. Мері прагнула одержати місце секретаря в приймальні, але на це місце було 40 кандидатів.
8. Роджеру за 50. Він проробив в одній компанії більш 30 років.
9. Через економічні труднощі в галузі він потрапив під скорочення штатів.
10. Він знову почав шукати роботу, але тому що йому вже за 50, він одержав багато відмов.

5. Speaking.

5.1. Make up short stories to prove the following proverbs.

1. To work with the left hand.
2. Well begun is half done.
3. Where there's a will, there's a way.

6. Writing.

6.1. On a separate piece of paper prepare your own resume. List everything in easy-to-read form. Decide on a format you would like to use. Include the following information.

Resume Worksheet

Personal Data Your name, address, phone number.

Objective/Position Applied for Write the kind of position you are looking for.

Experience Names of jobs, places, dates, and descriptions of exactly what you did.

Education List the schools you have attended. Include dates and subject

areas you studied, starting with your most recent school.

Other List any other information, which you think, might be helpful. Examples: special skills, hobbies, organizations, community service, languages you speak.

References List names and addresses of two or three references, or write “References available on request”.

7. Grammar.

7.1. Choose the correct form of the nouns.

- 1.(Mackerels, Mackerel) cooked with (carrot, carrots) attracted my attention.
- 2.The (Chinese, Chinese) are very talented and skilled.
- 3.(Fruit, Fruits) is more expensive in winter.
- 4.(Thousands, Thousand) of people went to the demonstration.
- 5.There was much (sugar, sugars) in the coffee and that is why it was too sweet.
- 6.My (hair, hairs) is very thick because I take care of it.
- 7.The boy had to iron his trousers, because (they were, it was) very crumpled.

7.2. Give the plural.

Dog, car, day, eye, child, sheep, mouse, trout, knife, louse, calf, cuckoo, photo, forget-me-not, phenomenon, editor-in-chief, lady-bird, fish.

7.3. Divide the following nouns into two groups:

- a) nouns which use only in the plural;
- b) nouns which use only in the singular.

- | | |
|------------------|-----------------|
| 1. optics | 7. hair |
| 2. advice | 8. glasses |
| 3. scissors | 9. watch |
| 4. trousers | 10. money |
| 5. opera-glasses | 11. linguistics |
| 6. knowledge | 12. wages |

7.4. Use the following sentences in the plural.

1. There is a fish in the jar.
2. They saw a deer in the forest.
3. He is a businessman.
4. He works as a foreman at our company.
5. He became the president of a big company.
6. The teacher is out.

PROGRESS TEST. OCCUPATIONS. JOB HUNTING.

1. Which word is the odd-one-out? Underline it.

- 1) rich, wealthy, poor, well-off;
- 2) teacher, student, pupil, learner;

- 3) baby, infant, pensioner, toddler;
- 4) youth, old age, adolescence, teenage;
- 5) employer, trainee, boss, manager;
- 6) divorced, separated, widowed, married.

2. Find the correct action for each person.

Billy-Jean King	played tennis
Copernicus	flying into space
Shakespeare	making clothes
Gagarin	painting pictures
Christian Dior	sailing to America
Columbus	writing plays and sonnets
Repin	studying planets

3. Fill in the right word from the word-column.

<p>George Molley is 54. Until last year he was a ___ in the textile industry. He had worked for the same company since he left school. He had a good job, for a four-bedroom house and a ____. When his company had to ___ because of ____, he became ____.</p> <p>"It's funny really. I don't feel old, but it isn't easy to start ___ at my age. I've had so many ____. Now I'm frightened of ____. All ___ are twenty years younger than me. You see, I'm interested in learning a ___ but nobody wants ___ me. I can see their ____. I'll have ___ in ten years. It's just, well, of I ___ sitting around the house. I've worked hard for nearly forty years and now I ___ of having nothing to do. When I was still with Lancastrian Textiles I ___ doing the same thing day after day, but now I'd really enjoy ___ again ___ any job really. It's not the money. I got ___ and the house is paid for ___ and I've given up smoking ___ no, it's not just money. I just need to feel ___ well, useful ___ that's all."</p>	<ul style="list-style-type: none"> 1. to close 2. refusals 3. the interviewers 4. to train 5. to retire 6. a company car 7. doing a job 8. am tired of 9. looking for a job 10. point of view 11. am terrified 12. redundant 13. new skill 14. applying for a job 15. economic difficulties 16. production manager 17. was bored with 18. good redundancy pay
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