

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА»

## ENGLISH LANGUAGE PRACTICE

**Методичні вказівки  
до практичних занять та самостійної роботи  
для здобувачів вищої освіти 1-го року навчання  
спеціальності 035 «Філологія» освітнього ступеня «бакалавр»**

Обговорено і рекомендовано  
на засіданні кафедри  
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English language practice : Методичні вказівки до практичних занять та самостійної роботи для здобувачів вищої освіти 1-го року навчання спеціальності 035 «Філологія» освітнього ступеня «бакалавр» / укл.: Н. В. Гагіна, С. В. Литвин. Чернігів : НУ «Чернігівська політехніка», 2024. 46 с.

Укладачі:

Гагіна Наталія Вікторівна, доцент кафедри іноземної філології, кандидат педагогічних наук, доцент

Литвин Світлана Володимирівна, завідувач кафедри іноземної філології, кандидат педагогічних наук, доцент

Відповідальна за випуск:

Литвин Світлана Володимирівна, завідувач кафедри іноземної філології, кандидат педагогічних наук, доцент

Рецензент:

Лось Олена Вікторівна, доцент кафедри іноземної філології, кандидат філологічних наук, доцент

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## ВСТУП

Методичні вказівки з дисципліни «Практика англійської мови» розроблені для практичних занять та самостійної роботи здобувачів 1-го року навчання першого (бакалаврського) рівня вищої освіти спеціальності 035 «Філологія» та спрямовані на розвиток іншомовної комунікативної компетентності майбутніх фахівців.

Навчальний матеріал охоплює чотири тематичні розділи: «Родина», «Зовнішність», «Почуття та емоції», «Оселя», зміст яких відповідає програмі дисципліни. Запропоновані вправи та завдання мають комунікативну спрямованість, покликані сприяти формуванню й вдосконаленню вмінь із усіх видів мовленнєвої діяльності (аудіювання, читання, говоріння, письма). Кожний тематичний розділ містить вправи для закріплення та активізації лексичного матеріалу, а також розширення словникового запасу. Вправи на переклад вирізняються високим ступенем концентрації активних лексичних одиниць з теми, що вивчається, і дають змогу перевірити сформованість лексико-граматичних навичок. Різноманітні завдання з використанням ілюстративного матеріалу, автентичних текстів, аудіо- та відеоматеріалів сприяють інтенсифікації іншомовного спілкування під час розв'язання комунікативних завдань. В окремому розділі з рекомендаціями щодо виконання письмового завдання пояснюється структура есе, особливості його написання та види, наводиться приклад поєднання окремих структурних елементів у цілісний текст.

Правильність виконання вправ і завдань, сформованість мовленнєвих умінь оцінюється викладачем на практичних заняттях, консультаціях або дистанційно із залученням платформи Moodle.

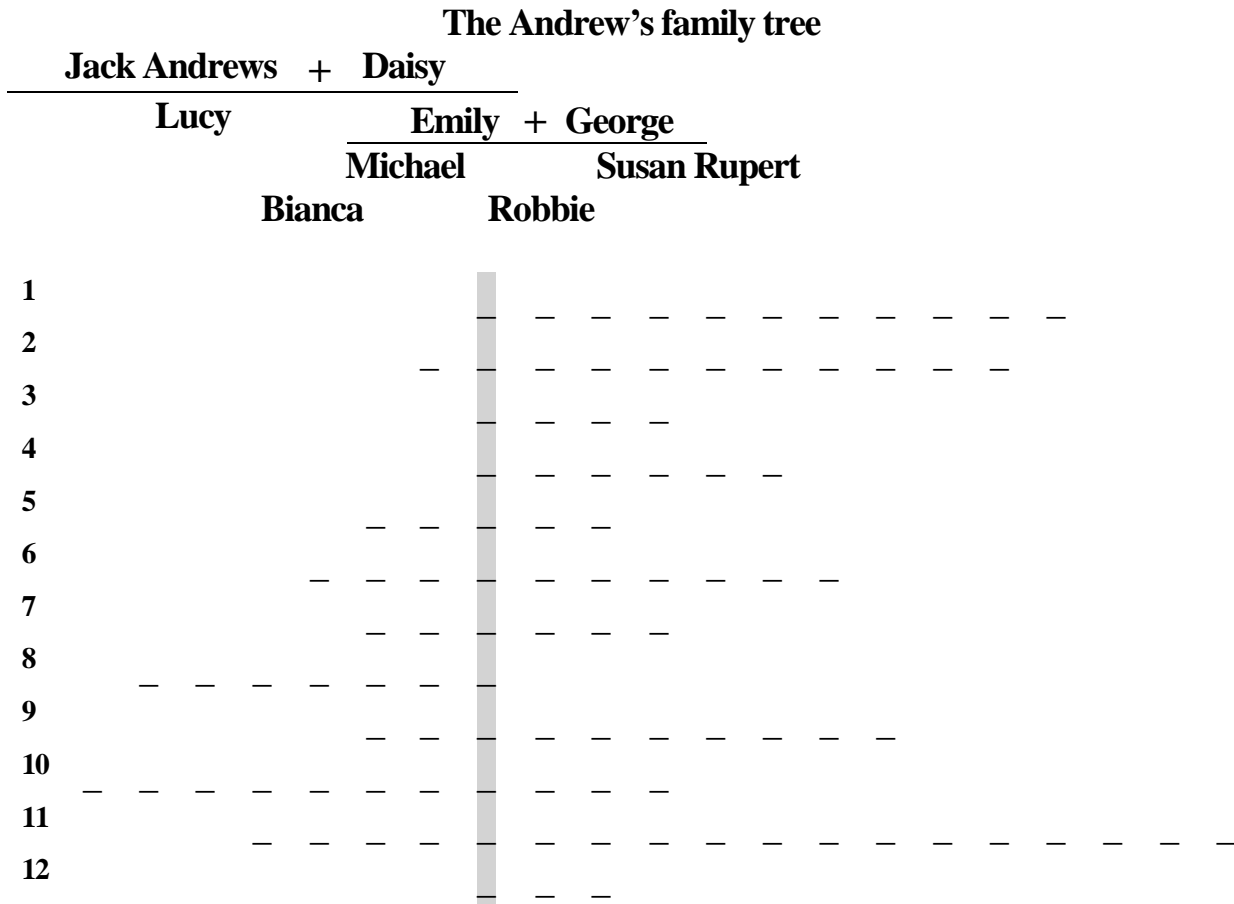
# Unit 1

## FAMILY. FAMILY HISTORY

### 1. Talk about your family.

Work in pairs. Take turns to find out as much as you can about your partner and their family. Talk about your family members, their likes and dislikes.

### 2. Read the clues and complete the crossword.



*Across*

1. Susan's parents, Emily and George, are Australian. Jack is her . . . .
2. Jack emigrated to Australia and married Daisy. Daisy is Susan's . . . .
3. They had another daughter, Lucy – so Emily has a sister. Lucy is Susan's . . . .
4. When Susan's brother Michael got married, he had two children, Bianca and Robbie. Now Susan has a niece and a . . . .
5. Susan's dad died a few years ago and her mum became a . . . .
6. Emily remarried and her new husband, Bill, is a lawyer. Bill is Susan's . . . .
7. Susan's engaged. Her ... is called Rupert. He's twenty-two and he's a computer programmer.
8. Rupert's mum died when he was at university and so Rupert's dad is a . . . .
9. Rupert's dad is getting married to Maria soon, and Maria will be Rupert's . . . .
10. When Susan and Rupert get married, Rupert's dad will be Susan's . . . .

11. Bianca is Jack and Daisy's . . . .
12. Robbie is Michael's . . . .

*Down*

1. What are Susan's . . . called?

**3. Look at the photos. What kind of relatives are the people? Where are they? What are they doing? Why?**



**4. Match questions 1-10 with answers a – j.**

- 1 Do you know a lot about your family history?
  - 2 Which do you know best: your mother's or your father's side of the family?
  - 3 Where did your ancestors come from?
  - 4 Did you ever meet your great-grandparents?
  - 5 Do you know most of your relatives?
  - 6 Are you related to anyone famous?
  - 7 Have you inherited any family characteristics?
  - 8 Who in your family do you take after?
  - 9 Would you like to know more about your roots?
  - 10 Do you live with your extended family?
- 
- a) Quite a lot. My parents told me a lot of stories about my background.
  - b) Yes. I'm very shy, like my father and my older brothers.
  - c) I'd love to, but it's difficult because my parents don't often talk about the past.
  - d) Yes, I live with my immediate family and my grandparents.
  - e) No, there are no celebrities in the family!
  - f) They came from Lagos, in Nigeria.
  - g) I know about half of them. The others live in New Zealand and I've never met them.
  - h) My father's. I grew up next door to his sister's family.
  - i) My mother. We look alike and we have similar characters.
  - j) No. Unfortunately, they died before I was born.

**5. Work in groups. Discuss questions 1-10.**

## 6. Read the text and answer the questions.

1. Who has a royal ancestor?
2. Who has a relative who was a policeman?
3. Who has roots in three continents?
4. Who has a relative who started a second family?
5. Who has an ancestor who built boats?
6. Who has a criminal relative?

*Who Do You Think You Are?* is a BBC programme that gets celebrities to research their family's roots. What kind of things do you think they discover?

**1** *Who Do You Think You Are?* is a BBC programme that gets celebrities to research their family's roots. They find out about their ancestors, sometimes travelling across the world to interview relatives. They discover that their family histories include every type of person imaginable: heroes, liars, geniuses, soldiers, inventors and even kings.

**2** In one episode, model Jodie Kidd learns that she is the great-granddaughter of newspaper owner Lord Beaverbrook, who was a politician during both world wars. Jodie also discovers that her great-grandfather on her mother's side of the family made a fortune from building ships during World War I and received letters from the King of England and Winston Churchill.

**3** And on the subject of kings, Olympic athlete Matthew Pinsent finds that he is related to Edward I, one of the most famous kings in British history. Another Olympic gold medallist, Colin Jackson, takes a DNA test and discovers that he is fifty-five percent sub-Saharan African, thirty-eight percent European and seven percent American Indian. The last result comes as quite a surprise!

**4** Davina McCall, presenter of *Bio Brother*, knows her mother's side of the family is from France. She goes to Paris and finds out that her great-grandfather, Celestin Hennion, was famous throughout France as head of the French police. He once received a medal from King George V to say 'thank you' for organising security for the king's trip to France in 1914.

**5** Not everyone on the programme finds good news about their family history. Jerry Springer learns of a tragic story: his parents escaped Nazi Germany three days before the start of World War II but other family members died in the war. And Actress Kim Cattrall discovers that her grandfather, from Liverpool, UK, abandoned his family, including three young daughters. He didn't go far. Forty miles down the road in Manchester, he started another family.

**6** Finally, Nigella Lawson, a famous chef whose father was a British politician, discovers that one of her relatives was a thief from the Netherlands. After being sentenced to prison, he escaped to England, which is how the Lawsons ended, up in London.

## 7. Find words or phrases in the text that match meanings 1-5 below.

- 1 a lot of money (paragraph 2)

- 2 someone who won a gold medal in sport (paragraph 3)
- 3 making arrangements so someone is safe (paragraph 4)
- 4 extremely sad (paragraph 5)
- 5 left someone (or something) in a bad condition (paragraph 5)
- 6 given a punishment for a crime (paragraph 6)

### 8. Work in pairs and discuss.

Would you like to be on the programme? Why/Why not?

### 9. Listening. <https://eln.stu.cn.ua/mod/resource/view.php?id=207867>

9.1. Listen to an interview with a man describing his family history. Which family members does he talk about?

9.2. Listen again and answer the questions.

How many of his great-grandparents and grandparents did he meet?

Where did his father's family come from?

What three types of job did most of his ancestors do?

How many people are in his 'immediate family'?

Who does he think tells the best family stories?

### 10. Read the text below and decide which answer A, B, C or D best fits each space.

#### Family history

In an age when technology is developing faster than ever before, many people are being (1) .... to the idea of looking back into the past. One way they can do this is by investigating their own family history. They can try to (2) .... out more about where their families came from and what they did. This is now a fast-growing hobby, especially in countries with a (3) .... short history, like Australia and the United States. It is (4) .... thing to spend some time (5) .... through a book on family history and to take the (6) .... to investigate your own family's past. It is (7) .... another to carry out the research work successfully. It is easy to set about it in a disorganised way and (8) .... yourself many problems which could have been (9) .... with a little forward planning. If your own family stories tell you that you are (10) .... with a famous character, whether hero or criminal, do not let this idea take over your research. Just (11) .... it as an interesting possibility. A simple system (12) .... collecting and storing your information will be adequate to start with; a more complex one may only get in your (13) .... The most important thing, though, is to (14) .... started. Who knows what you (15) .... find?

- |   |          |             |           |            |
|---|----------|-------------|-----------|------------|
| 1 | A pushed | B attracted | C fetched | D brought  |
| 2 | A lay    | B make      | C put     | D find     |
| 3 | A fairly | B greatly   | C mostly  | D widely   |
| 4 | A a      | B one       | C no      | D some     |
| 5 | A seeing | B moving    | C going   | D living   |
| 6 | A idea   | B plan      | C purpose | D decision |



- |    |             |           |            |           |
|----|-------------|-----------|------------|-----------|
| 7  | A quite     | B just    | C more     | D even    |
| 8  | A produce   | B cause   | C build    | D create  |
| 9  | A missed    | B lost    | C avoided  | D escaped |
| 10 | A connected | B joined  | C attached | D related |
| 11 | A treat     | B control | C contact  | D direct  |
| 12 | A with      | B by      | C for      | D through |
| 13 | A track     | B path    | C road     | D way     |
| 14 | A get       | B appear  | C be       | D feel    |
| 15 | A should    | B might   | C ought    | D must    |

### 11. Translate.

1. Люди в різних країнах дедалі частіше досліджують історію своїх родин. 2. Ця тенденція зумовлена кількома причинами, зокрема, бажанням виявити спільні тенденції з членами родини попередніх поколінь та посиленням зв'язки з іншими родичами. 3. Особливо це стосується людей, які мають певні вміння, здібності чи інтереси в незвичних сферах. 4. Іншими словами, оскільки деякі здібності є спадковими, людям може бути цікаво дізнатися, скільки людей у їхній родині володіють цими талантами з попередніх поколінь. 5. Ще однією причиною популярності з'ясування сімейної історії є інтерес до географічного походження. 6. Тобто, деякі сім'ї переїхали за кордон кілька поколінь тому, в результаті чого вони втратили свою самобутню культуру й перейняли звичаї та традиції країни, до якої переїхали. 7. Тому, досліджуючи історію своєї родини, люди можуть дізнатися більше про країну свого походження і зрозуміти більше про культуру, з якої походить їхня сім'я. 8. Тенденція дослідження родинного коріння, безумовно, є корисною і може допомогти людям краще сприймати світ і відчувати себе комфортніше, усвідомлюючи, ким вони є. 9. Уявіть собі, що людина, яка нервує, роблячи певний вибір у житті, може відчувати себе комфортніше, знаючи, що інші члени її родини зробили такий самий вибір багато поколінь тому.

### 12. Write a 150 word essay about your family history.

13. Read the headline of the article and try to predict what kinds of difficulties are mentioned in the text.

**What price more time with the children?**

14. Match each of the statements below to the father (A, B, C or D) it refers to.

- A David Batup
- B George Beattie
- C Tom Spenser
- D Stephen Lowe

- He had a physical indication that all was not well. 1...
- His company provides on-site care for employees' children. 2...

He acknowledges the help of friends.	3...
He is aware that his child/ren react to him differently when he has more time.	4...
He appreciates understanding attitudes at work.	5... 6...
His wife plays the major role in child care.	7...
He is aware that being a man limits his chances to socialise with other parents.	8...
He admits to worrying about work while involved in childcare.	9...
His experience of childcare has made him more aware of the feelings of others.	10...
He has suffered from sleep deprivation.	11...
He is not satisfied with his relationship with his children.	12...
Sometimes he feels out of place among his colleagues.	13...
He refused the chance of advancement at work.	14...

### **What price more time with the children?**

Men who try to balance the demands of family life and career face difficult choices.

We report on how four of them are coping.

#### **A**

*When **David Batup** separated from his wife, his children lived with him after he was given custody. David continued to work full time.*

We came home from a family holiday and the next thing my wife had left me. It came as a complete shock. I felt panic. I was on my own with two children, aged nine and thirteen, while trying to hold down a job as a senior manager with responsibility for a large budget in a computer company. Not only did we have practical problems to sort out, but we were overwhelmed by our emotions.

Friends gave me a lot of support. For the first few weeks they helped me collect and deliver the children while I was at work. They helped me find an *au pair*. And they gave me a listening ear.

The emotional upheaval was the most difficult aspect to come to terms with. I had always helped with the housework and was quite domesticated. I had also been involved with the children and we were close. But it was a whole new ball game having primary responsibility for home and children.

My manager was very supportive. As long as I achieved my work goals, he was satisfied. My secretary was brilliant, too. She knew where I was at all times and the children always had access to me.

The time following the separation was painful for all of us. But I have learnt to express my feelings and empathise with other people. It has taught me how to be a better manager, too. I know how to play a supportive role to members of my staff who have been through personal crises, in the way my boss did for me.

#### **B**

***George Beattie**, 46, works nights as a senior supervisor with a large parcels delivery company while his wife, **Lynn**, works days in the catering industry.*

We put our plan into action when our children were four and two. The big question was: would I be able to manage on a maximum of five hours' sleep per night? Well, five years on we are still doing it, so it must have been all right ... but at times it was hard.

We had a tight schedule. Lynn would leave home at 8.30 in the morning and was back by 5.30, just in time to take over while I went out fifteen minutes later to start my night shift at 6 pm.

At one point, I began having stomach pains. I was going to bed at 3.15 in the morning, when I got home from work, and the next thing I knew, a bump would wake me up at 6am when when one of the children jumped on me. Lynn would take the children downstairs so that I could get more sleep. But I could hear the chit chat and would only doze, if I was lucky. So you can imagine how exhausted I felt with the children during the day.

When Robert started playgroup, I took my turn on the rota to look after the children. Often you feel excluded by conversations, and you just can't go round to other people's houses for a cup of coffee like other mums do.

Three years ago, the manager put pressure on me to go for the night manager's job, which would have included daytime meetings on top of my night shift. I wasn't interested because I valued my time at home with the children so much. I did not want to miss out on collecting them and having that couple of hours with them before Lynn came home from work. And with Lynn's well-paid job, we could afford my passing up promotion. Some of my colleagues thought I should go for the promotion, but I stuck to my guns and I am pleased that I did.

## C

*Tom Spenser, 43, is a consultant physician. His wife, Penny, works three days a week as a paediatrician and looks after their two children on the other days.*

From Monday to Friday, I only see the children for an hour at the end of the day. They are not at their best because it's just before their bedtime, when they are tired.

In the holidays, the children have time to adjust to having Dad around and get to know him again. They become more spontaneous with their cuddles and seem to feel more able to talk about the things that are important to them.

Penny and I decided before starting a family that I would be the one who would make work my focus and she would focus on the children. Over the years, there have been many periods of a few days when I have 'played at' being househusband because Penny's work has taken her away. I found it frustrating, knowing that my work was piling up at the hospital while I was at home. In such a situation, you can't get work out of your mind, so you aren't fully with the children.

I do have some regrets that I haven't spent as much time with the children as I would have liked. The shortage of quality time together obviously affects my relationship with them.

## D

*Stephen Lowe, 36, and his wife, Janet, work at management level in multinational companies. When Janet had a child, they both wanted to continue their careers.*

Janet and I had decided to place Hannah in my workplace nursery because it was the most practical solution. I have experienced a side of my daughter's life I would never have seen, and that I doubt most fathers who work full time ever see.

I love the joy on her face when she recognises me coming in the distance and I also value watching her play with other children when she hasn't seen me coming. At the same time, I feel like a fish out of water in the nursery, because I am the only dad who drops off and collects his child – the others are all mums.

Before I became a father, I was ambitious and single-minded about my career, I had a great deal of job satisfaction and career progression. Janet and I were very happy when she became pregnant. We both wanted to continue our careers. I went to my company's childcare information service for advice. They helped us to make the decision to put our baby into their workplace nursery.

I have had the odd the odd telephone call in the time Hannah has been there. My first reaction is "Damn!" because it won't be good news. There is potentially a conflict between Hannah's needs and the demands of my work, but I would always put my daughter first. The fact that senior management is sympathetic makes a big difference.

**15. Find idiomatic expressions, phrasal verbs and collocations in the text that mean the following:**

**Text A**

manage to keep

to accept an unpleasant or sad situation

a completely different situation from how things were before

**Text B**

informal conversation about things that are not very important

lose an opportunity to do something

continue with a plan of action, even if other people disagree with you

**Text C**

increase in quantity

**Text D**

someone who is uncomfortable in a specific situation

opposite of collect someone

not happening often; unexpected

**16. Make 10 sentences of your own using idiomatic expressions, phrasal verbs and collocations from Exercise 15.**

**17. Discuss the questions in groups.**

Do you agree that both parents should assume equal responsibility for childcare? Who of the parents mentioned in the text have made the most satisfactory arrangements? What does a person who looks after their own children gain from the experience? Which in your opinion is more important, children or career? Why?

## Unit 2

### BODY PARTS AND PHYSICAL APPEARANCE

**1. Put these parts of the body in the appropriate places in the table.**

Adam's apple, ankle, armpit, back, big toe, bottom, breast, calf, cheek, chest, elbow, eyebrow, eyelid, forearm, forehead, heel, hip, knee, lip, little finger, little toe, mouth, navel, nose, nostril, palm, shin, shoulder, shoulder blades, stomach, thigh, thumb, tummy, waist, wrist.

head	
neck	
arm	
hand	
upper torso	
lower torso	
leg	
foot	

**2. Divide these words into four groups according to where they are:**

heel, Adam's apple, knee, skull, palm, elbow, throat, ankle, wrist, shoulder, chin, thigh, jaw, nose, temple, funny bone, thumb, toe shin

1 part of the head/neck

2 part of the hand/arm

3 part of the foot/leg

**3. Choose parts of the body from Exercise 2 to complete the following idioms.**

1 What's the matter? You've been giving me the cold ... all week. Have I done something to offend you?

2 It's nothing to do with you. Stop poking your ... into other people's business!

3 I tried to get her to sell her flat but she dug her ... in and refused to move.

4 She was going to ask him to marry her on St Valentine's Day but she got cold ... .

5 I wouldn't have gone to the theatre if my friend hadn't twisted my ... .

**4. Read the text and complete the gaps with the following figures.**

9 and 12                      17    4000                      45    500                      2 and 3                      35-45  
    50                      150                      25                      600

The human body is fantastic and it has many parts; there is a skeleton of **1) 208** bones; more than **2) ...** muscles which make up **3) ...** per cent of the body's total weight; a blood system containing between **4) ...** pints of blood, operated by a heart which during a lifetime does enough work to have lifted a ton weight **5) ...** miles up into the air; a nervous system dominated by a brain which makes the biggest computer look like a child's toy; a pair of lungs which handle **6) ...** cubic feet of air a day; a cooling system to stop us getting too hot which has between **7) ...** million sweat glands; a feeding system which can handle about **8) ...** tons of food in an average lifetime (not to mention

a 9) ...-foot-long alimentary canal); a reproductive system that has all too successfully populated today's world with more than 10) ... million human beings; an excretory system with kidneys capable of filtering 11) ... gallons of fluid a day; and 12) ... square feet of skin to cover everything and, as one doctor put it, 'to keep the blood in and the rain out.'

**5. Complete the following sentences with the words and information from the text.**

- 1 The heart is incredible because ...
- 2 There are ... in a human skeleton.
- 3 The nervous system is dominated ...
- 4 The ... filter liquid.
- 5 The human body is covered ...
- 6 ... weigh almost half of the total body.

**6. Make adjectives from the following nouns.**

<i>Nouns</i>	<i>Adjectives</i>
skeleton	
muscle	
blood	
brain	
skin	
sweat	

**7. Read the text and choose the word A, B, C or D which best fits each space.**

Have you ever wished you could read someone's mind? Well you can – by watching their body movements. Body language has been studied since the 50s, when US scientist Ray L. Birdwhistell began writing about 'kinesics' – the study of body movements. He filmed conversations and then (1) ... them back in slow (2) ... to examine gestures, expressions and (3) ... . Every day we use our bodies to send messages – nodding instead of saying 'yes', or (4) ... to say 'hello'. But even when we don't want people to know how we're feeling, certain things may still (5) ... the truth. When we (6) ... a lie, our bodies often give the (7) ... away when we blush or (8) ... eye contact, swallow or cover our mouth with our hand. You can also use body language to your (9) ... . For example, if you're always the last to be picked for a sports team, take (10) ... of these tips.

- Stand with your feet slightly (11) ... and with your hands on your hips. This will make you look stronger, fitter and much more athletic.
- (12) ... jogging on the (13) ... or limbering up – it gives the message that you can't wait to get on the pitch.
- (14) ... your team mates right in the eye and smile. But don't (15) ... them a huge fixed grin or they'll think you're desperate.

- |   |          |           |          |            |
|---|----------|-----------|----------|------------|
| 1 | A turned | B rewound | C showed | D played   |
| 2 | A motion | B speed   | C time   | D movement |

- |    |            |            |             |            |
|----|------------|------------|-------------|------------|
| 3  | A standing | B figure   | C posture   | D position |
| 4  | A shaking  | B wagging  | C clapping  | D waving   |
| 5  | A discover | B reveal   | C inform    | D explain  |
| 6  | A say      | B make     | C commit    | D tell     |
| 7  | A game     | B sport    | C trick     | D play     |
| 8  | A removing | B avoiding | C escaping  | D ignoring |
| 9  | A interest | B favour   | C advantage | D reward   |
| 10 | A note     | B care     | C attention | D advice   |
| 11 | A away     | B apart    | C ajar      | D aside    |
| 12 | A Try      | B Go       | C Make      | D Play     |
| 13 | A place    | B spot     | C point     | D ground   |
| 14 | A See      | B Watch    | C Look      | D Observe  |
| 15 | A make     | B do       | C offer     | D give     |

**8. Write the correct word in each gap to complete the idiomatic phrases.**

*foot*      *face (2)*      *stomach*      *head (2)*      *neck*  
*heart (2)*      *arm*      *hand*      *shoulders*      *skin*

1. 'Would you like to be a mountaineer?' 'Oh, no, I don't have a very good ... for heights.
2. Don't get too involved with those people. Keep them at ...'s length.
3. You may not like him, but you've got to ... it to him. He's a financial genius.
4. Every time he opens his mouth he puts his ... in it. I've never seen anyone make so many embarrassing mistakes.
5. She likes to keep her feelings to herself. She's not the sort to wear her ... on her sleeve.
6. I know I should go to the meeting but I just can't ... it.
7. I find horror films absolutely revolting and I just can't ... them. They make me feel sick.
8. The pass mark was 65% and he got 65,3%, so he made it by the ... of his teeth.
9. She will lose ... if she has to admit she made a mistake.
10. Ironing is my least favourite activity. It's a real pain in the ... .
11. If I were you I'd vote for Joan Huddlestone. She's ... and ... above the rest.
12. I didn't have the ... to tell him I'd already eaten after he'd gone to so much trouble cooking dinner.

**9. Make 10 sentences of your own using idiomatic expressions from Exercises 3 and 8.**

**10. Look at the photos and complete the word combinations.**



1) ... nose



2) ... hair



3) ...chin



4) ... hairline



5) ... chin



6) ... nose



7) beard and ...



8) ... chin



9) ... eyes



8) ... eyes



11) ... forehead



12) ... complexion



13) ... ears



14) ... forehead



## 11. Study the order of adjectives.

**opinion, the person's size, shape, age, colour and origin**

A tall middle-aged man.

A beautiful young woman.

A handsome tall well-built man.

A handsome tall well built young black English man.

A gorgeous tall slim pale-skinned Latin American man.

She was a **beautiful, tall, thin, young, black-haired, Scottish** woman.

*While describing people follow this order of adjectives:*

1. HEIGHT (short /medium height / tall ...)

2. BUILD (overweight / plump / slim / petite ...)

3. AGE (young / middle-aged / old / in his forties ...)

4. HAIR: length + style + colour (eg. short curly chestnut)

5. FACE

6. EYES: size + shape + colour (e.g. small almond-shaped blue)

7. COMPLEXION (tanned / pale / spotty ...)

8. EXTRA FEATURES (beard / tattoo / moustache ...)

## 12. Describe the people in the photos.

1



2



3



4



5



## 13. Translate.

1. Він дуже низького зросту і має дещо надлишкову вагу, але його чисто поголені щоки, рівні білі зуби, підборіддя з ямочкою, широка привітна посмішка та світлий колір обличчя роблять його дуже привабливим для жінок.

2. То була невисока мініатюрна молода жінка з блискучим, довжиною до поясу волоссям імбирного відтінку, маленьким кирпатим носом, широко посадженими великими очима і порівняно невеликим тендітним ротом.
3. Його рідке, розпатлане з сивиною волосся, великий м'ясистий ніс, випнуті товсті губи та обличчя з пігментними плямами роблять його дійсно потворним.
4. Хоча він був не дуже привабливим, низьким, кремезним молодим чоловіком з коротко стриженим, чорним мов смола волоссям, орлиним носом, трохи випнутим підборіддям, щетиною на обличчі та цап'ячою борідкою, він, на диво, користувався успіхом у дівчат.
5. Його скуйовжене, засмальцьоване, тьмяне волосся, кирпатий ніс із великими ніздрями, загострене підборіддя й великі обвислі вуха змусили мене голосно розсміятися.
6. Вона одружилася з чоловіком із незвичною зовнішністю: брудне волосся з лупою, похиле з глибокими зморшками чоло, запалі витрішкуваті очі, виципані брови та багато веснянок на блідих щоках.
7. Моя подруга надзвичайно приваблива. У неї довге кучеряве каштанове волосся, великі виразні очі, довгі густі вії, прямий ніс, чуттєві губи, маленькі ямочки на щоках і чарівна неперевершена посмішка.

#### **14. Read the following article and answer questions 1-6.**

Our features may reveal hidden talents, says Rebecca Fowler. 'Facedness' is the new theory that proposes, just as most of us are either left-handed or right-handed, we have a more dominant facial side. It also claims to reveal the physiognomy of musical genius. Left-facers, according to Karl Smith's studies, are better able to tune into the right side of the brain, which is associated with musical performance, while right-facers tap into the left hemisphere, which is specialised for cognitive process - to the layman, thinking.

His surveys show that 85-90% of people are right-faced. 'With rare exceptions, all musically talented people are left-faced,' he says. Wagner has one of the most marked left-faces that Smith has looked at, 'dominant to the point of deformity'. He is joined by Mozart, Beethoven, Brahms, Schubert, Tchaikovsky and Liszt. 'I have yet to come across a great musical talent who is not left-faced,' says Smith. His work at New York's Metropolitan Opera shows that over 98% of opera singers of a 50-year period have been left-faced. Most contemporary musicians looked at also had a dominant left side, from jazz musicians to pop stars. 'The Beatles were all left-faced,' says Smith, whose work suggests that facedness ratios are the same in Europe as in the United States.

'Parents should not be wasting their money on right-faced children,' says Smith. It is not, contrary to popular belief, hands or ears that will suggest a Mozart in the making, but facial features. The test for dominance is simple. Researchers measured signals from muscles and recorded resistance changes in jaw and tip movements. But simply looking in a mirror will reveal a larger, more muscular side that is more flexible in speech and has a deeper dimple when you smile. The eyebrow will be higher and the skin smoother.

But right-facers should not despair. Dexterity in cognitive processes means that most great mathematicians and scientists have been dominant on the right. ‘The marked right-facedness of Einstein is remarkable.’ says Smith. Right-facers also have the edge in speech. Most great orators and all British prime ministers have been right-side dominant, from Walpole to Thatcher. And we have yet to see a pope or monarch cloaking musical genius.

While left-facers have a better control of vowels, right-facers have the hold on consonants. Smith can recall no American newsreader who has been left-faced. Actors should also be looking for a higher right brow, since most of the greats have been right-faced.

Smith’s theory also maintains that right-facers make better dancers and athletes. They depend on a highly articulate understanding of movement and cognition.

All athletes in the last Olympics were right-faced, he found, and a study of the Chicago and New York ballets showed 99% of dancers were right-faced. The one group of people who did not fall clearly into right or left were painters.

‘The evidence has been astoundingly consistent right across the board,’ says Smith. As a music lover, he is reconciling himself to his own right-facedness.

Unlike handedness, which develops at the age of three or four, facedness is determined before birth. For would-be composers and politicians there is no defying facedness, and parents should take note before signing up hopeful youngsters for music lessons – a glance in the mirror will tell if the expense will be worth it.

1. Among left-facers, Wagner is said to be
  - A an extremely attractive example.
  - B a faulty example.
  - C an unusually clear example.
  - D a typical example.
  
2. What is different about the side of the face that is dominant?
  - A There are more wrinkles.
  - B It moves more easily.
  - C It is flatter.
  - D The eyebrow is thicker.
  
3. What advantage do right-faced people often have?
  - A They are optimistic.
  - B They are successful athletes.
  - C They pronounce different words more correctly.
  - D They are able to reason clearly.
  
4. What does Karl Smith’s claim about the facedness theory?
  - A It is extremely convincing.
  - B It has been confirmed by the whole academic community?
  - C It is generally accepted by music lovers.

**D** It contains a number of interesting exceptions.

5. How is facedness different from handedness?

- A** It's of interest to politicians.
- B** It's easy to detect.
- C** You are born with it.
- D** You develop it as you grow up.

**15. Discuss the ideas in the article with other students. Can you tell what kind of face you each have?**

### Unit 3 FEELINGS, EXPERIENCES, EMOTIONS

**1. Look at the photos A-C. Which of the activities have you done?**

**A**



**B**



**C**



**2. Listen.** <https://eln.stu.cn.ua/mod/resource/view.php?id=220153>

**Which speakers can you see in the photos? What do the other two speakers talk about?**

**3. Complete sentences 1-10 with adjectives from the box. Then listen again and check.**

*embarrassed exhausted satisfied thrilled awkward relieved*  
*anxious fascinated frustrated impressed*

1. For a start, I was very ... and I think animals can sense it when you're nervous and worried.
2. Actually, I was extremely ... when the lesson finished.

3. I came second so I was really ... .
4. I was absolutely ... to see how different people behaved when they got in front of the microphone.
5. It took me ages to do and I got really annoyed and ... at one point because I couldn't make it straight.
6. I felt really ... when I'd finished because it was the first one I'd ever put up on my own.
7. Most people were there for the first time and I was really ... by how quickly they learnt the steps.
8. I was very ... because I kept treading on her toes.
9. I suggested calling the repair company. I felt very ... about it but I thought we'd never get home.
10. I didn't get to bed till two in the morning and I was completely ... .

**4. Work in pairs and discuss the questions.**

What's one thing you've always wanted to try, and one place you've always wanted to visit? What's stopped you from doing both of these things?

**5. Read the programme information. What activities are mentioned in the text. Match them with photos A-E.**

**A**



**B**



**C**



**D**



**E**



**50 Things To Do Before You Die**

When the BBC asked its viewers what one thing they'd like to do in their lifetime, the response was overwhelming, with some 20,000 members of the public sending in

their ideas. 50 Things To Do Before You Die takes the viewers on a tour through the top fifty viewers choices. These range from observing rare and exotic animals in their natural habitat; to travelling a historic route by train, car or a jet plane; to some more extreme activities not for the faint-hearted, among them bungee jumping, husky dog sledding and wing-walking. Whether you're a hard-core traveller or a armchair tourist, you're sure to find inspiration for your next journey.

**6. Write down two words you think someone will mention for each of the activities in photos A-E.**

**7. Watch the video.** <https://eln.stu.cn.ua/mod/resource/view.php?id=220154>  
**Which of your adjectives are used? Which activity is not in the video?**

**8. Mark the sentences true (T) or false (F). Then watch again and check.**

1. The main thing people say they love about sledding is the scenery.
2. The presenter preferred driving the sled to sitting in it.
3. Pilots used to strap themselves to the wings at air shows.
4. Rebecca found it surprisingly easy to wave and look elegant.
5. The legendary Route 66 runs from Chicago to San Francisco.
6. One of the bungee jumpers likes the feeling of being stretched and bounced.
7. People have always been fascinated by dolphins' playfulness and intelligence.
8. The speakers like dolphins because they are helpful to humans.

**9. Work in pairs and take turns. Tell your partner about your experiences and feelings.**

**10. Write the feelings in the correct groups.**

*apprehensive, cheerful, cross, delighted, depressed, disoriented, furious, glad, livid, miserable, mystified, petrified, puzzled, terrified, upset*

**happy**

**angry**

**unhappy**

**confused**

**frightened**

**11. Replace the word in bold with one of the words from ex. 10.**

1. Sam's always very **happy** first thing in the morning, while I'm usually in a bad mood until I have my first coffee.
2. Sometimes I get very **angry** with the children.
3. Richard was a little **frightened** before he went into the meeting.
4. Nora is **unhappy** because she's just hurt her hand.
5. It's common to feel **confused**, at first, in this building until you work out where everything is

**12. Match the adjectives below with descriptions 1-10.**

*cautious eccentric flexible genuine mean moody  
naive sympathetic trustworthy witty*

1. My friend always has time for me when I've got a problem. She seems to understand and wants to help.
2. Cheung always takes a long time to make up his mind and he's careful to avoid problems or danger.
3. Joe thought his first job would be easy and people would be nice. He soon learnt differently!
4. I really like your fiancé – he seems honest and sincere.
5. Lucia makes me laugh a lot. She's very quick-thinking and clever with words.
6. My last teacher wasn't very kind. She often laughed at students when they made mistakes.
7. Noriko is a great addition to the team. She adapts quickly to new situations and doesn't mind change.
8. Karl acts a bit strange sometimes and wears the oddest clothes, but he's a good guy.
9. You can tell Marta a secret and you know she'll never tell anyone else.
10. Sam's a typical teenager. He always seems to be unhappy or else he suddenly gets angry for no reason.

**13. What type of personality do you think the people in photos A-C have?**

**A**



**B**



**C**



**D**



**14. Match the phrases and idioms in bold with pictures A-H.**

1. The boss completely **lost his head** and started shouting at the client.
2. Could you **catch** the waiter's eye? I'd like to ask for the bill.
3. The job hunting isn't going well, but if I can **get my foot in the door** things will

be fine.

4. I can't afford this mobile – it costs an arm and a leg.



5. I don't really mind paying taxes, but filling out these forms is a **pain in the neck**.

6. He's got a **big mouth** - he told everyone in the office about my problems at home.

7. Sorry, we just don't **see eye to eye** on this, and I don't think we'll ever agree.

8. The teacher **turned a blind eye** to cheating in the exam, so almost all the students did it.

**15. Match meanings a)-h) with the phrases and idioms.**

- |                            |  |
|----------------------------|--|
| a) have the same opinion   | e) be very expensive                         |
| b) get someone's attention | f) be unable to think clearly under pressure |
| c) be very annoying        | g) ignore a bad thing                        |
| d) get a chance to start   | h) be someone who tells secrets              |

**16. Look at photos A-E. What emotions do you think these people are feeling? Why are they feeling them?**

A



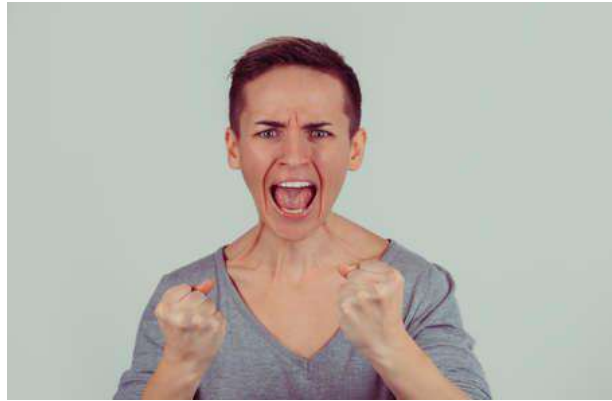
B



C





**D****E**

**17. Read the text and match photos A-E with the emotions.**

According to BBC Focus Magazine, there are six basic emotions which we all experience, recognise in other people, and show in our own facial expressions. They are:

**FEAR** – probably the most basic emotion, fear activates a part in our brain which allows us to escape from danger.

**ANGER** – our ancestors used this emotion to try and deal with a problem rather than run away from it.

**DISTRESS** – loss or tragedy prompt a feeling of sadness. This often results in tears, a lump in the throat and a feeling of heaviness in the chest. See a sad person and you may feel sad, too.

**JOY** – the simplest things can induce this, like a kind word, or a sunny day. This is the most positive emotion and a great motivator as we will actively try to repeat activities which bring us joy.

**SURPRISE** – life is unpredictable, so surprise is a useful emotion. When something surprising happens to us, we raise our eyebrows to open our eyes wider, to allow us to see what is happening.

**DISGUST** – we will naturally feel disgust at certain objects and smells (like the smell of rotten food). We move away from these things (which may carry disease) so this emotion protects us.

**18. When was the last time you felt the emotions in the text? Give some examples.**

**19. Read the definition and listen to the radio programme.**

<https://eln.stu.cn.ua/mod/resource/view.php?id=220159> **Answer the questions.**

*therapy – treatment of a physical or mental illness, often without the use of drugs*

1. Which two therapies does the programme talk about?
2. The therapies are used in different situations. What situations are mentioned in the programme?

**20. Are the statements true (T) or false (F)?**

1. Eight out of ten people have trouble controlling their anger.
2. With destruction therapy you use your anger to destroy something in a controlled way.

3. If you think about a situation when you were angry, the therapy will be more enjoyable.
4. In Spain, some companies pay for their workers to build hotels.
5. In Mexico, they use destruction therapy in hospitals.
6. Laughter therapy can help people to feel less pain.
7. On average, children laugh 100 times a day, and adults laugh seventeen times.

**21. Discuss the questions in small groups.**

1. Do you think destruction therapy and laughter therapy are good ideas? Why? Why not?
2. Would you try any of the ideas in the programme?

**22. Watch the video and answer the questions:**

<https://www.youtube.com/watch?v=IGNOF8DVIPQ>

- 1 What is Laughter yoga?
- 2 What is it based on?
- 3 What is Laughter yoga used for?

## Unit 4

### DWELLING. ARCHITECTURAL STYLES

**1. Talk to your partner. What will the home of the future look like?**

**2. Watch the video <https://www.youtube.com/watch?v=B2BKhh2dmRE> and complete the sentences.**

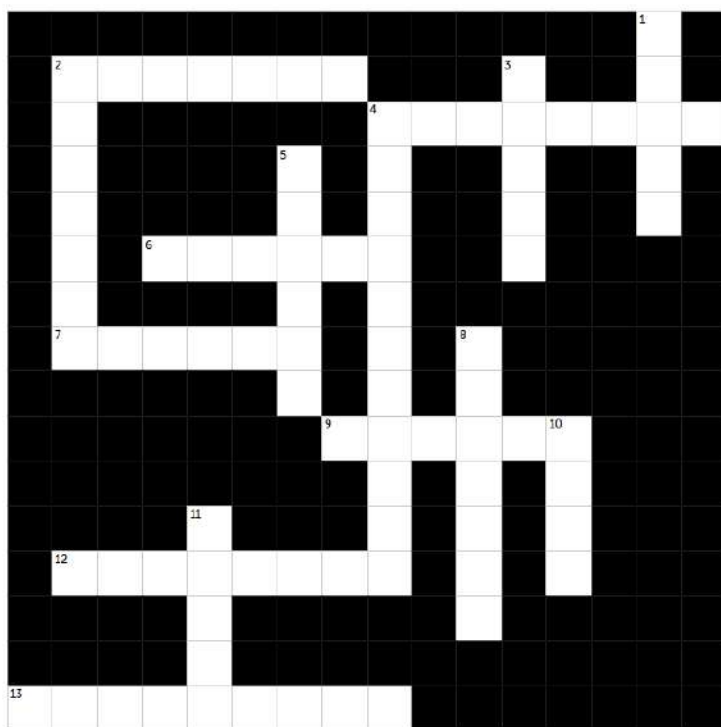
1. In the first house the shower water is heated by ...
2. The houses shown in the video have been built as ...
3. The technology helps these houses make more efficient use of ...
4. .... is used to open the door of the house.
5. The brain of the house is ... . You can ...
6. The rocking chair contains ...

**3. Complete the following sentences with the ideas of your own.**

- I'd love a self-cleaning house that...
- I'd like an eco-friendly house which is built ...
- I'd like to have a device that ...
- I'd like to have a house where I could ...
- In my house of the future, I'd like ...

**4. Write a 200 word essay about your dream house/your house of the future.**

**5. Complete the crossword. <https://puzzel.org/crossword/play?p=-NL0t5yLJW4az1iI90MZ>**



Across	Down
2 a pipe through which smoke goes up into the air, usually through the roof of a building	1 a sheltered area at the entrance to a building
4 wooden or metal covers fitted on the outside of a window. They can be opened to let in the light, or closed to keep out the sun or the cold	2 a horizontal surface that forms the top part or roof inside a room
6 a building in which you keep a car	3 a room at the top of a house just below the roof
7 a plastic or metal channel fixed to the lower edge of the roof of a building, which rain water drains into	4 a tall post with a light at the top, which stands by the side of a road to light it up
9 a tall vertical structure of stone, wood, or metal, used as a support for a building	5 a set of steps inside a building which go from one floor to another
12 a floor of a building which is partly or entirely below ground level	8 a long passage with doors into rooms on both sides of it
13 an area of ground in a garden or park which has been specially prepared so that flowers can be grown in it	10 a covering on top a building that protects the people and things inside from the weather
	11 a barrier between two areas of land, made of wood or wire supported by posts

## 6. Match pictures 1 – 15 with definitions A – O.

- A Arch** is a curved symmetrical structure supporting the weight of a bridge, roof, or wall above it.
- B Capital** is an upper portion of a column.
- C Dome** is a rounded vault forming the roof of a building or structure.
- D Porch** is a sheltered area at the entrance to a building. It has a roof and sometimes has walls.
- E Arcade** is a series of arches resting on columns.
- F Niche** is a recessed area in a wall.
- G Steeple** is a tall, narrow, conical tower.
- H Balustrade** is a railing or wall on a balcony or staircase.
- I Carving** is an object or design carved from a hard material as an artistic work.
- J Spire** is a tapering conical or pyramidal structure on the top of a building, typically a church tower.
- K Pedestal** is a support at the bottom of a column.
- L Colonnade** is a series of columns.
- M Mosaic** is a decorative design made with small coloured pieces of stone or tile on a surface.
- N Gargoyle** is a waterspout projecting from the gutter in the form of an elaborate carving.
- O Belvedere** is an open, roofed gallery commanding a view.



4



5



6



7



8



9



10



11



12



13



14



15



## 7. Study the information below about different architectural styles.

### Victorian houses

A typical Victorian home is large and imposing, two or three stories with tall windows and porches and *constructed of stone and wood with an ornate exterior* consisting of *steep, gabled roofs, towers, turrets, and highly decorative woodwork*. The exterior of many Victorian homes are brightly painted. They often have *verandas, turrets, and multiple rooms* that can be used for various purposes.

Here are a few common characteristics of Victorian-style homes:

Exterior:

- Two to three stories
- Steep, gabled roofs
- Intricate woodwork
- Towers and turrets
- Rich colors

The other most notable style variations:

#### Queen Anne:



They are asymmetrical, two or three (or more) stories tall, have *steeply pitched roofs*, and feature *large wrap-around porches*. They are often *adorned with differing wall textures and ornate trim*. Some Queen Anne homes also have *octagonal towers* (topped with a round pointed roof) and *ornate bay windows*.

#### Italianate:



The main structures were fairly simple, *rectangular-shaped houses* with *low sloping* or sometimes *flat roofs* that protrude quite far out from the exterior walls. The windows are tall and narrow, often *rounded at the top*, they may feature *columns* that are all ornately adorned with trim. Some Italianate homes even feature *a square tower or cupola that rises out of the center* of the house.

## Tudor-style house



Tudor homes are recognizable by several *distinguishable features*. They have a *steeply pitched roof*, often with *multiple overlapping, front-facing gables* (the triangular portion of the roof) of varying heights. The majority of their exteriors are *brick*, but they're accented (often in those triangular gables) with *decorative half-timbering*: essentially a *mock frame of thin boards with stucco or stone filling in the spaces between the boards*.

Windows are tall and narrow with multiple panes – sometimes rectangular, sometimes diamond-shaped. Large groupings of windows are common, and occasionally there are *picturesque floating bay windows* called *oriel windows* on the first or second story. Though often not in the center of the house, the front door is still a *significant architectural feature* of Tudor homes. They typically have a *round arch* at the top and tend to be bordered by a *contrasting stone that stands out against the brick walls*. Finally, *Tudor chimneys* are another *notable element* where the details *stand out*: They often have *decorative chimney pots, a stone or metal extension at the top of the brick chimney*.

The characteristic exterior features of the Tudor style as used in secular architecture are: a *lavish use of half-timber work*; large groups of rectangular windows; rich *oriel, or bay, windows*; complex roofs with many *gables*; interesting and sometimes fantastic *chimney treatments*; and much *brickwork, frequently in patterns*. The interiors of secular buildings featured *richly wood-paneled walls* and the *lavish use of molded plasterwork* to decorate ceilings, cornices, and walls, frequently in a naive imitation of Renaissance ornamental motifs.

## Georgian-style house

**A classic Georgian home is square or rectangular, made of brick, and features symmetrical windows, shutters, and columns.**

The most defining characteristic of a Georgian-style home is symmetry. Georgian-style homes have a *footprint* that is either *square or rectangular in shape*. Most Georgian houses in the United States have either *side gabled roofs, or hipped roofs, which slope*

inwards and upwards from all four sides. Sometimes, they have *dormers* with *sash windows*. Most houses had at *least two chimneys located on either side of the roof*. The front door of a Georgian-style house is *perfectly centered at the front of the house*, and acts as the dividing line between the two symmetrical halves. The design of a classic Georgian door features six identical (and symmetrical) wooden panels, but towards the end of the period in the early 19th century, it became popular to replace the top two panels with paned glass.



*The entryway* of a Georgian-style house is *flush with the front exterior wall*, rather than being *recessed into a porch or alcove*. The front door is usually *flanked by pilasters*, and can be *ornamented with cornices, dentil or ogee molding, and pediments*. Above the front door there is often a *semi-circular transom window*, which lets sunlight shine into the hallway. Georgian-style houses feature *sash windows* that are arranged symmetrically on either side of the house. Most Georgian houses are two and a half stories, with the upper story used as *an attic*.

In short, here are the most common features of a Georgian-style house:

Exterior:

- Rigidly symmetrical form
- Symmetrical window and door placement
- A gabled or hipped roof with dormers
- Two to two-and-a-half stories
- Fanlight window over paneled wooden front door
- Pilasters, molding, and other ornamentation around entryway
- Paired chimneys
- An extended walkway leading to the main door
- Short covered porch
- Archways, pediments, or decorative element above the central door
- Sometimes, a white picket fence

**8. Translate the words and phrases in the texts given in italics.**

**9. Match photos 1 – 12 with definitions A – L.**



1



2



3



4



5



6



7



8



9



10





11



12

**A** a form of bay window which protrudes from the main wall of a building but does not reach to the ground

**B** a structure that has eight angles and eight sides

**C** a small, roofed structure on a sloping roof with a vertical window built into it

**D** a type of plaster used for covering walls and ceilings, especially one that can be formed into decorative patterns

**E** a roof that slopes downwards, typically in two parts at an angle from a central ridge

**F** a window that has two frames fixed one above the other that open by being moved up and down

**G** a rectangular, vertical wall protrusion that resembles a flat column

**H** a short pipe which is fixed on top of a chimney

**I** a small tower on top of a larger tower or at the corner of a building or wall, typically of a castle

**J** a triangular part at the top of the front of a building that supports the roof and is often decorated

**K** a type of roof where all sides slope downwards to the walls, usually with a fairly gentle slope

**L** a method of building in which external and internal walls are constructed of timber frames and the spaces between the structural members are filled with such materials as brick, plaster, etc.

## 10. Translate.

1. Однією з характерніших ознак будинків у стилі Тюдорів є декоративні фронтони, що перекриваються один одним. Дерев'яні каркаси будинків заповненні кладкою з каменю, цегли, або штукатурки. Тюдорівські будинки часто мають цегляний димар з декоративним металевим чи кам'яним розширенням у якості помітного елемента дизайну.

2. Цей типовий вікторіанський будинок, збудований з цегли, має велику веранду, що огортає дім, крутий скатний дах та вишукано прикрашені еркери.

3. Більшість будинків у георгіанському стилі мають чотирисхилий дах, мансардні вікна зі стулковими віконницями та два димарі, розташовані по обидві сторони даху.

4. Вхід у будинок ідеально розташований по центру. Вхідні двері фланковані пілястрами та орнаментовані карнизами.

5. Ці прості прямокутної форми будинки з низькими похилими чи пласкими дахами вирізняються колонами, вежами та башточками, оздобленими обробкою.

6. Їх триповерховий будинок вирізняється асиметричним фасадом, яскраво пофарбованими віконницями, вузькими симетричними, заокругленими вгорі вікнами, восьмикутною вежею із загостреним дахом, що здіймається з центру будинку.

7. Екстер'єр цього будинку підкреслений декоративним фахверком, зубчастою ліпною прикрасою і кам'яним оздобленням контрастного кольору, що виділяється на тлі цегляних стін.

### 11. Describe the houses giving as many details about them as possible.

1



2



3



4



### 12. Read the texts below. Match choices (A-H) to (1-6). There are two choices you do not need to use.

1. An attractive semi-detached house built in 1990 consisting of dining room, lounge, kitchen, three bedrooms, bathroom. Large garden at rear of house and garage to the side. Situated in a quiet street in the centre of the city, the house is close to all the local shops and primary schools.

2. Small one-bedroom flat available above a clothes shop, consisting of one bedroom, kitchen and dining area, shared bathroom. The flat, which has gas central heating, is situated opposite the railway station and is convenient for all the facilities of the city.
3. A luxury flat in a new development situated in a busy suburb of the city. The city centre, the airport and the motorway are all less than 15 minutes' drive away. The flat is on two levels on the ground floor and the first floor, and consists of dining area, kitchen, 1 bedroom and bathroom. Communal lawn with garage at the rear of the flat. Lovely views of the countryside from the front windows.
4. A 3-bedroom house built in 1952 about 8 kilometres from the city centre. The house is structurally sound but is being offered at a very reasonable price as it is in need of some internal modernising. The house consists of a dining room, lounge, kitchen, 3 bedrooms, bathroom. There is a garage at the side of the house and a small lawn to the rear. The local shops and schools are all within a 10-minute walk from the house.
5. Delightful country cottage with fine views of hills and a nearby lake. Situated in the centre of a quiet village of about 600 people. The cottage consists of a large reception room, kitchen, 2 bedrooms, bathroom. There is a small garden at the front of the house and parking space at the side for one car. The cottage is close to the village shop and pub. A regular bus service operates between the village and the centre of the city, which is about 35 kilometres away.
6. A luxury flat on the third floor of a newly developed block in the city centre. The flat consists of a hall, lounge, dining room, fitted kitchen and two bedrooms, each with their own bathroom. Close to all the main facilities (shops, railway station, cinemas, theatres, art galleries, etc.) with magnificent views over the city. Gas central heating and lift.

**Which property would you recommend for \_\_\_\_\_?**

- A a couple with a teenage son who are keen on improving old houses
- B a rich widow who enjoys city life and likes to have friends to stay
- C an unmarried airline pilot
- D a couple with two children aged 7 and 9 who like to live in the city
- E a young couple who have two dogs and are not very well off
- F a student without much money who often goes home to his parents
- G two recently qualified nurses without a car
- H a retired couple wanting an unhurried and peaceful life

**13. Read about Ely Cathedral paying attention to the words in bold.**



The present building dates back to 1083, and cathedral status was granted it in 1109.

Its most notable feature is the central octagonal tower, with lantern above, which provides a unique internal space and, along with the West Tower, dominates the surrounding landscape.



Visitors to the Cathedral usually enter through the great West Door in the Galilee Porch. The term 'Galilee' simply means a porch or entrance. The Porch is built of stone and marble and is an example of Early English Gothic architecture. The West Tower stands some 66m (215ft) in height. The lower 2/3 is 12th century work, the top 1/3 was added in the late 14th century.



On the floor beneath your feet is a labyrinth that was installed in the nineteenth century.



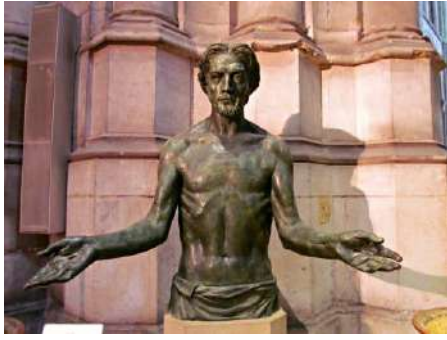
On the North West Transept wall there is a magnificent sculpture called 'The Way of Life' by Jonathan Clarke.

'The Way of Life' is made of cast aluminium and has nine sections, each differently jointed.



At the entrance to the Nave is another sculpture, Hans Feibusch's Christus (1981). The arms outstretched in welcome show the wounds of crucifixion; the face shows the strength of the compassion with which Christ looks on the world.

The medieval Church used to think of itself as the vessel in which the faithful could journey safely to God.



The Nave is one of the most inspiring interiors in England. Its architecture is Norman, with distinctive round arches, on some of which can be seen the remains of medieval decoration. The term 'nave' comes from the Latin *navis*, meaning 'ship'.

Ely Cathedral is known as the 'Ship of the Fens'

The arcade on the south wall, now bricked up, would originally have been open, and it was later glazed in the same way as the South Porch is today.

Built at the turn of the eleventh and twelfth centuries, the north and south transepts contain some fine Norman stonework, including the small carvings on the capitals, which are thought to be the earliest Norman sculpture in England. The original roofs were replaced in the mid-fifteenth century. On the wall there are also remains of the original wall painting that was restored by the Victorians.



The Lady Chapel was completed in 1349. It was highly coloured, with windows with stained glass and painted statues in the niches. All this was destroyed in the sixteenth century during the Reformation, which, in keeping with Puritan convictions, rejected all forms of religious decoration. Above the altar is a new statue of Mary. It was installed in the year 2000.



**14. Watch the video “Ely Cathedral\_The Octagon, Lantern and Lady Chapel Of Ely Cathedral” <https://eln.stu.cn.ua/mod/assign/view.php?id=224494> and answer the questions:**

1. Who is Ely Cathedral dedicated to?
2. When did the work on the present Cathedral begin?
3. What is the architectural style of the building?
4. What is the octagonal Tower made of?
5. When were the paintings of the Tower added?
6. What does Lady Chapel look like? (describe some features)
7. What is the unique property of Lady Chapel?

**15 Write a 200 word essay about one of the most famous architectural buildings.**

# WRITING AN ESSAY

## Essay structure

<b>Introduction</b>	<b>General statements</b> <b>Thesis statement</b>
<b>Main body</b>	<b>Paragraph 1</b> Topic sentence Supporting idea Supporting idea Supporting idea Concluding sentence <b>Paragraph 2</b> Topic sentence Supporting idea Supporting idea Supporting idea Concluding sentence <b>Paragraph 3</b> Topic sentence Supporting idea Supporting idea Supporting idea Concluding sentence
<b>Conclusion</b>	<b>Summary</b> <b>Final comment</b>

### Purpose of the introduction

- introduce the topic of the essay
- give a general background of the topic
- indicate the overall plan of the essay

### Structure of the introduction

- general statements (to introduce the topic and give the background)
- a thesis statement (to show the structure and give the reader clear information about the content of the essay)

### The following is an example of background statements for a short essay:

Although they were invented almost a hundred years ago, for decades cars were only owned by the rich. Since the 60s and 70s they have become increasingly affordable, and now most families in developed nations, and a growing number in developing countries, own a car.

## Thesis statement

The thesis states the specific topic, and often lists the main (controlling) ideas that will be discussed in the main body. It may also indicate how the essay will be organised, e.g. in chronological order, order of importance, advantages / disadvantages, cause / effect. It is usually at the end of the introduction, and is usually (but not always) one sentence long.

The thesis statement

- states the specific topic of the essay
- often lists the main (controlling) ideas of the essay
- may indicate the method of organisation of the essay
- is usually at the end of the introduction
- is usually one sentence

### **The following is an example of a thesis statement:**

While cars have undoubted advantages, they also have significant drawbacks. This thesis statement tells us the specific topic of the essay (advantages and disadvantages of cars) and the method of organisation (advantages should come first, disadvantages second).

### **Thesis statement with subtopics**

While cars have undoubted advantages, of which their convenience is the most apparent, they have significant drawbacks, most notably pollution and traffic problems.

- the topic (advantages and disadvantages of cars)
- organisation (advantages first, disadvantages second)
- the main ideas in the essay (convenience, pollution, traffic problems). This essay will probably have three paragraphs in the main body.

## Main body. Paragraphing

Structural components of a paragraph:

- The topic sentence
- Supporting sentences
- The concluding sentence

Each paragraph should contain just one idea. A new paragraph signals a change in topic or idea. In this way, paragraphs help the reader to follow your logic.

### **Topic sentence**

A topic sentence introduces the main idea, the *purpose* of the paragraph.

The topic sentence comprises two separate parts: *the topic of the paragraph*, and *the controlling idea*, which limits the topic to one or two areas that can be discussed fully in one paragraph.

**The most striking advantage of the car is its convenience.**

Despite this advantage, cars have many significant disadvantages, the most important of which is the pollution they cause.

The topic of this paragraph is the *disadvantage of cars*. The controlling idea is *pollution*.



A further disadvantage is the traffic problems that they cause in many cities and towns of the world.

The topic of this paragraph is the disadvantage of cars. The controlling idea is traffic problems.

### Key points to remember about the topic sentence:

- it should be a complete sentence
- it should contain both a topic and a controlling idea
- it is the most general statement in the paragraph, because it gives only the main idea with any supporting details

### Supporting sentences

Supporting sentences develop the topic sentence. They are more specific than the topic sentence, giving reasons, examples, facts, statistics, and citations in support of the main idea of the paragraph. (**The supporting sentences are in bold**).

Despite this advantage, cars have many significant disadvantages, the most important of which is the pollution they cause. **Almost all cars run either on petrol or diesel fuel, both of which are fossil fuels. Burning these fuels causes the car to emit serious pollutants, such as carbon dioxide, carbon monoxide, and nitrous oxide. Not only are these gases harmful for health, causing respiratory disease and other illnesses, they also contribute to global warming, an increasing problem in the modern world. According to the Union of Concerned Scientists (2013), transportation in the US accounts for 30% of all carbon dioxide production in that country, with 60% of these emissions coming from cars and small trucks.** In short, pollution is a major drawback of cars.

The paragraph has the following support:

- burning fuels (petrol and diesel) in car engines emits pollutants - **fact**
- cars emit carbon dioxide, carbon monoxide, nitrous oxide - **examples** (of pollutants)
- the pollutants are harmful for health - **fact**
- the pollutants cause respiratory disease - **example** (of how they harm our health)
- the pollutants contribute to global warming - **fact**
- 30% of carbon dioxide in the US comes from transport - **statistic**
- 60% of these emissions come from cars and small trucks - **statistic**
- this information comes from Union of Concerned Scientists (2013) - **citation**

### Concluding sentence

The concluding sentence is an optional component of a paragraph. It is most useful for especially long paragraphs, as it will help the reader to remember of the main ideas of the paragraph.

#### The example of a concluding sentence:

In short, the harm to our health and to the environment means that pollution from cars is a major drawback.

### Useful transition signals to use for the concluding sentence:

- In conclusion...
- In summary...
- In brief...
- Therefore...
- Thus...
- In short...
- These examples show that...
- This evidence strongly suggests that...

### Conclusion

The concluding paragraph consists of the following two parts:

- a summary of the main points
- your final comment on the subject

### Summary

The summary should include all the main points of the essay, and should begin with a suitable *transition signal*.

The following is an example of a summary for a short essay on cars:

*In conclusion*, while the car is advantageous for its convenience, it has some important disadvantages, in particular the pollution it causes and the rise of traffic jams.

### Final comment

Your final comment might:

- offer solutions to any problems mentioned in the body
- offer recommendations for future action
- give suggestions for future research

If countries can invest in the development of technology for green fuels, and if car owners can think of alternatives such as car sharing, then some of these problems can be lessened.

Here is an example of a final comment for the essay on cars:

If countries can invest in the development of technology for green fuels, and if car owners can think of alternatives such as car sharing, then some of these problems can be lessened.

*(The writer suggests solutions: developing 'green fuels' and 'car sharing'.)*

*Let's summarize!*

Any essay has **an introduction**, a **main body**, and a **conclusion**.

The introduction to an essay should have the following two parts:

**general statements** (*introduce the topic and give the background*);

**a thesis statement** (*shows the structure and gives the reader clear information about the content of the essay*).

The main body is a collection of paragraphs. The three main structural components of any good paragraph are **the topic sentence** (*introduces the main idea of the paragraph*), **supporting sentences** (*develop the topic sentence*), and **the concluding sentence** (*summarises the information of the paragraph*).

The conclusion consists of the following two parts:

a summary of the main points (includes all the main points of the essay);  
your final comment on the subject (might offer solutions, recommendations or suggestions).

*Although they were invented almost a hundred years ago, for decades cars were only owned by the rich. Since the 60s and 70s they have become increasingly affordable, and now most families in developed nations, and a growing number in developing countries, own a car. While cars have undoubted advantages, of which their convenience is the most apparent, they have significant drawbacks, most notably pollution and traffic problems.*

**General statements**

**Thesis statement**

***The most striking advantage of the car is its convenience.** When travelling long distance, there may be only one choice of bus or train per day, which may be at an unsuitable time. The car, however, allows people to travel at any time they wish, and to almost any destination they choose.*

**Topic sentence**

***Despite this advantage, cars have many significant disadvantages, the most important of which is the pollution they cause.** Almost all cars run either on petrol or diesel fuel, both of which are fossil fuels. Burning these fuels causes the car to emit serious pollutants, such as carbon dioxide, carbon monoxide, and nitrous oxide. Not only are these gases harmful for health, causing respiratory disease and other illnesses, they also contribute to global warming, an increasing problem in the modern world. According to the Union of Concerned Scientists (2013), transportation in the US accounts for 30% of all carbon dioxide production in that country, with 60% of these emissions coming from cars and small trucks. **In short, pollution is a major drawback of cars.***

**Topic sentence**

**Supporting sentences**

**Concluding sentence**

***A further disadvantage is the traffic problems that they cause in many cities and towns of the world.** While car ownership is increasing in almost all countries of the world, especially in developing countries, the amount of available roadway in cities is not increasing at an equal pace. This can lead to traffic congestion, in particular during the morning and evening rush hour. In some cities, this congestion can be severe, and delays of several hours can be a common occurrence. Such congestion can also affect those people who travel out of cities at the weekend. Spending hours sitting in an idle car means that this form*

**Topic sentence**

*of transport can in fact be less convenient than trains or aeroplanes or other forms of public transport.*

*In conclusion, while the car is advantageous for its convenience, it has some important disadvantages, in particular the pollution it causes and the rise of traffic jams.*

*If countries can invest in the development of technology for green fuels, and if car owners can think of alternatives such as car sharing, then some of these problems can be lessened.*

*Summary*

*Final comment*

## ESSAY TYPES

- **Discussion essays** (considering both sides of the argument)
- **Persuasion essays** or argumentation essays (convincing your audience)
- **Compare & Contrast essays** (examining how things are similar or different)
- **Cause & Effect essays** (studying the reasons (or causes) for something, then discussing the results (or effects))
- **Problem-solution essays** (considering the problems of a particular situation, and giving solutions to those problems)

### Discussion essays

Discussion essays require you to examine both sides of a situation and to conclude by saying which side you favour.

The main body will examine *arguments for* and *arguments against*. The conclusion will contain a summary of the main points, and will often conclude with *recommendations*, based on what you think are the most important ideas in the essay. The conclusion may also contain your *opinion* on the topic, also based on the preceding evidence.

### Persuasion essays

Persuasion essays are similar to discussion essays in that you will present your arguments on a topic. However, instead of presenting a balanced view considering both sides, a persuasion essay will focus on *one* side, convincing someone that a particular opinion is the correct one.

Most of the types of support used for a persuasion essay are similar to other essay types, such as using *facts*, *reasons*, *examples* and *statistics*. If it is a longer (researched) essay, then using evidence from sources, with appropriate *citations*, will also be essential.

### Compare & Contrast essays

A compare and contrast essay looks at the similarities and the differences of two or more objects.

There are two main ways to structure a compare and contrast essay, namely using a *block* or a *point-by-point* structure.

For the *block* structure, all of the information about one of the objects being compared/contrasted is given first, and all of the information about the other object is listed afterwards.

For the *point-by-point* structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) for the other.

### **Cause & effect essays**

A cause and effect essay looks at the reasons (or causes) for something, then discusses the results (or effects).

There are two main ways to structure a cause and effect essay, namely using a *block* or a *chain* structure.

For the *block* structure, all of the causes are listed first, and all of the effects are listed afterwards.

For the *chain* structure, each cause is followed immediately by the effect. Usually that effect will then be the cause of the next effect, which is why this structure is called 'chain'.

### **Problem-solution essays**

Problem-solution essays consider the problems of a particular situation, and give solutions to those problems. Problem-solution essays have the following four components:

- Situation
- Problem
- Solution
- Evaluation

There are two main ways to structure a problem-solution essay, namely using a *block* or a *chain* structure.

For the *block* structure, all of the problems are listed first, and all of the solutions are listed afterwards.

For the *chain* structure, each problem is followed immediately by the solution to that problem.

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