

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАВЧАЛЬНО-МЕТОДИЧНИЙ ЦЕНТР ПРОФЕСІЙНО-ТЕХНІЧНОЇ
ОСВІТИ У ДОНЕЦЬКІЙ ОБЛАСТІ

Оксана НОЧОВКА

ПОСІБНИК
«ВІДЕОКУРС НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ»



Краматорськ-2023

Ночовка Оксана Вікторівна – викладач англійської мови Краматорського ВПУ, кваліфікаційна категорія «спеціаліст вищої категорії», педагогічне звання «старший викладач». Посібник «Відеокурс на заняттях з англійської мови». – Краматорськ: 2023 рік, 31 стор.

Рецензент: Надія ПОЖИДАЄВА, к.ф.н., доц. кафедри германської філології Горлівського інституту іноземних мов ДВНЗ «Донбаський державний педагогічний університет».

Посібник призначений для занять з учнями I-III курсу ЗП(ПТ)О і є додатковим елементом до основного змісту навчальної програми.

Завдання сприяють розвитку комунікативної компетентності й забезпечують доступ до інших національних культур, що є суттєвим внеском у підвищення рівня гуманітарної освіти.

Матеріал стане в нагоді викладачам англійської мови.

Відповідальний за випуск: Тетяна ВАСЮХНО, методист НМЦ ПТО у Донецькій області

*Розглянуто та схвалено навчально-методичною радою
Навчально-методичного центру професійно-технічної
освіти у Донецькій області
(протокол № ____ від « ____ » _____ 2023 року)*

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INTRODUCTION

This booklet is designed for the first-year students and is based on the Curriculum for English Language Development for Years One to Three. It consists of three sections and covers the following topics:

Customs and Traditions, Houses and Family Relationships which are closely related to students' personal, social and academic environment.

Each unit provides Pre-view activities that introduce one of the major film topics and Post-view activities that cover discussion of the main film problems, its vocabulary and grammar. Speaking and writing tasks are also included in every unit.

Introductory texts are topic- and function-based. They are wide-ranged, carefully selected so that they are interesting to the students, able of generating "authentic motivation".

Post-view activities are designed for developing speaking and writing skills. The section includes multiple matching and multiple choice exercises, gapped texts, multiple choice cloze, open cloze and word formation exercises.

Writing assignments cover different types of compositions (letters, discursive essays, articles) within the area of covered topics.

Speaking exercises are centered on giving personal information, comparing and contrasting opinions, problem solving, decision making.

Post-view activities can be carried out as self-study work and checked later in class.

ВСТУП

Цей посібник призначений для занять з учнями ЗП(ПТ)О та базується на програмі англійської мови для першого-третього курсів. Він складається із трьох розділів і охоплює такі теми: традиції, побут та сімейні стосунки, які тісно пов'язані з особистим та соціальним середовищем учнів.

Кожний розділ передбачає вправи перед переглядом, які представляють одну з основних тем фільму, і вправи після перегляду, які охоплюють обговорення основних проблем фільму, його лексики та граматики. Завдання з усного та письмового мовлення також включені в кожен розділ.

Вступні тексти є тематичними та функціональними. Вони різноманітні, ретельно підібрані, щоб були цікаві учням, здатні породжувати «справжню мотивацію».

Вправи після перегляду призначені для розвитку навичок мовлення та письма. Розділ містить вправи на множинні відповідності, тексти з пробілами, вправи на словотворення.

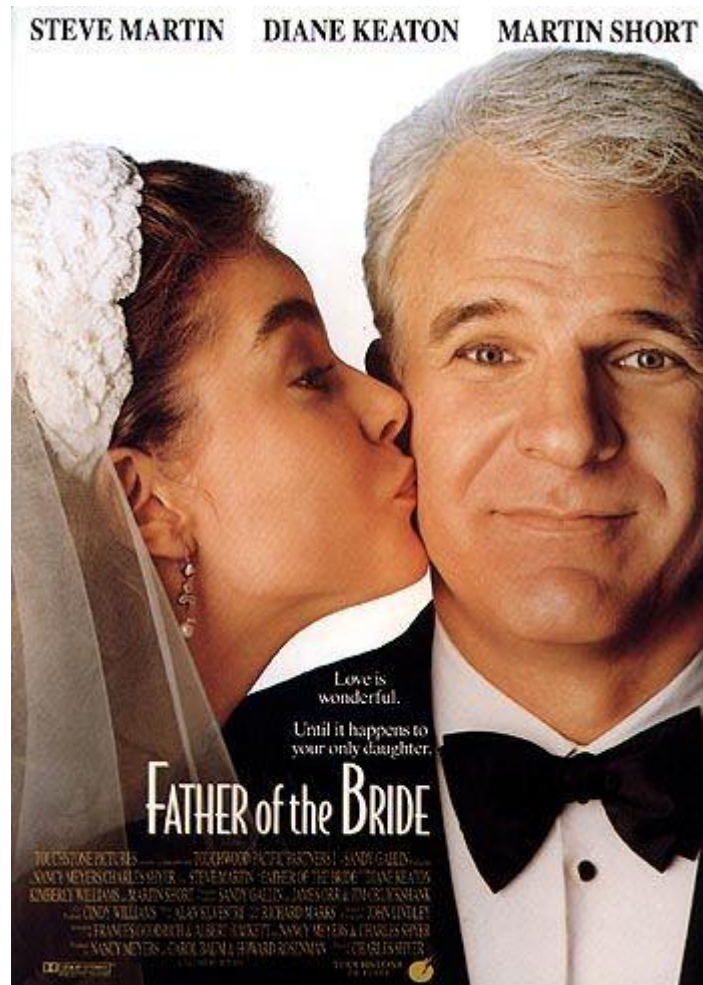
Письмові завдання охоплюють різні типи: листи, дискурсивні есе, статті у межах охоплених тем.

Розмовні вправи зосереджені на наданні особистої інформації, порівнянні та протиставленні думок, вирішенні проблем, прийнятті рішень.

Завдання після перегляду можна виконувати як самостійну роботу та перевіряти пізніше на уроці.

Матеріал посібника може бути корисним для викладачів англійської мови.

UNIT 1
TOPIC "CUSTOMS AND TRADITIONS"
FATHER OF THE BRIDE – 1



1. PRE-VIEW ACTIVITIES

Task 1. In groups, discuss the following questions and give reasons for your answers:

- 1) What does marriage mean to you? Just a piece of paper or a deeper relationship?
- 2) What are the main reasons for getting married and what are the drawbacks?
- 3) What is the best age to get married? Why?
- 4) Is there too much pressure on people to get married? Should other kinds of partnership be more acceptable?

Task 2. Read the text about wedding ceremonies in Britain and the USA. Divide the text into three logical parts and name them.

There are different types of wedding in Britain and the US depending on whether you are Christian, Moslem, Jewish, Hindu, etc.

In Britain people get married either in church or in a Registry Office. In the US people often get married in a house, a garden, a park, a hotel, or in a wedding chapel as well as in church. Most people, when they think of a wedding, think of people getting married in church and the many customs that go with this type of wedding called a white wedding. Even people who are not religious often want to have a traditional white wedding in a church.

It is traditional for the bride to wear a long white dress and a white veil and to carry flowers in a bouquet. She is also supposed to wear "something old, something new, something borrowed and something blue" because this will bring her luck. The groom wears a suit or sometimes a tuxedo (in the US) or morning suit (in Britain). Everyone else wears their best clothes and the women often buy hats specially.

The groom is not supposed to see the bride on the day of the wedding until they meet in church as this is considered to be bad luck.

The groom arrives at the church first and waits inside, near the altar, with the best man.

The families of the bride and groom, and the wedding guests, sit in rows in the church.

Just before the wedding ceremony begins, the bride arrives at the church in a car with her father. The car is usually an expensive one, such as Rolls Royce or a limousine, hired for the occasion and decorated with ribbons. There are often jokes made about the bride arriving late at the church.

It is the custom for the bride's father to "give her away". The bride and her father walk slowly up the aisle of the church, with the bridesmaids. People sometimes talk about 'walking up the aisle' when they mean "getting married". When the bride and groom are together at the altar the priest begins the wedding service.

Outside the church, the friends of the bride and groom throw confetti over them. Photographs are usually taken of the bride and groom and their families and friends.

After the photographs everyone usually goes to a hotel for the wedding reception, which is a special meal (wedding breakfast) and party to celebrate the wedding. During the meal the bride and groom cut the wedding cake and give it to their guests. At the end of the meal there are speeches, usually made by the bride's father, the groom and the best man. It is traditional for the best man to make a speech in which he talks about funny and embarrassing things that have happened to the groom in the past.

Before the reception ends the bride and groom usually drive away for their honeymoon. Their friends have decorated the car the couple drives away in. There is often a sign saying "just married" and sometimes tin cans are tied to the back of the car. Before she leaves the bride throws her bouquet to her friends to catch. According to custom, the woman who catches it will be next one to get married.

Task 3. Read the following word combinations connected with the wedding ceremony. Give their interpretation in English.

a wedding breakfast

a wedding cake

a wedding chapel

a wedding dress

a Wedding March

a wedding present

a wedding reception

a wedding ring

Task 4. *In small groups compare wedding ceremonies in Great Britain, the USA and Ukraine, find out whether they are the same or different. Report the differences you have discovered to the other groups.*

Task 5. *Read the following sentences. Guess the meaning of the underlined words and expressions from the context.*

1. That was a wonderful antique ring, which we bought on the flea market.
2. You say he is an independent communications consultant? It sounds fake. Like it's not a real job.
3. He promised he'd give up smoking and never take another cigarette. I don't believe him. he'll never last.
4. That was really a good idea to think it over. I tossed and turned over it the whole day.
5. I heard Bryan's daughter is getting married, but how does he feel giving her away?

Task 6. *Watch the film and be ready to describe the wedding ceremony what preparations were taken, how the ceremony was held, what members of the Banks and the McKenzies families).*

11. POST-VIEW ACTIVITIES

DISCUSSION

Task 1. *Answer the following questions:*

1. Describe the Banks or the McKenzies (note down if they were large or well-off or not, what they did for living, interests and hobbies, if the family resembled each other or not). Which family do you like more? Why?
2. Describe one of the main characters. What attracts you in him/her? What is its role in the film?
3. How did Annie and Bryan meet?

4. How did George Banks feel about giving his daughter away? What was his main concern? Do you think all fathers react in the same way?

5. What kind of wedding was shown in the film? Was it typically American one? Describe the preparations, the ceremony itself.

6. What problems did the families come through preparing for the wedding? How did they cope with them?

Task 2. Imagine you are Anny Banks. You are going to announce your parents about your engagement. Tell them your love story using the following word combinations:

to meet; to start seeing each other; to fascinate; to fall in love;

to propose to someone; to decide to get married;

to be engaged; an engagement ring

Task 3. Retell the story on behalf of Anny's father/mother/brother. following words and word combinations:

to be surprised; to be embarrassed; to be astonished; to be disapproving;

to be anxious; to be enraged; to be angry with smb; to feel shocked

Task 4. In the following text fill in the gaps with the correct form of the word (phrase) from the list given below.

I...myat the concert. We started...each other and very soon we felt we.... One day we decided.... .My...presented me... .We..., so I'm...now.

The list of words; to announce the engagement; to meet someone; to fall in love; to get married; an engagement ring; to be engaged; husband-to-be; fiancé; to see smb.

VOCABULARY AND GRAMMAR

Task 1. Complete the following sentences with one of the expressions from the box in the correct form. Use a dictionary to help you if necessary.

go round in circles, love at first sight, on the rocks, fall out about, heart's in the right place, off the deep end, split up with, go out together

1. I'm very sorry to hear that Christine has _____ her boyfriend. What did they _____?
2. When Sebastian and Julia first met it was _____. They have been _____ for years but have never married.
3. Their relationship has been _____ for some time. I don't know why they still live together.
4. We can't keep arguing like this. It's pointless. We're just _____.
5. He's all right. His _____ but unfortunately in a row he always goes _____ and gets very unpleasant.

Task2. Use each or the expressions below to write a true statement about the way you relate (or have related in the past) to people you know or to particular groups of people. You will need to add a preposition with each expression.

Example:

be in love

I've been in love with Carlos since we were children.

1. feel sorry

7. hate the sight

2. be terrified

8. have great respect

3. can't get through

9. be wary

4. get on well

10. have a lot in common

5. be fascinated

11. feel indifferent

6. be fed up

12. be very fond

SPEAKING AND WRITING

Task 1. Work in pairs.

STUDENT A. Your son/daughter is getting married shortly. Look at the list of preparations that need to be made for the reception. Find out from Student B what has been done and what needs to be done. Express your disappointment about the things that haven't been done.

STUDENT B. You are organising the reception. Look at the list of what you have done.

Answer Student A and make excuses and promises where necessary

| STUDENT A | STUDENT B |
|--|--|
| <u>To be done</u> send out invitations | <u>To be done</u> send out invitations V |
| hire photographer | hire photographer |
| order drink | order drink |
| buy presents | buy presents |
| set up marquee | set up marquee V |
| prepare food | prepare food |
| arrange flowers | arrange powers |
| book chauffeur | book chauffeur |
| borrow glasses | borrow glasses V |

Examples:

i) A: Have the invitations been sent out? B:

Yes, they have.

2) A: Has the photographer been hired yet?

B: Sorry, that still needs to be done. I'll do it straight away.

A: I'm very disappointed with you. I do hope it'll be done.

Task 2. Write a part of a letter to a friend, describing how a close friend and you have fallen out. Explain what went wrong and why. Say how you felt about it.

UNIT 2
TOPIC "HOUSE"
FATHER OF THE BRIDE – II



1. PRE-VIEW ACTIVITIES

Task 1. Answer the following questions:

1. What are the typical features of the Englishman's house/ home?
2. What is the most preferable type of house an Englishman will choose? Why? Describe it.

Task 2. A. Read the text.

Several Hints for House Hunters

An Englishman's home is his castle — or so the saying goes. And what better way of ensuring the security of that castle than by owning it. Every year a higher and higher proportion of houses and flats become owner-occupied, either bought outright, or with the help of a mortgage. So, if you want to buy your own home here are some pieces of advice for you to take into consideration.

Firstly get yourself a map before you start viewing — it will save you a lot of wasted time. Remember that it is an estate agent's job to make

every house or flat seem as attractive as possible. The checklist below will help remind you of your needs – an estate agent will not tell you what the house lacks when you fall in love with the split level reception room and spiral staircase.

Checklist for house hunters

Number of bedrooms

Bathroom

Separate WC

Fitted kitchen, space for washing machine, drier, etc.

Size of sitting room

Separate dining room

Second bath and/or WC

Extra room, e.g. study, workroom, guest room

Garage, car port, parking space and parking for visitors

Garden, patio, terrace, balcony, space for greenhouse or garden shed, view from kitchen windows

Space for alterations and additions Cupboards and storage space, warm linen cupboard

Central heating and hot water

Extras included, e.g. carpets, curtains, light fittings, fridge, cooker, TV aerial

Convenience for public transport and shops.

To save yourself a journey pinpoint the house on your map. Is it convenient for the bus route or close (but not too close) to the railway station? Is it too close to any likely sources of noise (school, pub, dance hall, sports club, hospital with a casualty department, workshop or car repair yard) or to any unpleasant smell (farm, factory or stables).

Does the house have a garage, car port, or space for off-street parking where you might build a garage later? Are the reception rooms of the house south facing? If they are north facing it will be a cold, dark place to live in. And is the

garden likely to get much sun? Nearby buildings also cut off light – especially in the winter. They may also intrude on your privacy: can the garden or rooms in the house be seen into easily by passers-by or neighbors?

Having pressed the door bell, you are then welcomed in. First impressions can often be good indicators. Remember, the seller will have done his best to make the house as attractive as he can. Is your immediate impression that it is poky, characterless or cold? If it is, the odds are you will not want to buy it. On the other hand, property can look quite different at different times of day. Make sure you've seen it in the afternoon and when there is more natural light..

(By David Lewis “Buying, Selling and Moving Home”)

B. What changes would you make in the article if it is for the Ukrainian house hunter? What points will be the most important for the Ukrainian buyer? Make up the checklist for our countrymen.

Task 3. Read the following sentences. Try to guess the meaning of the underlined words and expressions from the context.

1. The wedding was a piece of cake compared with what was waiting for me after that.
2. After the wedding the life slowly cut back to normal.
3. I couldn't help thinkine what a charming life I was leading!
4. Can I fix you a drink?
5. It has nothing to do with work or buying a house.
6. Not really seeing him very often, I started growing fond of Bryan.
7. The baby was due to arrive in December, so we decided to arrange the Baby Show in the nearest time.
8. Why did you sell the house? What possessed you to do this?
9. I'd better wash my hands off this house and sell it to the first buyer.

Task 5. Watch the film and be ready to describe the Banks'/ the McKenzies'

11. POST-VIEW ACTIVITIES

DISCUSSION

Task 1. Answer the following questions:

1. Why did George Banks consider himself happy after his daughter's wedding?
2. How did George try to prove that he was still young?
3. What was wrong with the Banks' house? In the following chart put a tick near the sentences that are true.
 - The electricity was in disrepair
 - The paintwork was peeling
 - The roof was leaking
 - The house was attacked by termites
 - The floors had loose boards
 - The central heating didn't work
 - The water needed to be reconnected
 - The pipes got clogged very often
 - The furniture got rickety
4. What ideas did George have about the house? Did his family support him?
5. Describe how George delivered the news about selling the house. What was the reaction of the other family members?
6. Was the family happy to move out? Why do you think so?
7. On what terms did George buy his house back? What renovations were made for the baby?
8. Describe the Baby's Suite.
9. Describe the Banks' or the McKenzies' house (provide as many details as possible). Why have you made such choice? What attracted you in this house? Use expressions suggested below.

- a detached house/ a terraced house/ a cottage/ a block of flats/ a mansion
- made of stone/wood/prefabricated blocks
- shabby/in disrepair/dilapidated/ in good repair/ re-decorated/ well-kept/ imposing/modern
- to need nothing but a wrecking ball
- to be set/situated/located
- in a quiet street/off the main road/in the suburbs/on the outskirts of the city/ on convenient traffic routes
- in the suburbs/on the outskirts of the city/in a quiet residential area
- to be in harmony with the settings
- to be densely built up
- to illustrate the desire for privacy

Task 2. In the sentences suggested fill in the missed word combinations in the right form. Use the list given below.

1. I was standing and staring at this elderly woman who seemed a complete stranger to me. A new hair do and expensive make up

2. We wanted our furniture delivered immediately, so we had

3. Your new advanced aerobic class doesn't seem very tiring, it's ... for me.

4. After finishing school I decided to follow my parents' advice and ...

5. The train ... to arrive at 6 p.m. but it didn't turn up on time.

6. After moving in our life seemed to be ... at last.

7. We need to have this old furniture..., will you call in a carpenter?

8. I was sick and tired of trying to sell my old car, so I ... and took it to the nearest scrap-heap.

9. My previous career... accounting, so I had to go through some preparatory course to get this job.

10. We separated some months ago, but I thinking about my first love.

The list of expressions to choose from: *a piece of cake, to cut back to normal, to fix smth, to have nothing to do with, to be due, to go for one's dreams, to take the years off one's face, to pay top dollar, to wash one's hands off, can't help doing smth*

Task 3. You are George. Write and act out what you'd say to your family about selling the house.

VOCABULARY AND GRAMMAR

Task 1. As well as describing the physical appearance of a place, you can also describe its atmosphere. Look at the list of adjectives:

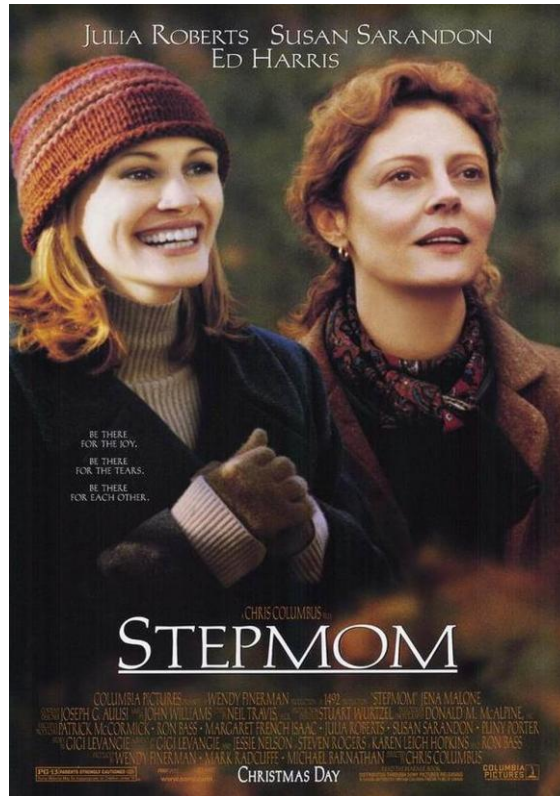
| | | |
|-----------|-------------|-----------|
| austere | godforsaken | remote |
| spartan | depressing | roomy |
| grandiose | comfy | spooky |
| anonymous | antiseptic | snug |
| desolate | cosy | grotesque |

1. Which do you feel best describe your house/your room in the hostel/university/a building in the neighbourhood? Give reasons for your answer.
2. Which of the words do you feel have the most negative connotation?
3. Which of these adjectives describe the place itself and which describe its atmosphere?
4. How would you describe the atmosphere of a crowded shopping centre?
a deserted town?
a residential street?
a seaside resort out of season?

UNIT 3

TOPIC “FAMILY RELATIONSHIPS”

STEPMOM



PRE-VIEW ACTIVITIES

Task 1. Read the jokes. Outline the problems brought out in them:

- *Mother* Tell your boyfriend he must bring you back here by ten o'clock tonight - and not a minute later!

Daughter Oh, mother! I'm not a child any longer.

Mother I know. That's why I want you back here by ten.

- *Pupil* Sir, can you be told off for something you haven't done? *Teacher* Of course not.
Pupil Oh, that's good, because I haven't done my homework.
- *One day a boy came home from school and his mother heard him use a very bad word. She was very angry.*

'Where did you learn that word?' she asked.

'From Chaucer,' he replied. 'Well, don't play with Chaucer any more,' she said.

Task 2. Discuss the following questions:

- In what ways are you similar to or different from other people in your family?
- What kind of relationship do the children have with their parents?
- Are your parents strict?
- What is it like being a parent and what is a good parent?
- Do you think parents should be strict or easy-going?

WHILE-YOU-WATCH ACTIVITIES

Watch the film and be ready to complete the conversation:

While change _____ for an adult...it can be quite a challenge for a child.

Well, the fact that you two _____...obviously has Anna_____.

And she's very _____ about the move to Switzerland.

And my _____ is that Anna seems _____ towards her work...knowing she's leaving before this semester.

Well, then, my concern for Anna...is that she...

I'm wondering if there's anything going at home that could possibly _____ Anna's need to _____ this fantasy.

...Mr. Harrison, I hear you talking about your __, your _____, but...are you really _____ with what Anna needs?

Anna needs a home where she feels __ and _____.

I'm wondering if Anna could _____ to the underline hostility...that exists between your girlfriend and Mrs. Harrison.

Mrs. Franklin, do you think any of this is easy for us?

Do you think it's easy for Jackie to...__ her kids _____ by another woman?

Not to mention that...a woman who really has _____ being a mother.

Of course Jackie's going to be _____...hostile..._____.

POST-VIEW ACTIVITIES

Task 1. Discussion:

- Dwell on two families-Jackie, Luke and children (1), Isabel, Luke and children (2).
- Describe Luke Harrison. What attracts you in him? What is his role in the film?
- What problems did families come through? How did they cope with them?

Task 2. This shot is the climax of the story. Restore the events which lead to it:



Task 3. Complete the chart :

Isabel

| Appearance | Attitude to work | Husband-wife relationships | Experience in children's upbringing |
|------------|------------------|----------------------------|-------------------------------------|
| | | | |



Similar or different



Jackie

| Appearance | Attitude to work | Husband-wife relationships | Experience in children's upbringing |
|------------|------------------|----------------------------|-------------------------------------|
| | | | |

- What attracts you in Jackie/ Isabel?
- What do you think of their characters?

VOCABULARY AND GRAMMAR

Task 1. Read the following interviews:

Interview with 16-year-old daughter Helen

Interviewer How do you get on with your parents?

Helen I think I get on with them very well, really. We don't always see eye to eye on some things, like boyfriends - they don't always approve of them - but on the whole they're very understanding. If I had a personal problem, I think I could confide in them, and if I was ever in trouble I know I could rely on them to help me.

Interviewer How strict are your parents?

Helen Well, my Dad's quite strict about staying out late at night, but I can usually get round him. If I'm nice to him, he lets me come home a bit later. My Mum's always telling me to tidy up my bedroom and put things away after I use them, and I have to do some of the housework. But if I compare them with other parents I know, they aren't very strict.

Interviewer And who are you most like in your family?

Helen Oh, I think I take after my mother. Everybody says we're both very independent and strong-willed. I like to have my own way a lot of the time, but I'm not spoilt. I don't always get my own way. And my parents always tell me off if I do anything wrong.

Interview with 17-year-old son David

Interviewer How do you get on with your parents?

David I look up to them because I know they've worked hard to bring us up properly.

Interviewer How strict are your parents?

David They can be very strict at times. I told my Dad I wanted a motorbike, but he said it was out of the question - it was too dangerous. My mother is strict about keeping things tidy. I can't get out of doing the washing up and things like that, unless I'm very busy.

Interviewer How do you get on with your sister?

David I never agree with what she says, so we are always arguing. We've never been very close, but I get on all right with her. I think I'm much closer to my mother.

Interview with mother

Interviewer What's it like being a parent?

Mother Bringing up children is very difficult. You always worry about them. You have to be very patient and put up with a lot - like noise and even criticism. And you can't always get through to them sometimes they just won't listen. But the advantages of being a parent outweigh the disadvantages. The main thing is to enjoy your children while they are young because they grow up so quickly nowadays.

Interviewer How strict are you with your children?

Mother I suppose I'm reasonably strict. They can't do what they like and get away with it, and I tell them off when they do something wrong,

Interviewer And what is the secret of being a good parent⁷

Mother I think you have to give them confidence and let them know you love them. And you have to set a good example through your own behaviour, otherwise they won't look up to you.

Interviewer And what do you want for your children in the future?

Mother I want them to be happy and I want them to look back on their childhood as a very happy time in their lives.

Task 2. Work in pairs. Try to work out from the context the meaning of the multi-word verbs in italics in the passage. Then match the verbs in A with the definitions in B:

A

B

1 to get round someone

a. to respect and admire someone, to have a very good opinion of someone

- | | |
|--|--|
| 2 to take after someone | b. to escape being punished for something |
| 3 to tell someone off (for doing something) | c. to think about something that happened in the past |
| 4 to look up to someone | d. to reprimand, to speak severely to someone because they have done something wrong. |
| 5 to bring someone up | e. to persuade someone to let you do or have something, usually by flattering them |
| 6 to get out of doing something | f. to raise a child, to look after a child until it is adult and try to give it particular beliefs and attitudes |
| 7 to get through to someone | g. to resemble a member of your family in appearance or character |
| 8 to grow up | h. to avoid having to do something |
| 9 to get away with something | i. to succeed in making someone understand the meaning of what one is saying |
| 10 to look back (on something) | j. to become more adult and mature |
-

What do you think the following expressions mean?

- 1 to see eye to eye (with someone) (on something)
- 2 to have/get one's own way
- 3 to be close to someone
- 4 to be the black sheep of the family
- 5 to take someone's side

Now decide which expressions you could use in the sentences below.

- a. The problem is that her parents never stop her doing anything that she wants to do. She's become a very spoilt child as a result.

- b. My family is very ashamed of my brother and never talk about him. He was expelled from school and has been in prison twice.
- c. Whenever I had an argument with my mother or father. I could always rely on my grandparents to support me.
- d. My father and I usually agree about most things, but when it comes to politics we have completely different views.
- e. I can talk to my sister about my problems because I know she will understand me and share my feelings.

Task 3. Work with your partner. Take turns asking and answering the questions opposite. Try to use the multi-word verbs and expressions in the box in your answers, as well as the verbs above.

Example

A How do you get on with the other people in your family? B I don't get on with my sisters very well but I'm very close to my mother. I feel I can confide in her.

| | | |
|--------------------|----------------|-------------|
| bring up | look back on | tell off |
| get on with | look up to | take after |
| get away with | grow up | get round |
| have one's own way | see eye to eye | be close to |

What kind of relationship do you have with the people in your family?

- b. Are you similar to anyone in your family?
- c. Do you have the same opinions as other members of your family?
- d. Where did you spend your childhood?
- e. Who took care of you when you were very young?
- f. Did you have a strict upbringing?
- g. When were you reprimanded as a child/teenager?

- h. Were you able to do what you wanted all the time?
- i. Who did you admire and respect when you were a child/teenager?
- j. When you think about the past, what do you remember?

Task 4. Work with a different partner. Use the multi-word verbs and idiomatic expressions you have learnt to describe your relationship with one of the following people.

| | | | |
|----------------|----------|------------|--------|
| grandparent | teacher | uncle/aunt | parent |
| brother/sister | neighbor | boss | cousin |

SPEAKING

Work in pairs. Discuss one of the following questions.

- Should boys and girls be brought up in exactly the same way?
- What are the advantages and disadvantages of being an only child?

WRITING

Using the multi-word verbs and idiomatic expressions you have learnt in this unit, write about a relationship which has had an important influence on you.

ВИСНОВКИ

Мовна освіта є важливим засобом формування свідомості особистості, її здатності бути соціально адаптованою, всебічно розвиненою. Саме вивчення іноземної мови сприяє веденню діалогу культур у світі, що глобалізується навколо розв'язання різноманітних проблем.

Сьогодення вимагає від випускників усвідомлення необхідності самоосвітньої діяльності та готовності самостійно опановувати нові знання, у тому числі вивчати іноземні мови.

На жаль, через недостатність спілкування з носіями мови у реальному мовному середовищі ускладнюється забезпечення вільного володіння розмовною англійською мовою як для учнів, так і для викладачів. Тому для поглибленого вивчення деяких тем з програми було розроблено посібник, в якому пропонується перегляд відео-фільмів та робота після їх перегляду.

Робота створена на основі компонента державного стандарту загальної середньої освіти з іноземних мов, з урахуванням компетентнісного підходу, міжпредметних зв'язків, вікових особливостей та професійної орієнтації учнів.

Посібник містить в собі завдання різних рівнів, які спрямовані на розвиток та вдосконалення навичок читання, аудіювання, усного й писемного мовлення.

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