

A WAY TO SUCCESS

English for University Students

Year 1

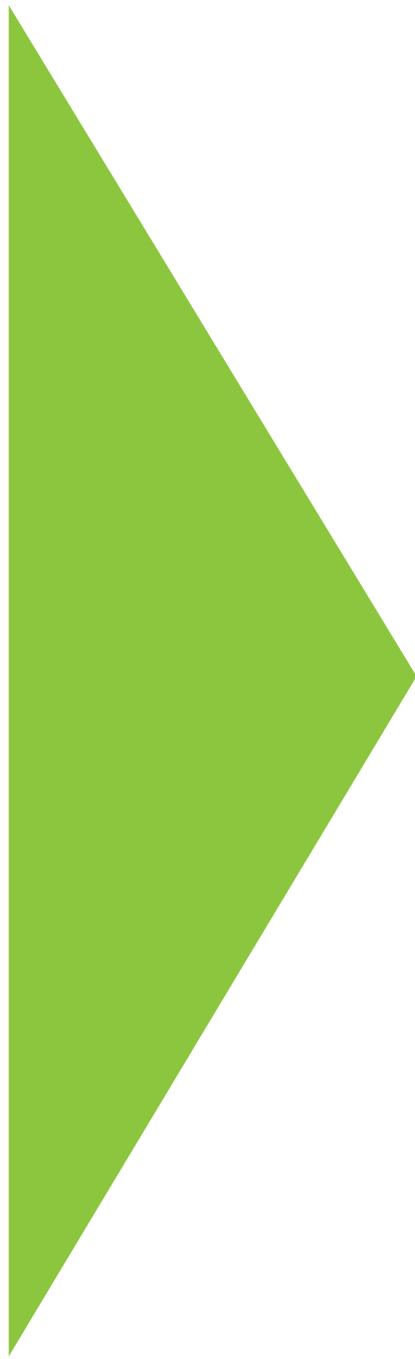
Teacher's
Book

2-ге видання, виправлене
та доповнене

Харків
«Фоліо»
2019

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Introduction

“A WAY TO SUCCESS” is a multi-skill course for 1st year university students who major in English. It has been developed in accordance with the requirements of the Curriculum for English language development in universities and institutes (Kyiv, 2001).

The main features of the course are communicative and learner-centred methodology, integrated development of the basic communicative skills, relevance to students’ personal and professional growth.

The course comprises a fully-illustrated Student’s book, teacher’s edition and a CD with listening activities. It is supported with Practical Phonetics book, Grammar workbook and Reader.

Most of the reading and listening materials are taken from authentic sources. Their complexity as well as that of the tasks to them corresponds to B1 + level of the Council of Europe Framework of Reference.

There are 18 units in the course-book each providing challenging material organized round topics, situations and functions.

In each unit students will experience English in action and learn more about English-speaking world cultural diversity. Tasks are graded and relevant to the students’ needs. The first edition was published in 2004. This is the second revised and updated edition incorporating new developments in methodology, covering the current topics and providing a clear focus and practical language outcomes.

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Unit 1

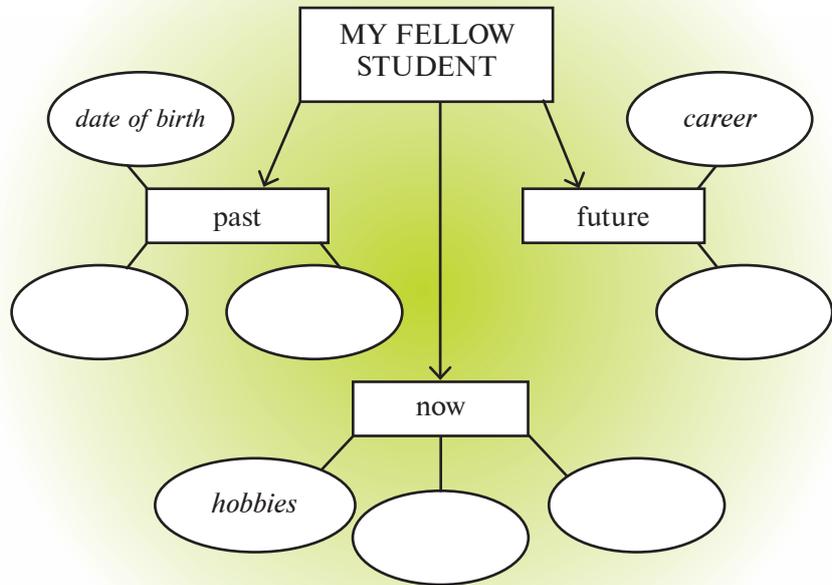
HELLO!
NICE TO MEET
YOU...

I. LEAD-IN

CONGRATULATIONS!!!

You've made it! You are a University student entering your first year of studies. It's a new world for you – the world of independence and excitement! You are going to meet a lot of new people and make a lot of new friends.

- 1 Make up a list of things you would like to know about your fellow student.
- 2 Working in pairs ask each other questions based on your list. Then introduce your partner to the group and tell the most interesting facts you have learned about him/her.



II. VOCABULARY

NAMES

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • a first name • a patronymic • a surname (last name (<i>AE</i>), a family name) • a middle name • initials • a full name • by the name of, called | <ul style="list-style-type: none"> • to name (after) • a nickname • to be nicknamed • a pet name • a namesake • a name day • a maiden name • to change one's name (to) | <ul style="list-style-type: none"> • a false name/ the real name • a pseudonym/ a pen name/ a stage name • to know smb under the name of... • to know smb only by (first) name • to be on first name terms with |
|--|--|--|

- 3 Match the words (1–7) with their definitions (a–g).

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) a namesake 2) a pen name 3) a surname 4) a pet name 5) a maiden name 6) a nickname 7) initials | <ol style="list-style-type: none"> a) a name shared by all the members of a family b) an informal name for someone often based on the person's real name or appearance or characteristic of the person c) a person that has the same name as somebody else d) a name used by a writer instead of the real name e) the first letters (usually capital) representing a person's full name f) a woman's family name before marriage g) a name used instead of the real name as a sign of affection |
|---|--|

Unit 1. Hello! Nice to meet you...

4 Fill in the gaps with the words and phrases from the box.

- 1) Charlotte Brontë wrote under the _____ of Currer Bell.
- 2) What is the _____ of the famous English poet Byron?
— It is George Gordon Byron.
- 3) They _____ the girl Maria.
- 4) A Ukrainian full name consists of a _____, a _____ and a _____.
- 5) They are both called Tom Brown. They are _____.
- 6) Sweetie, honey, and love are widely used English _____.
- 7) He was _____ Fatty by his classmates because he was overweight.
- 8) He calls himself John but I am sure it is not his _____.
- 9) She didn't change her _____ after her marriage.
- 10) She's been working here since the company started and she is _____ with everybody including the boss.

5 A) Interview your partner.

- 1) What is your first name/ patronymic/ family name?
- 2) Do your first name and family name have a meaning? Do you know what they mean?
- 3) Is your name common in your country?
- 4) Do you know why your parents chose this name for you? Were you named after someone? If yes, who?
- 5) Are there any other people in your family with the same name as yours?
- 6) Do you know when your name day is?

B) Answer the questions.

- 1) What do the initials stand for in the following names: G.G. Byron, G.B. Shaw, G.S. Skovoroda, N.V. Gogol?
- 2) Why do people take pseudonyms? Can you name three writers who used pen names?
- 3) Why do people change their names?
- 4) Can you give full names for the following short ones: Bill, Ben, Steve, Pat, Bobby, Kate, Liz, Mike?
- 5) How has the fashion for first names changed during the last two decades?
- 6) What English and Ukrainian pet names do you know?
- 7) Are these people on first name terms with each other in Ukraine? How about the UK?
 - a) pupil — teacher;
 - b) student — lecturer;
 - c) employee — boss.
- 8) Do you believe that a person's name influences their character and predetermines their life?

6 Define the meaning of the expressions with the word "name". Translate the sentences into Ukrainian.

- 1) Who are you? — Oh, I go by various names.
- 2) She was worried that the scandal might ruin her good name.
- 3) What in heaven's name are you doing?
- 4) "You are her husband, aren't you?" — "In name only," he said with a sad smile.
- 5) In the name of the law, open the door!
- 6) As far as I know, he hasn't lent his name to the proposal. It was Alex's idea.
- 7) I won't put my name to rubbish like that.
- 8) Brilliant young fellow... He'll make a name for himself as a poet within a few years.
- 9) In fishing, patience is the name of the game.
- 10) If you tell anybody that I cheated in the exam, my name's mud.
- 11) It doesn't do to call all these people names, because they are just like the rest of us.
- 12) Ken was trying to boast his connections in business and was dropping names of his partners.



III. READING

7 Answer the questions.

1. What are the most common ways of choosing names in Ukraine?
2. Can you explain the origin of the most common Ukrainian surnames?
3. Do you know any unusual Ukrainian names?
4. What do English and Ukrainian full names consist of? Are they the same?

What's in a Name?

Names are part of every culture and they are of enormous importance both to the people who receive names and to the societies that give them. A name differentiates one child from others and, through it, the individual becomes part of the history of the society.

There is a great deal of difference from one culture to another in how names are given. In some cultures children get their names from the **totems** and family trees of their parents. Sometimes names are taken from events which happen during the pregnancy of the mother or shortly after the birth of the child. There are cases when the name given at birth is only the first of several names a person will bear during their life. When this happens, the new names are given either to mark important **milestones** in life or to **ward off** evil spirits by tricking them into thinking that the person with the old name has disappeared. In many countries, parents must register a child's birth and record the child's name. Then they receive the birth certificate. But how do people choose names?

Until about the 14th century most people had only one name. In **medieval** England 3 out of 5 men carried the name of Henry, Robert, John, William or Richard. As towns and cities grew, so did the necessity to further identify individuals and families, thus requiring a second name or a surname.

With few exceptions there were four ways surnames or permanent family names were adopted. They were: 1) patronymics — the father's name with "son" immediately after it, for example, Peterson, Adamson, Woodson; 2) place names — words that identify where a person or family lived or came from, for example, Hill, Lake, Wood, Road; 3) occupational names — what a person did for a living, for example, Miller, Butcher, Baker, Tailor;

4) nicknames — usually based on a person's appearance and character, for example, Short, Long, Savage, White, Brown.

For several hundred years the most popular names given to newborns were those of biblical persons or saints. In the 16th and 17th centuries people began giving their children not only a first or Christian name and a surname, but also a middle name. In America male children were often given the maiden name of the mother as a middle name, thus honoring and preserving the mother's family tree. Another common practice was to name children after the parents' brothers and sisters.

There are quite a few common short forms of names that are used for both men and women: Alex, Chris, Jean, Lee, Pat, Robin, Sal, Sam, Teddy, Terry and others. However, many people want names that are so unusual that they are practically unique. A person with a made-up name will most likely never meet another person with the same name. Making up a name is easy, you just combine sounds of other names or words: Jolissa is a combination of Josephine and Lissa, Keilyn — Keith and Lynette etc.

On the other hand, names of twins sometimes show unmistakable similarity. Most often they are given names that begin with the same letter (Richard and Robert). Or they have different first letters but are **similar** in sound, rhythm or rhyme (Tracy and Stacy). Aidan is Nadia **in reverse**. Amy and May are **anagrams** of each other. The names Aurora and Dawn mean the same since Aurora stands for 'dawn' in Latin.

We often give pet names to people to show our **affection**. The most popular pet names in English are love, honey, teddy bear, pooh-bear, gorgeous, honeybun, cutie, pumpkin, sweetie, baby, squirrel, sugar doll, peach and many others.

AUDIO SCRIPTS AND ANSWER KEY SECTION

INTRODUCTION TO THE TEACHER'S EDITION

"A WAY TO SUCCESS" is a coursebook for first-year university students studying English as their major. The book provides challenging authentic materials that teach students to function in real-life situations and let them enjoy a feeling of success and achievement in language learning. Students learn the language that can be put to immediate use in speaking and writing. They also learn the language necessary for understanding when reading and listening to texts of the genre and level of difficulty specified by the Curriculum for English Development Course (Kyiv, 2001).

Developing students' socio-cultural competence is viewed as a task of paramount importance. The book is aimed at contributing to the development of a language personality able to successfully function in multicultural and multilingual environment. Both the activities and materials used in the coursebook serve to raise students' cultural awareness, get them better acquainted with the culture of English-speaking countries and provide them with a deeper insight into the native language and culture.

The methodology of the course presents a combination of the time-tested old methods with effective new ways of learning the language. It does not represent a prescribed approach. The book can be used with a variety of instructional methods and teaching styles and the suggested procedures can be adapted to meet the needs of individual learners. However, by replacing communicative tasks with grammar-translation exercises the effect of using the coursebook would be diminished and the achievement of the above stated aims might be impeded.

The coursebook is aimed at developing reading and writing as well as listening and speaking skills. Activities in the book are subdivided into 3 main categories: awareness raising, skill building and skill developing. Their level of difficulty correlates with B+ Level of the Common European Framework of Reference. Reflective tasks included in the course-book contribute to developing professional competence of future teachers of English.

The book contains 18 Units organized around certain topics. Each Unit opens with "Lead-in" section that helps to tune the students into the mood of the process and prepare them to absorb the new material. It is intended both to elicit the students' background knowledge and to motivate them so that they will be ready to learn. Each Unit also focuses on one function or a group of related functions and the students are taught alternate ways to perform the same function. Since grammar and pronunciation practice are mainly dealt with in separate supplementary books, the coursebook puts special emphasis on vocabulary aspect. New vocabulary is presented and practiced in meaningful contexts. "Useful Language" and "Vocabulary" boxes contain both new items and those already known that need to be revised. Vocabulary activities are varied and motivate the students to learn new language and use it for communicative purposes. The language items are recycled within one unit and are found in some other units as well. In order to develop students' study skills they are encouraged to use monolingual dictionary while doing certain vocabulary activities.

— *Audio scripts and answer key section* —

Each Unit contains several reading and listening sections. They provide an opportunity for the students to use what they know to decode authentic material taken from fiction, newspapers and magazines, tourist brochures, dictionaries and encyclopedias, the Internet. Pre-reading and pre-listening tasks are aimed at eliciting students' background knowledge before any new input is given. Taking into consideration the level of the students, a teacher may find it necessary to pre-teach some vocabulary and structures by adding some more activities to those recommended in the coursebook. Pre-reading and pre-listening tasks as well as instructions for the while-reading and while-listening stages help the students to choose the most efficient reading or listening strategy thus developing flexible reading and listening skills. Post-reading or post-listening activities are aimed at checking the students' comprehension, expanding their vocabulary and knowledge of the topic. Comprehension is checked through answering questions, filling in the tables and doing test tasks (multiple choice, true/false, cloze tests, bank cloze tests, multiple matching, etc.). The activities focus on personalization and assimilation of the new material. They also serve to motivate students to engage in sharing ideas and exchanging opinions, which is the main focus of speaking sections.

Speaking and writing sections focus on applying communication skills. Students are encouraged to use any language they have learned to discuss thematically related issues, to solve problems, to express their opinions orally and in writing. The teacher should create comfortable and

relaxing atmosphere in class so that the students could express their ideas and exchange opinions with ease. Wherever appropriate pair and group work modes should be encouraged with regular changes of group composition and dialogue partners. Students may role-play a situation, discuss a topic, or talk about their personal experiences. In fact, personalization runs throughout the book forming the basis for drawing intracultural and intercultural parallels and comparisons.

Activities to develop writing skills are included into each Unit. All creative tasks are preceded with appropriate guidelines, sample texts, or algorithms thus providing sufficient orientation basis for the students. A great deal of attention is paid to socio-cultural appropriateness of the students' writing, the choice of the format and language resources used in the text.

Throughout the book monolingual (English) activities dominate but there are several translation activities included into each Unit. Translation is viewed as a teaching tool and a means of formative assessment. In the coursebook translation activities are mainly used for home assignments.

Each Unit of the coursebook contains a number of pictures most of which are polyfunctional, that is, they do not just illustrate the text contents, but also serve as a visual support for additional skill developing activities that a teacher may design in response to the students' needs.

It is hoped that the teacher will find the suggestions in the book useful and will include them into their own repertoire of teaching techniques.

UNIT 1. Hello! Nice to meet you...

EX. 3

1.c; 2.d; 3.a; 4.g; 5.f; 6.b; 7.e.

EX. 4

1. pseudonym/ pen name; 2. full name; 3. named;
4. first name/ patronymic/ family name = surname;
5. namesakes; 6. pet names; 7. nicknamed; 8. real name;
9. maiden name; 10. on first name terms.

EX. 8

a) anagram; b) similar; c) milestone; d) affection;
e) medieval; f) ward off; g) in reverse; h) totem.

EX. 9 C)

SUGGESTED ANSWERS:

The three ways people are given names.

Why are new names given?

The four ways English surnames were adopted.

Names that have male and female forms in Ukrainian.

Unique names.

Names given to twins.

Pet names.

EX. 11

1. Paul was **in his early twenties/ was aged 22/ was at the age of 22** when he got married.
2. My little son is a **baby**.
3. Kate **turned** 30 yesterday, it was a great birthday party!
4. Mike is a **teenager/ is in his teens** and you know how difficult these years are!
5. My father **is over forty**, he is an accountant and works in a bank.
6. I am **in mid fifties** but I think my life has just started!
7. His brother was **in his late forties** when he moved to the USA.
8. My Granny is **in her late seventies**, but she likes to dress up very much.
9. Her grandfather was a bus driver for 40 years but now he **is retired**.
10. She is 25 and her husband is the **same age**.
11. Children in Ukraine start school **at the age of 6**.
12. My little cousin is a **toddler**, but he's falling all the time.
13. She called her daughters "the girls" though they **were middle-aged**.
14. I learnt these songs when I was **on my mother's lap**.

EX. 13

1. English and American names don't have **patronyms**. But they often have a **middle name** which is placed before the **last name** if the name is written in full.
2. Parents sometimes name their **newborn babies** after some older members of the family.
3. **Pre-schoolers** and **teenagers** often give funny **nicknames** to the people they like or dislike.
4. Kate hated her **maiden name** so much that she changed it as soon as she got married.
5. We are so used to actors' and singers' **pseudonyms** and writers' **pen names** that their **real names** surprise us.
6. It's hard **to be under age**. **Adults** keep telling you that you've **grown up**, but in fact the **older generation** doesn't take very seriously people who haven't **turned** 30 yet.
7. When young people in Ukraine **come of age**, they get their passports.
8. 20-year-old young men consider **middle-aged** people to be **elderly**.
9. My mother is **in her late 30s**, she is almost forty. She isn't **retired** yet, and doesn't want to think of the time when she'll grow old.
10. How many years is that girl younger than you? — Five. She is the **same age as you**. — So, she is **twice as old as** my sister.

EX. 14

1. Alan York; 2. 24; 3. not mentioned in the text;
4. Southern Rhodesia (village Induna); 5. he represents his father (in his London office); 6. (they trade in copper, lead) cattle; 7. transporters.

AUDIO SCRIPT

Inspector Lodge looked at me steadily, then drew a sheet of paper out of a drawer, unscrewed his fountain pen, and wrote, I could see, the date and the time.

A methodical man.

"I think we had better start at the beginning," he said.

"What is your name?"

"Alan York."

"Age?"

"Twenty-four."

"Address?"

I gave Davidson's address, explaining whose it was, and that I lived there a good deal.

"Where is your own home?"

"In Southern Rhodesia," I said. "On a cattle station near a village called Induna, about fifteen miles from Bulawayo."

"Occupation?"

"I present my father in his London office."

— Audio scripts and answer key section —

“And your father’s business?”
“The Bailey York Trading Company.”
“What do you trade in?”
“Copper, lead, cattle. Anything and everything. We’re transporters mainly,” I said.
He wrote it down, in quick distinctive script.

EX. 17A

1.F; 2.I; 3.F; 4.I; 5.F; 6.I; 7.F; 8.I.

AUDIO SCRIPT

1) She opened the door to find a broad-shouldered man with a big fair moustache and a cheerful red face, standing on the mat. His glance, a quick one, took her in as he asked in a pleasant voice:

“Are you Mrs Beresford?”
“Yes.”

“My name’s Grant. I’m a friend of Lord Easthampton’s. He suggested I should look you and your husband up.”
“Oh, how nice, do come in.”

(*Agatha Christie, “N or M?”*)

2) When they got back to the house Mrs Murry was still in the lab.

“This is Calvin O’Keefe, Mother. Is there enough for him, too? It smells super.”

“Hello, Calvin. Nice to meet you. We aren’t having anything but stew tonight, but it’s a good thick one.”

“Sounds wonderful to me. May I use your phone so my mother’ll know where I am?”

(*Madeleine L’Engle, “A Wrinkle in Time”*)

3) He saw that the two persons who were to make the four had already arrived. They were Prince Ali and his secretary. Ashenden was astounded.

“Allow me to introduce Mr Ashenden to your Highness,” said the baroness, speaking in her fluent French.

Ashenden bowed and took the proffered hand, the prince gave him a quick look, but did not speak.

“I am delighted to make your acquaintance, Mr Ashenden,” said the prince’s secretary, warmly shaking his hand.

(*W. S. Maugham, “Miss King”*)

4) **Arnie:** Yes. (*To Joan.*) This is Sheila O’Connor, Joan. This is my wife, Sheila.

Sheila: Hello, Miss.

Joan: Hello, Sheila.

Arnie: Evening, Maureen. I don’t think you know my wife. Joan — this is Maureen.

Maureen: It’s very nice meeting you, Joan. (*They shake hands.*)

(*David Storey, “The Restoration of Arnold Middleton”*)

5) “Hello, James.” Sealfont extended his hand to Matlock. “Mr Loring, may I present Dr Matlock?”
“How do you do?”

“We’ve met before, haven’t we?”

(*Robert Ludlum, “The Matlock Paper”*)

6) **Man:** (*Finally finds himself beside the girl.*) Hi baby!

Girl: I don’t believe we’ve met.

Man: Oh, don’t you remember me? I’m the guy who sat beside you on the bus out of Kansas City.

Girl: I still say we haven’t met.

Man: My name’s Bo. What’s yours? (*She only looks at him scornfully.*) I see you brought your suitcase in.

(*William Inge, “People in the Wind”*)

7) **Harry:** Judge Applegarth, may I present Miss McCutcheon?

The Judge (*removing his hat and bowing low*): An honor, Miss.

Miss McCutcheon: How do you do, Judge?

Harry: Miss McCutcheon’s the new teacher at school!

The Judge: We are honored to have you. The children, the parents, and — the rest of us.

(*William Saroyan, “The Oyster and the Pearl”*)

8) **Jim Raddigan:** Introduce me to your friend.

Gaucho: That’s Mario. He lives upstairs.

(*Gloria Gonzalez, “Gaucho”*)

EX. 17 B)

Dialogue 3: “I am delighted to make your acquaintance, Mr Ashenden,” said the prince’s secretary, warmly shaking his hand.

Dialogue 4: It’s very nice meeting you, Joan.

Dialogue 5: “Mr Loring, may I present Dr Matlock?”

“How do you do?”

Dialogue 6: “I still say we haven’t met.”

“My name’s Bo. What’s yours? I see you brought your suitcase in.”

EX. 18

1.d; 2.b; 3.f; 4.h; 5.g; 6.i; 7.c; 8.j; 9.e; 10.a.

EX. 21

1.c; 2.g; 3.k; 4.a; 5.f; 6.j; 7.d; 8.i; 9.e; 10.h; 11.b.

EX. 25

AUDIO SCRIPT

Lesley: Good morning everyone. Thank you for inviting me to your school today. My name is Lesley Gearhardt. I’m an American. I’m from Livitz, Pennsylvania, which is a small town about an hour and a half west of Philadelphia. I grew up there. Then I moved to

Philadelphia to study political science and international relations at Temple University. I got my Bachelor's Degree in May and two months later I became a Peace Corps Volunteer. I'm here in Ukraine for two years to teach English to 5th and 6th grade students at Public School 123. I'm happy to answer any questions you may have about me and about life in America.

Student 1: What is your patronymic name?

Lesley: Well, my last name is my patronymic name — that's the one I get from my father. My middle name is Lynn.

Olga: Does that name come from your mother?

Lesley: Well, she picked it out but I'm not named after her or anything like that.

Olga: I see. And can you tell the class how old you are?

Lesley: I just turned 22 last week. I'm totally over the hill now.

Student 2: Are you married, Lesley?

Lesley: No way. I don't want to get married until I'm 24 or 25.

Student 1: And how many brothers and sisters do you have?

Lesley: I have one older brother and one younger sister.

Student 2: Why have you come to Ukraine?

Lesley: Well, I majored in international relations in college because I'm interested in learning about and working with people from different cultures. When I was at Temple I had a chance to learn German and I spent a semester abroad studying in Berlin. I loved it. But after college I wanted to do something different and go someplace really special and help people. So I joined Peace Corps. They offered me a position in Ukraine and I took it.

line 6: *She's from Livitz, she didn't say exactly where it is.* — I'm from Livitz, Pennsylvania, which is a small town about an hour and a half west of Philadelphia.

line 9: *to teach English at our University* — to teach English to 5th and 6th grade students at Public School 123.

line 11: *her patronymic name was her nickname* — My last name is my patronymic name.

line 12: *Her pet name is Lynn* — My middle name is Lynn.

line 12: *she is named after her mother* — I'm not named after her or anything like that.

line 14: *She... even can't get married* — I don't want to get married.

line 15–16: *she had one older sister and one younger brother* — I have one older brother and one younger sister.

line 18: *she had majored in computer science* — I majored in international relations.

line 18–19: *she was interested in computers* — I'm interested in learning about and working with people from other cultures.

EX. 26

- I think I know this man. He used to live in the next street. A strange personality. I **know him by name** only. His name seems Teddy. But I don't think it's his **real name**. Maybe it's just his **nickname**. I remember that when he moved here he was **in his early 30s**. He must be **in his late 40s** now. Actually, it's hard to tell how old he is.
- My son is a **teenager**, he's **under 16**. He's going to enter a medical school. He is good at natural sciences. I thought that I would have a lot of problems with him **in his teens**. But, frankly speaking, he was more difficult to cope with when he was young. He was so naughty!
- Betty was a pretty girl. At school she had a **nickname** "doll". At home everyone loved her and gave her funny **pet names**. Even when she **grew up** everyone continued **calling her by various funny names**. When she **turned 35**, among her presents there were traditional dolls and soft toys.
- My cousin and I are **namesakes**. I **was named after** my granddad, and he **was named after** his father. However, we have different **patronymics**.
- His aunt decided to keep her **maiden name** when she got married. That's why her husband and she have different **surnames**, and their children have taken their father's **surname**.
- He entered university when he was just a **little over 20**, and when he was about 30, he wrote his first book. He chose a **pen name** because he didn't like his **first name and surname**.
- I tried to **tell her real age**. If she left school at 17, then she must be 32 now. It turns out that we are **of the same age**, and I thought that she was about 25.
- When I sign my letters to Peter I never put **my full name**, just the **initials**. It's more than enough because we are good friends.
- When parents register their child's **birth**, they **choose a name** that he/ she will have for the rest of their life. Sometimes he/ she **is named after** another person, a relative or a celebrity. Sometimes parents choose strange and funny names, and they can influence the person's life later on. If a person doesn't like his/ her name he/ she can **change** it or **choose a pseudonym**, especially if he/ she works in some field of art.
- Everyone in our family has a **pet name**, and they are really funny. As for school, children, and especially teenagers, give each other **nicknames** that can be offensive, and sometimes they can stick to people even when they are all **grown up**.