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Тольяттинский государственный университет  
Гуманитарно-педагогический институт

# ENGLISH IN PRACTICE: Level 1

Практикум



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Практикум предназначен для студентов 1-го курса неязыковых направлений подготовки. Его основная цель – способствовать формированию элементарной коммуникативной компетенции на английском языке. Практикум может быть использован на практических занятиях, а также при самостоятельной внеаудиторной работе и как пособие при самостоятельном изучении английского языка студентами заочной формы обучения.

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## Contents

To the Teacher .....	6
To the Student .....	13
Unit 1. MY ENGLISH AND I .....	15
Lesson 1.1. Classroom english. Alphabet. Numbers. Everyday objects. Greetings .....	17
Lesson 1.2. Introducing yourself. Where are you from? Countries and nationalities .....	26
Lesson 1.3. Facts about you and others. Personal data .....	31
Test Yourself 1 .....	39
Unit 2. PEOPLE AND THINGS AROUND ME. FAMILY .....	42
Lesson 2.1. Personal possessions. Have you got? .....	44
Lesson 2.2. My family and I. Who is who? .....	53
Lesson 2.3. Jobs. What are you? .....	62
Test Yourself 2 .....	70
Unit 3. DAY BY DAY .....	73
Lesson 3.1. What time is it? .....	75
Lesson 3.2. Everyday activities .....	81
Lesson 3.3. Typical daily routines .....	85
Test Yourself 3 .....	91
Unit 4. FOOD AND MEALS .....	94
Lesson 4.1. What food I like. My meal .....	96
Lesson 4.2. Ordering meals. Fast-food restaurants .....	104
Lesson 4.3. My favourite dish .....	111
Test Yourself 4 .....	117
Unit 5. CASUAL LOOK, SMART LOOK .....	120
Lesson 5.1. Casual look. Names of clothes .....	122
Lesson 5.2. What are you wearing today? Your style .....	134
Lesson 5.3. What do i look like? Appearance .....	144
Test Yourself 5 .....	152

Unit 6. HOME, SWEET HOME .....	155
Lesson 6.1. Types of homes .....	157
Lesson 6.2. Ideal Home .....	164
Lesson 6.3. Rooms and Furniture .....	168
Test Yourself 6 .....	175
Unit 7. PLACES TO LIVE .....	178
Lesson 7.1. Places in the city .....	180
Lesson 7.2. Place I was born in .....	190
Lesson 7.3. Sightseeing. Getting around .....	197
Test Yourself 7 .....	209
Unit 8. SHOPPING .....	213
Lesson 8.1. Food shop. Buying food .....	215
Lesson 8.2. Department store. Choosing clothes .....	220
Lesson 8.3. Money .....	232
Test Yourself 8 .....	241
PAIR WORK .....	244
GRAMMAR TRAINER .....	251
KEYS .....	304
БИБЛИОГРАФИЧЕСКИЙ СПИСОК .....	320

# TO THE TEACHER

## Методические рекомендации по работе с практикумом

Практикум включает в себя 8 модулей («юнитов») по курсу «Иностранный язык», он рассчитан на 136 часов аудиторных занятий и 40 часов самостоятельной работы. Каждый модуль разбит на несколько уроков, в которых представлены задания на отработку лексики, практику в чтении, аудировании, говорении и письме. Кроме того, практикум содержит аудиозаписи в соответствии с тематикой модулей.

**Цель** практикума – повышение качества подготовки студентов неязыковых специальностей по иностранному языку.

### **Задачи:**

- 1) обеспечить продвижение студентов в уровне овладения коммуникативной компетенцией на английском языке с А1 (начальный уровень) к А2 (элементарная компетенция), а для некоторых видов деятельности – к уровню В1;
- 2) способствовать усвоению лексики, развитию навыков и умений устной и письменной коммуникации на базовом уровне;
- 3) развивать готовность к общению на английском языке в общепотребительных сферах и темах;
- 4) обеспечить подготовку студентов к промежуточному и итоговому контролю в рамках дисциплины «Иностранный язык».

**Методологическая основа:** 1) целостный (холистический) подход в образовании; 2) компетентностный подход; 3) системно-деятельностный подход; 4) коммуникативный метод обучения иностранным языкам.

### **Принципы практикума**

- Принцип коммуникативной направленности обучения: обучение строится на основе вовлечения студентов в устную и письменную коммуникацию, общение на иностранном языке в течение всего курса. При этом важную роль играет сфера общения, которая позволяет установить, где, когда, между кем происходит общение;

тема общения, которая регулирует и минимизирует речевое поведение собеседников, обеспечивает взаимодействие в содержательном плане (о чем говорить, читать, писать и т. д.). В рамках сферы и темы общения возникают различные ситуации, отражающие взаимоотношения участников общения.

- Принцип целостности: в рамках одного модуля формируются различные элементы коммуникативной компетенции во взаимосвязи.

- Принцип систематичности и преемственности: модули выстроены в системе от наиболее частых, бытовых тем общения к более сложным, проблемным.

- Принцип учета родного языка: обучение строится преимущественно на изучаемом языке; однако русский язык учитывается для анализа речевого опыта студентов, для прогнозирования трудностей при обучении различным сторонам иноязычной речи.

- Принцип индивидуализации (учета языковых и индивидуальных возможностей): в рамках практикума предусматриваются задания разного уровня сложности, в том числе направленные на формирование различных навыков и умений. Таким образом, можно регулировать, какие виды упражнений необходимы всем студентам, какие необходимо выполнить дополнительно со студентами с более низкой (высокой) языковой подготовкой.

- Принцип сознательности: осознание принципа речевого действия лежит в основе его качественного выполнения. С этой целью многие упражнения снабжены образцом (моделью) выполнения действия.

- Принцип доступности материала и прочности навыков: в практикуме не предусмотрены теоретизированные объяснения материала, все подается в рамках осваиваемого речевого действия; прочность навыков достигается путем выполнения достаточного количества упражнений в рамках одного модуля.

- Принцип наглядности: визуальная и слуховая наглядность повышают мотивацию к изучению языка и обеспечивают лучшее освоение материала.

- Принцип социокультурной целесообразности: материал каждого модуля соответствует ситуациям, которые могут возникнуть в ходе межкультурного взаимодействия на элементарном уровне.

Практикум «English in Practice: Level 1» по общеевропейской шкале коммуникативной компетенции соответствует уровню Elementary – входной уровень А1, уровень на выходе А2–В1.

Каждый модуль (Unit) представляет собой отдельную тему для изучения и обсуждения. В начале модуля даются его основные задачи, формулируются требования к уровню владения компетенцией (знать, уметь, владеть).

В начале модуля есть раздел «Introduction» («Вступление»), который позволяет ввести в тему предстоящего обсуждения, настроиться на определенные ситуации общения.

Далее модуль делится на уроки, каждый урок рассчитан на 2–4 часа работы.

В начале каждого урока задается тема обсуждения, предлагаются слова для усвоения. Далее выполняются упражнения на усвоение лексики. Наконец, предлагаются упражнения на развитие речевых умений: чтения, говорения, аудирования, письма. Все упражнения и материал заданий связаны с изучаемой темой. Упражнения выстроены от простого к сложному, а также в соответствии с последовательностью формирования навыков и умений:

- имитативные (на письменное и устное воспроизведение, тип заданий «прочитать, переписать, повторить»);
- подстановочные (заполнение пропусков, замена отдельных элементов предложения, текста, диалога и т. д.);
- трансформационные (изменение синтаксической модели, например, задать вопрос либо ответить, изменить на отрицание, перевести из активного залога в пассивный и пр.; задания на словообразование и т. д.);
- речевые: задания на чтение, аудирование, говорение (коммуникативно-ориентированные, преимущественно на основе ситуации).

В конце каждого урока предлагаются коммуникативные практико-ориентированные задачи, способствующие, с одной стороны, осознанию того, чему научились студенты, а с другой – показывающие значимость выполненной работы в реальной коммуникации. После первого урока каждого модуля предлагается раздел «Conversation Corner», в котором даются основные речевые модели



для усвоения, связанные с темой модуля, а также задания на практику использования этих моделей. После второго урока – раздел «Project Work». В процессе разработки проекта по теме модуля студенты учатся применять полученные навыки и умения для решения собственных коммуникативных задач, учатся презентовать свои мысли, идеи, защищать свой проект (отвечать на вопросы). Наконец, после третьего урока предлагается раздел «Case Study». Здесь в рамках анализа реальных ситуаций студенты учатся высказывать свое отношение к проблеме, решать коммуникативные задачи, демонстрировать свои умения взаимодействия с партнерами общения.

Эти разделы, завершающие каждый из уроков, можно использовать в качестве элементов текущего контроля.

Каждый из 8 модулей завершается блоком самопроверки «Test Yourself», который позволяет студенту оценить уровень овладения изучаемой темой. Этот блок включает в себя инструменты рефлексии (чему научился), тестовые задания на усвоение лексики, задания на перевод с русского языка на английский.

В конце практикума есть раздел «Grammar Trainer», который нацелен на формирование грамматических навыков. Каждый блок заданий в нем соответствует изучаемому уроку, посвящен тем грамматическим формам и конструкциям, которые в этом уроке изучаются. Данный раздел можно использовать для организации дополнительной тренировки грамматических навыков студентов, в том числе в самостоятельной работе.

По окончании курса проводится тестирование в компьютерном классе. По результатам теста и при выполнении не менее 50 % заданий практикума выставляется зачет.

Практикум предназначен для студентов 1-го курса неязыковых направлений подготовки очной формы обучения и разработан в соответствии с ФГОС ВО и программами подготовки бакалавров данных направлений по иностранному языку. Практикум может использоваться как на аудиторных занятиях, так и при внеаудиторной самостоятельной работе студентов. Кроме того, практикум можно использовать для организации самостоятельной работы студентов заочной формы обучения.

### ***Образовательные технологии***

При изучении дисциплины используются следующие образовательные технологии:

- технология коммуникативного обучения: создание воображаемых ситуаций для стимулирования общения на иностранном языке; студенты учатся ориентироваться в иноязычной среде и адекватно реагировать в возникающих ситуациях общения;
- технология проектной деятельности: в ходе разработки проекта, связанного с темой модуля, студент учится на практике применять усвоенные языковые и речевые элементы, учится демонстрировать язык, адекватно реагировать на вопросы;
- технология контекстного обучения, направленная на моделирование содержания общения; анализируя реальные ситуации, студенты учатся находить приемлемые решения возникающих в ходе общения коммуникативных задач;
- технология «case study», предлагающая решение конкретных задач, проблем, возникающих в общении, на основе исходного анализа предлагаемой ситуации, выстраивания стратегии речевой деятельности в аналогичной ситуации, применения полученных навыков и умений, компетенций на практике;
- интерактивные технологии, призванные активизировать деятельность студентов в процессе взаимодействия; на протяжении всего занятия поощряется активное взаимодействие студентов между собой и с преподавателем, организуется работа в парах, микрогруппах.

### ***Критерии оценки в соответствии с БРС***

Каждый урок практикума (не считая разделов «Conversation Corner», «Project Work», «Case Study») оценивается в 5 баллов:

- 0 – студент не выполнил задания урока;
- 1 – студент выполнил менее 25 % заданий, не принимал участия в обсуждении на занятии;
- 2 – студент выполнил 25–40 % заданий, допустил значительное количество ошибок, был пассивен в обсуждении на занятии;
- 3 – студент выполнил от 40 до 60 % заданий, принимал участия в обсуждении материала, допускал незначительное количество гру-

бых ошибок либо значительное количество неточностей в произношении, орфографии, грамматике, стилистике;

4 – студент активно участвовал в обсуждении материала, допускал незначительное количество ошибок в речи, выполнил 60–80 % заданий;

5 – студент принимал активное участие в обсуждении материала, демонстрировал беглую речь, понимание речи, допускал незначительные ошибки, выполнил более 80 % заданий.

Разделы «Conversation Corner», «Project Work», «Case Study» оцениваются каждый в дополнительные 3 балла.

*Критерии оценки раздела «Conversation Corner»:*

0 – студент не принимал участия в интерактивных заданиях;

1 – студент демонстрировал поверхностное овладение материалом урока, предъявлял единичные усвоенные элементы языка, был малоактивен при выполнении деятельности;

2 – студент проявил достаточную активность при выполнении деятельности, пользовался различными элементами языка, изученными в теме, допуская при этом ошибки;

3 – студент активно участвовал в деятельности, правильно пользовался элементами языка, изученными в теме и ранее, допущенные незначительные неточности не мешали пониманию.

*Критерии оценки раздела «Project Work»:*

0 – студент не принимал участия в подготовке и защите проекта;

1 – студент подготовил индивидуальный проект небрежно, предъявлял единичные усвоенные элементы языка, не смог защитить; в случае работы в группе вклад в общий проект составил менее 10 % (разработал отдельные элементы проекта, не участвовал в защите);

2 – студент проявил достаточную активность при выполнении деятельности; в индивидуальном проекте пользовался различными элементами языка, изученными в теме, во время защиты допускал много ошибок; в групповом проекте вклад составил от 20 до 50 % (активно подбирал материал, помогал во время защиты);

3 – студент активно готовил и защищал проект, правильно пользовался элементами языка, изученными в теме и ранее, допущенные незначительные неточности не мешали пониманию; в групповом проекте вклад более 50 %.

*Критерии оценки раздела «Case Study»:*

0 – студент не принимал участия в интерактивных заданиях;

1 – студент демонстрировал поверхностное овладение материалом урока, предъявлял единичные усвоенные элементы языка, был малоактивен при анализе ситуации и в работе в группе; вклад в решение кейса менее 10 %;

2 – студент проявил достаточную активность при анализе ситуации, пользовался различными элементами языка, изученными в теме; при работе в группе допускал много ошибок; вклад в решение кейса от 20 до 50 %;

3 – студент активно участвовал в анализе ситуации и решении кейса, правильно пользовался элементами языка, изученными в теме, допущенные незначительные неточности не мешали пониманию; вклад в решение кейса более 50 %.

Блок самопроверки добавляет до 10 баллов при правильном выполнении заданий. Например, если студент в блоке самопроверки отмечает 60 из 100, это означает, что ему начисляется дополнительно 6 баллов за модуль.

*В практикуме использованы изображения с сайта [www.pixabay.com](http://www.pixabay.com).*

## TO THE STUDENT

### Рекомендации студентам по работе с практикумом

Уважаемые студенты!

Приступая к изучению английского языка в вузе, вы должны понимать, что владение иностранным языком является требованием большинства современных работодателей. При этом недостаточно только знать слова и грамматические правила. Важно уметь применять их на практике, решая определенные задачи общения. В этом вам поможет предлагаемый практикум.

Изучение английского языка базируется на коммуникативном подходе, что позволит вам с первых уроков применять изучаемый материал в ситуациях общения, близких к реальным.

Согласно общеевропейской школе компетенций, в начале работы с этим практикумом ваш исходный уровень владения языком может быть А1 (начинающий). Однако по мере продвижения от одного модуля к другому вы достигнете следующего уровня А2 (элементарный), что даст вам возможность достаточно уверенно общаться в большинстве ситуаций бытового характера. Некоторые задания модулей с 6 по 8 соответствуют повышенному уровню В1 (пороговый).

Практикум состоит из 8 тематических модулей, каждый из которых делится на несколько уроков (подтем). Приступая к знакомству с модулем, внимательно изучите тему, задачи и планируемые результаты (знать, уметь, владеть). Это позволит осознать, к чему нужно стремиться при работе над модулем, чему вы научитесь.

Выполняйте задания каждого урока в той последовательности, в которой они представлены в практикуме. Проработка всех упражнений и заданий наиболее полно будет способствовать формированию разных элементов коммуникативной компетенции.

Некоторые уроки дополнительно снабжены аудиозаписями. Старайтесь прослушивать их не только в аудитории с преподавателем, но и самостоятельно дома. Чем больше вы будете слушать английскую речь (даже если не все понятно), тем быстрее и легче у вас будут формироваться многие навыки и умения, в том числе говорение.

В конце каждого урока есть разделы, которые позволяют вам научиться применять усвоенные языковые явления в речи. В разделе «Conversation Corner» вы познакомитесь с наиболее употребительными речевыми оборотами, попробуете использовать их в ситуациях общения. «Project Work» предполагает выполнение проекта по теме модуля, который необходимо разработать на практике. Раздел «Case Study» включает в себя работу с реальными ситуациями, их обсуждение и поиск решений в проблемных ситуациях. При работе с данными разделами часть деятельности вы будете выполнять самостоятельно дома, остальное выполнять в аудитории в ходе взаимодействия с группой.

Для полноценной работы на занятии и дома вам может потребоваться вспомнить и потренировать основные грамматические правила. Для этого вы можете воспользоваться разделом «Grammar Trainer» в конце практикума. Старайтесь выполнить все упражнения, тогда вы не будете испытывать трудностей с формулированием своих мыслей на английском языке.

Каждый модуль завершается блоком самопроверки, который включает описание результатов для самооценки и рефлексии, а также тестовыми заданиями и заданиями на перевод с русского на английский. Заполните таблицу самооценки и подсчитайте количество баллов (до 60). Затем выполните тест и проверьте себя по ключам (до 10 баллов, по 2 за каждый верно выполненный пункт). Наконец, переведите предложения и представьте их преподавателю для проверки и оценки. Выполнение этих заданий не только позволит понять, насколько вы усвоили материал конкретного модуля, но и подготовиться к итоговому тестированию.

## Unit 1. MY ENGLISH AND I

### Задачи:

- 1) активизировать базовые знания английского языка: выражения классного обихода, алфавит, счет, окружающие объекты;
- 2) сформировать умения представляться, знакомиться, сообщать о себе основную информацию, понимать информацию о собеседнике на слух и при чтении;
- 3) сформировать умения общаться в ситуации приветствия, знакомства, прощания;
- 4) научиться читать и заполнять основные личные документы (анкета, идентификационная карточка и пр.).

### **К концу работы над модулем студенты будут**

#### *✓ знать:*

- основные речевые модели приветствия, знакомства, прощания;
- названия окружающих объектов;
- фразы, связанные с учебной деятельностью (выражения классного обихода);
- алфавит, счет, дни недели;

#### *✓ уметь:*

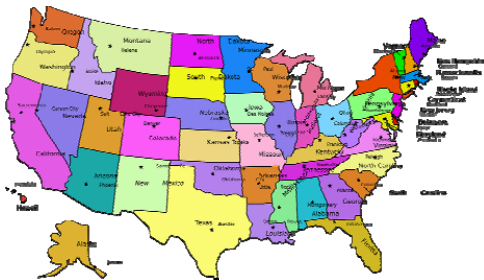
- понимать и выполнять инструкции преподавателя на уроке;
- понимать речевые обороты приветствия, знакомства, прощания, употреблять их в ситуациях общения;
- называть и указывать объекты, окружающие в повседневной жизни; отвечать на вопросы о себе, задавать вопросы;

#### *✓ владеть:*

- в области лингвистической компетенции: готовностью пользоваться базовыми элементами языка (алфавитом, счетом, простейшей лексикой) для решения задач общения в ситуации «Встреча и прощание»;
- в области речевой компетенции: способностью понимать обращенные реплики и вопросы, адекватно на них реагировать; способностью эффективно начать общение (поприветствовать, познакомиться);
- в области социокультурной компетенции: понимать социокультурные особенности, этикет в ситуациях «Встреча», «Знакомство», «Прощание».

## Introduction

1. What do you know about English and British people?
2. In what countries of the world do people speak English? Do you know how many people use English as a language for their work?



3. Look at the pictures. What symbols of English-speaking countries do you know? What cities are in the pictures? What other British and American cities do you know?
4. What facts about British people do you know? About Americans? Whom do we call «Mister», «Miss», «Mistress»?
5. What's the difference between Britain and England?
6. How many states are there in the USA?
7. What English words can you recall from school?



# Lesson 1.1. Classroom english. Alphabet. Numbers. Everyday objects. Greetings

## 1. The alphabet. Read the alphabet.



## 2. Spell:

- Your first name
- The name of your street
- Your teacher's name
- Your surname
- The name of your city

## 3. Can you say these numbers?



<http://yayimages.com/image/fileid/3073057322855104>

**4. How do we say these phone numbers?**

In phone numbers 0 = *oh* and 22 = *double two*

- a) Hotel 020 8695 7322
- b) Peter 01279 567390
- c) Barbara 07949 374118
- d) Maria 0034 93 2867

Ask three students their phone numbers.

**Model:** *What is your phone number?*

**5. A. Write the next three numbers.**

**Model:** 21 – *Twenty-two, twenty-three, twenty-four*

- |      |      |
|------|------|
| 35 – | 66 – |
| 43 – | 74 – |
| 56 – | 97 – |

**B. Say the number and number before.**

**Model:** 21 17 65 – twenty-one, seventeen...

21 17 65 86 54 11 45 13 100 25 90 7 33 18

**6. Days of the week. Put the days in order.**

- |            |        |           |          |         |
|------------|--------|-----------|----------|---------|
| Friday     | Sunday | Wednesday | Saturday | Tuesday |
| A Monday   |        | E _____   |          |         |
| B _____    |        | F _____   |          |         |
| C _____    |        | G _____   |          |         |
| D Thursday |        |           |          |         |

**7. Tick the instructions you understand.**

- |                                  |                     |
|----------------------------------|---------------------|
| Look at page ten.                | Open your book.     |
| Answer the questions.            | Read the article.   |
| Match the words to the pictures. | Check your answers. |
| Fill in the gaps.                | Work in pairs.      |
| Work in groups.                  | Close your books.   |
| Listen and practice.             | Ask the question.   |

**8. Read the following dialogues and complete the exchanges using phrases and sentences from the box.**

- |                          |                       |
|--------------------------|-----------------------|
| – How do you spell       | – I am from Russia    |
| – I am Russian           | – It is 235 4370      |
| – What is your full      | – How can I help you? |
| – It is 35, Arrow Street |                       |

1. A: ..... name?  
B: It is Anna Shpirova.
2. A: ..... your surname?  
B: S – H – P – I – R – O – V – A.
3. A: What nationality are you?  
B: ..... .
4. A: Where are you from?  
B: ..... .
5. A: What is your phone number?  
B: ..... .
6. A: What is your address?  
B: ..... .
7. A: ..... ?  
B: I'd like to join the sports club.

**LISTENING**

**9. R.01. Listen to two conversations, A and B.**

1. Write the names
2. Write the surnames

**SPEAKING**

**10. Everyday objects. Find some of these things in the photos. Then test your partner.**

photos a camera a bottle of water a credit card keys a mobile phone  
a brush a diary coins a packet of chewing gum a watch a phone card  
postcards a dictionary a wallet sweets glasses a packet of tissues

- Model:** – *What is this in English?* – *What are these?*  
– *It is a credit card.* – *They are coins.*

A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



**11. Work in pairs. Point to things in the classroom and ask your partner questions about them using the model below.**

- Model:**
- What is that in English?
  - A mobile phone, I think.
  - What are those?
  - Chairs.

**12. Work in pairs. Guess what your partner has got in her/his pocket or bag.**

**Model:** – Have you got a dictionary with you?  
– Yes, I have. Here it is. /No, I haven't. It's at home.

**Tell the class about your partner.**

**Model:** – Annie's got a mobile in her bag, but she hasn't got a pen.

**13. Complete the gaps with the correct form of *have got*.**

1. I think her parents are rich – they ... four cars.
2. Sorry, I ... a pen with me.
3. We ... a dog. His name's Alfie.
4. Paulo's from a very big family. He ... six brothers.
5. ... you ... your cheque book with you? No, but I ... my credit card.
6. ... your brother ... a new motorbike?

**14. Work in pairs. Use some of the questions below to ask your partner about these things.**

a pet   a piano   a TV in your bedroom   a mobile phone  
a camera   a DVD player   a car   a bicycle   a computer

- a) Have you got a car?
- b) How old is it?
- c) What colour is it?
- d) What make is it? *Etc.*

**15. Match the sentences (1–4) to the sentences (a–d). Then practice the conversations. Use your names.**

- |                             |                              |
|-----------------------------|------------------------------|
| 1. Hello, Tom. How are you? | a) Nice to meet you too.     |
| 2. Goodbye, Tom.            | b) No problem.               |
| 3. Nice to meet you.        | c) Bye, Kate. See you later. |
| 4. Hello. Sorry I'm late.   | d) Fine thanks. And you?     |

## 16. Read the conversations and practice them:

a) with your teacher

b) with six students

Use your name.

**A. Teacher:** Hello. What's your name, please?

**Tom:** My name's Tom Barker.

**Teacher:** I'm Sarah Dupont.

Welcome to the class.

**Tom:** Thank you.

**B. Marco:** Hello, my name's Marco.

**Lin:** Hi, I'm Lin.

**Marco:** Nice to meet you.

**Lin:** Nice to meet you too.

**17. Work in pairs or groups. Choose one of the cards. Get acquainted with other people.**

<b>A</b>	<b>Tom Brown</b> 25 years old 89879657832 35, Arrow Street	<b>C</b>	<b>Paul Sorrow</b> 25 years old 0201678426 15, Rose Street	<b>E</b>	<b>Susan Brown</b> 17 years old 89879657832 35, Arrow Street
<b>B</b>	<b>Maria Antonia</b> 19 years old 8907966738321 358, Manor Road	<b>D</b>	<b>Bob Barker</b> 63 years old 6577832 3, Barker Road	<b>F</b>	<b>Marina Sweet</b> 58 years old 8320066743 278, Arrow Road

## CONVERSATION CORNER

### Greetings and Saying «Good bye»

Useful phrases

#### 1. How to greet people:

Phrase	Meaning	Notes on using
<i>In formal situations:</i>		
How do you do?	Здравствуйте	Very polite form, used when you first meet people in a very official atmosphere
Good morning!	Доброе утро!	Polite form; used to greet neighbours, colleagues, acquaintances, shop-assistants, etc.
Good afternoon!	Добрый день!	
Good evening!	Добрый вечер!	

Phrase	Meaning	Notes on using
<i>In informal situations</i>		
Hello (Hallo) (Br.) Hi (Am.)	Привет!	A way to greet friends, relatives, people of your age whom you know well
Nice to see you! Good to see you (again)!	Приятно встретить (увидеть) вас!	Used after the phrase of greeting
I'm glad to see you (here)!	Я рад(а) увидеть вас (здесь)!	
Nice to see you, too!	И мне тоже (приятно вас видеть)!	Used in response to the previous phrase
I haven't seen you for ages!	Сто лет тебя не видел!	A very informal way to greet an old friend

## 2. What to say after greeting:

Phrase	Meaning	Notes on using
<i>What to ask</i>		
How are you? How are you doing? How are you going on?	Как дела?	Used every time you meet a person; sometimes used instead of greeting
What's new?	Что нового?	An informal way to ask how the things are
Are you OK?	С тобой все в порядке?	Informal
<i>How to respond</i>		
I'm fine, thank you. Fine, thanks.	Прекрасно, спасибо	A polite form to answer An informal most frequent way to answer
I'm quite well.	Я вполне здоров(а)	An informal way to say you are healthy
Not so bad. So-so.	Неплохо. Так себе.	A way to complain. Not very typical of English-speaking people
Could be better.	Могло бы быть лучше	

### 3. How to say good-bye

Phrase	Meaning	Notes on using
Good bye!	До свидания!	Formal
Bye!	Пока!	Informal; used for friends, sometimes colleagues, people of your age, social status
See you (again)!	Увидимся (снова)!	
See you later!	Увидимся позже!	
See you on Monday (next week)!	До встречи (увидимся) в понедельник (на следующей неделе)!	
Good luck!	Удачи!	Used only if you know that a person is having an exam or interview soon
Have a good (nice) day!	Хорошего дня!	Used for colleagues, business partners, acquaintances; very often used by waiters, shop-assistants, etc.
Take care!	Береги себя (будь здоров)!	Neutral; used for not very close people when you know you will see a person in a week or more
Talk to you later!	Поговорим позже!	Best way to say good bye when you talk on the phone
Good night!	Спокойной ночи!	Never used to greet

#### 1. Match the phrase from column A with the possible response from B

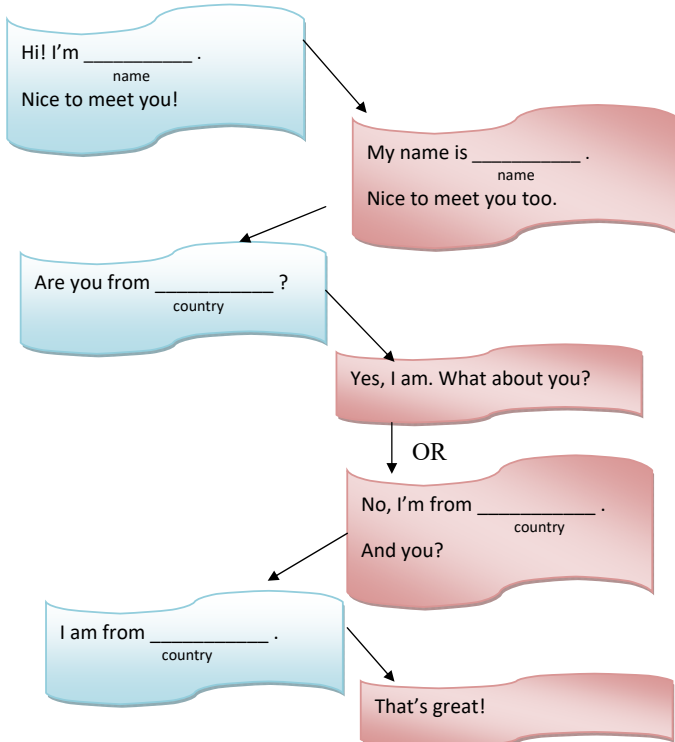
A	B
1. Hello!	A. How do you do?
2. Good night!	B. Good luck!
3. How are you?	C. Nice to see you, too.
4. This is Mr. Brown, CEO	D. Hi! Haven't seen you for ages
5. I'm glad to see you here.	E. So-so.
6. My exam is on Monday.	F. Ok, take care.
7. Talk to you later!	G. See you tomorrow!



**2. Read and reproduce the short dialogues below.**

1. – Hi, Mike. This is Dave.  
– Hello, Dave. Are you OK?  
– Yes, I'm fine. How are you?  
– Could be better, but it's OK. I have a lot to do. Can I talk to you later?  
– Oh, yes. Take care. Bye!
2. – Good morning! Have we met before?  
– I don't think so. My name is Helen Dark. I'm from Manchester – University.  
– Nice to meet you, Ms. Dark.  
– Nice to meet you too.
3. – This is Mr. Cameron, Prime-Minister.  
– How do you do, Mr. Cameron?  
– How do you do?

**3. Fill in the chart to complete the dialogue. Act it out.**



## Lesson 1.2. Introducing yourself. Where are you from? Countries and nationalities

### 1. Tick the countries you know. Read the nationalities

**Model:** *I'm from ...*

*I'm ...*

<b>Countries</b>	<b>Nationalities</b>
Brazil	Brazilian
Australia	Australian
Argentina	Argentinian
The USA	American
Germany	German
Italy	Italian
Mexico	Mexican
Russia	Russian
The UK	British
Spain	Spanish
Poland	Polish
Turkey	Turkish
China	Chinese
Japan	Japanese
France	French

**Where are you from? What's your nationality?**

### 2. Match the countries with the people.

- |             |                        |
|-------------|------------------------|
| 1. Norway   | a) The Dutch 4         |
| 2. Hungary  | b) The Norwegians .... |
| 3. Mexico   | c) The Swedes ....     |
| 4. Holland  | d) The Scots ....      |
| 5. Ireland  | e) The Mexicans ....   |
| 6. Sweden   | f) The Hungarians .... |
| 7. Egypt    | g) The Irish ....      |
| 8. Scotland | h) The Egyptians ....  |

### 3. Complete the list.

- |                 |                          |
|-----------------|--------------------------|
| a) I'm Italian. | I come from Italy.       |
| b) I'm ____ .   | I come from Spain.       |
| c) I'm ____ .   | I come from Germany.     |
| d) I'm ____ .   | I come from France.      |
| e) I'm ____ .   | I come from Greece.      |
| f) I'm ____ .   | I come from Brazil.      |
| g) I'm ____ .   | I come from Switzerland. |
| h) I'm ____ .   | I come from Turkey.      |
| i) I'm ____ .   | I come from Poland.      |
| j) I'm ____ .   | I come from Argentina.   |

### 4. Tick the sentences which are true for you. Make the other sentences negative. Write the correct sentences.

1. I'm from France. *I'm not from France. I'm from Russia.*
2. My English class is in room 17.
3. I'm a student.
4. My teacher's from Australia.
5. My university is in England.
6. My English lessons are on Wednesday and Friday.
7. The students in my class are all from the USA.
8. I'm 18.

### 5. Test yourself. Choose the most suitable word for each space.

1. ... is in Spain.  
A) Madrid B) Manchester C) Montreal D) London
2. ... is in Egypt.  
A) Caracas B) Cairo C) Cardiff D) Calcutta
3. ... is the Polish capital.  
A) Washington B) Wellington C) Warsaw D) Wales
4. ... is an Argentinian city.  
A) Berlin B) Budapest C) Buenos Aires D) Bangkok
5. ... is in Portugal.  
A) Liverpool B) Los Angeles C) Lisbon D) Luxemburg
6. ... is the Greek capital.  
A) Atlanta B) Athens C) Alice Springs D) Amsterdam

7. ... is in Switzerland.

- A) Berne B) Brasilia C) Beijing D) Belgrade

8. ... is in the USA.

- A) Santiago B) Stockholm C) San Francisco D) Sidney

**6. Tick the words you know. Check the other words in the dictionary**

- a doctor   a musician   an engineer   a shop assistant   a cleaner  
a police officer   a waiter/waitress   an accountant   an actor/an actress  
a teacher   a manager   a housewife   a lawyer   a builder  
unemployed   retired

**7. Look at the pictures and test your partner.**

What's his job? He's a doctor.

What's her job? She's a ... .

A



B



C



D



E



F



G



H



I



**8. Put the words and phrases into the sentences.**

holiday	in the evening	student	politician
twenty-one	from	Scotland	married

- a) My father is a ... .
- b) Our English lessons are ... .
- c) My teacher's from ... .
- d) Your parents are on... .
- e) Her brother's ... years old.
- f) I'm a ... .
- g) Julia and Tom are ... .
- h) My friend Tony is ... New York.

**9. Make questions out of the words. Answer the questions.**

**Model:** *you / a student / are? Are you a student? – Yes, I am.*

- 1. you / are / twenty-five?
- 2. from / is / Britain / your teacher?
- 3. what / your / e-mail address / 's?
- 4. old / how / is / your mother?
- 5. where / from / Jennifer Lopez / 's?
- 6. where / Manchester / 's?
- 7. you / single / are?
- 8. you / from / are / a big city?
- 9. your father / a businessman / is?

**LISTENING**

**10. A. R.02. Put the sentences in the box into the conversation. Then listen and check.**

Nice to meet you, too.    Hi. How are you?    Nice to meet you, Carla.  
Really? Manchester's a fantastic city.    No, no! I'm from Buenos Aires.

**Emily:** Hi, Carla.

**Carla:** \_\_\_\_\_

**Emily:** Fine, thanks. Carla, this is Ben. Ben, this is Carla, from my class. She's from Milan.

**Ben:** \_\_\_\_\_

**Carla:** Hello, Ben. Nice to meet you. This is my friend Ariel.

**Emily:** Hello, Ariel. Where are you from? Are you from Italy, too?

**Ariel:** \_\_\_\_\_

**Emily:** Well, nice to meet you.

Ariel: \_\_\_\_\_

Carla: Emily and Ben are from Manchester.

Ariel: \_\_\_\_\_

Emily: Thank you.

**B. Are these sentences true or false?**

1. Carla's from Spain.
2. Ariel's from Argentina.
3. Ben and Emily are English.
4. They are from Liverpool.

**11. Work in pairs. Make six questions to ask your partner. Listen to your partner's answers and then swap the roles.**

Ex. *What's your full name?*

Are you from ... ?

Is your mother a teacher?

**READING**

**12. A. Read the text and say what kind of text it is.**

A That's all about me. What about you?

Send me an email.

*Ben*

B Hello! I'm *Ben*. I'm *seventeen* years old and I'm a student. I'm from *New York, USA*.

C My father and mother are *Adam and Carol*. My sister is *Karen*. She's *two* years old. *Sam* is my brother. He's *eleven* years old. *Rex* is my pet dog. It's white. My favourite colour is *black*. My favourite things are my *computer* and my *guitar*.

**B. Put the paragraphs of the letter in the correct order.**

**WRITING**

**13. Rewrite the text of the letter. Replace the words in italics with your own words.**

**14. Write a short paragraph about yourself.**

My name's ... .

I'm ... years old.

I'm a ... .

I'm from ... in ... .

I'm ... (married).

My mother is a ... .

My father is a ... .

My friend ... is a ... .

My favourite colour is ... .

My favourite things are ... .

## PROJECT WORK

Make out an individual project on the topic «The English Language and I»

1. Introduce yourself to the class.
2. Think about how much English you know.
3. Give ideas of what you want to achieve in your English.

Make a presentation of your project in any form you like (computer presentation, leaflet, album).

## Lesson 1.3. Facts about you and others. Personal data

### 1. Personal details:

- |                      |                        |
|----------------------|------------------------|
| 1. first name        | 6. mobile number       |
| 2. surname           | 7. home address        |
| 3. nationality       | 8. postcode            |
| 4. home phone number | 9. email address       |
| 5. work number       | 10. credit card number |

**Work in pairs. Ask and answer the questions about the things above.**

**Model:** – *What's your first name?*  
– *It's Maria.*

### 2. Which is the best answer to each question?

1. What is your full name?  
a) My name is Will. **b) It's William Brown.**
2. Where are you from?  
a) I'm from Liverpool in Britain. **b) I'm French.**
3. Are you here on holiday?  
a) Yes, I'm from London. **b) No, I'm not**
4. How old are you?  
a) It's thirteen. **b) I'm twenty-six.**
5. What's your job?  
a) I'm a businessman. **b) You're a student.**
6. What's your address in England?  
a) It's 20 Oxford Street, London N10. **b) It's willbrown@blc.com.**
7. What's your telephone number?  
a) It's 550 7574 2239. **b) No, it's not.**

## READING

3. Read Susan's employee card. Mark the sentences true or false. Correct the false ones.

### EMPLOYEE PERSONAL DATA

Full name	Susan Antonia Green
Address	67 Green Road, New York, Y010 5US
Home phone number	(01904) 8765876
Mobile	0759 324561
Date of birth	22. 11. 89
Place of birth	Prague, Czech Republic
Contact in an emergency	Paul Green (husband)
Home number	as above
Work number	(01904) 776 543
Mobile	0795 768840

- a) Her first name's Antonia.
- b) Her surname's Green.
- c) Her mobile phone is 0779 681569.
- d) She's thirty-three years old.
- e) She's from Britain.
- f) Paul Green is her husband.
- g) His work number is 776 543.

4. Read Susan's employee card again. Then ask and answer questions about Susan.

- *What's her full name?*
- *Susan Antonia Green.*



**5. A. Read the information about two students.**

**Student A**

Hi, my name's Marina, and I come from Tachov in the Czech Republic. It's a town in the west of the country. I'm eighteen years old and I study engineering at the university here. I love reading and computers and I love dogs – my family have four. I'm also interested in all types of sport, especially basketball.

**Student B**

Hi, my name's Joao and I come from Bela Horizonte in the south of Brazil. I'm twenty-five years old and I'm at university. I speak Portuguese (of course) and also English and Spanish. I love rock music, but I don't like classical music. I'm also interested in sport. I play tennis every day. I want to talk to people from all over the world to learn more about their culture.

**B. Complete the table.**

	Marina	Joao
Nationality		
Occupation		
Age		
Languages	-----	
Interests		

**C. Complete the sentences.**

- Marina studies ... at the university.  
A) law      B) engineering      C) painting      D) pedagogics
- Her favourite kind of sport is ... .  
A) football      B) volleyball      C) basketball      D) hockey
- Joao is ... years old and he's at university.  
A) twenty-six      B) twenty-one      C) twenty-five      D) twenty-four
- He speaks Portuguese and also English and ... .  
A) Polish      B) Spanish      C) Italian      D) Russian
- Joao loves rock music, but he doesn't like ... music.  
A) folk      B) jazz      C) classical      D) dance

**D. Mark the sentences true or false. Correct the false ones.**

1. Tachov is a town in the west of the Czech Republic.
2. Marina loves singing and music and she loves cats.
3. She's also interested in all types of sport.
4. Joao comes from Bela Horizonte in the north of Brazil.
5. He's twenty-five years old.
6. Joao is interested in politics.

**E. Work in pairs. Ask each other questions about Marina and Joao.**

*Where is Joao from? – He's from Brazil.*

**LISTENING**

**6. R.03-04. A. Listen and match the conversations to the pictures.**

**Where are the people?**



**B. Listen again and complete the forms.**

<p><b>Full name:</b> <u>Shireen</u></p> <p><b>Address</b> ___ Abbot's Road, Colchester</p> <p><b>Phone numbers:</b> home _____ work _____</p> <p><b>E-mail:</b> <u>s.ranman@firstserve.com</u></p> <p><b>Nationality:</b> _____</p> <p><b>Married:</b> Yes ___ No ___</p> <p><b>Occupation:</b> _____</p> <p><b>Age:</b> _____</p>
--

<i>The Royal Spa</i>
<p><b>Name:</b> Emma _____</p> <p><b>Passport number:</b> _____</p> <p><b>Room number:</b> _____</p>

7. Complete the questions with *How*, *Where* or *What* and ask your partner.

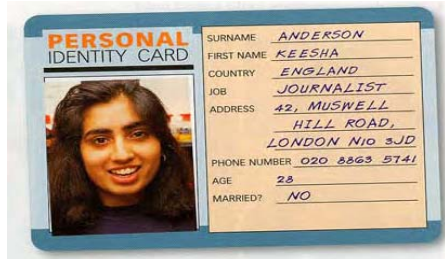
1. What's your name?
2. How old are you?
3. What's your job?
4. Where are you from?
5. How do you spell your surname?
6. What's your home number?

**SPEAKING**

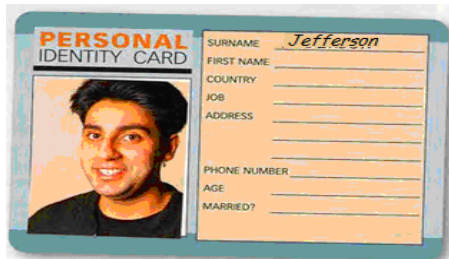
8. When do people need identity cards? What information can you find in them?

9. Read the girl's identity card and in pairs answer the questions about her.

1. What is her first name?
2. What is her surname?
3. Where is she from?
4. What's her job?
5. What's her address?
6. What's her phone number?
7. How old is she?
8. Is she married?



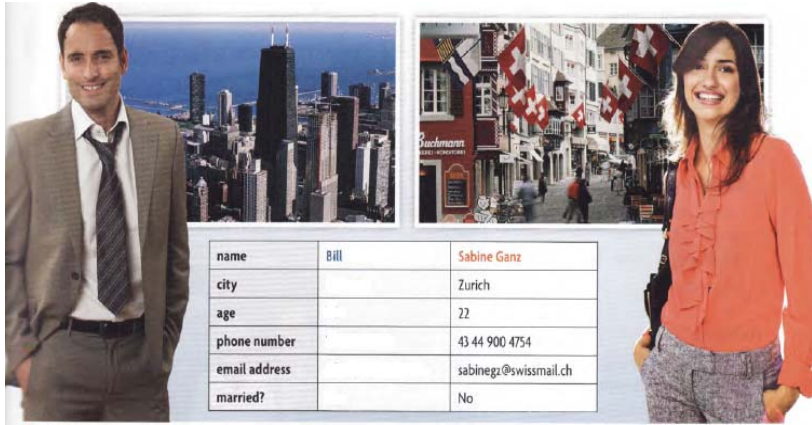
10. Listen to the conversation and complete the identity card for the man.



11. Work in pairs. Help each other to fill in the information cards for Bill and Sabrina.

Student A see the task below. Student B look at page 282.

**Student A.** You have information about Sabrina. Answer Student's B questions about her. Then ask Student B questions about Bill. Begin with the question: *What is his surname?*



**12. You work at the university. Get ready to complete the student's cards for any 2 students form your class. Then present the information to the class.**

**Student 1**

Name	
Surname	
Country/City	
Department	
Group	
Address	
Phone number	
E-mail address	
Marital status	

**Student 2**

Name	
Surname	
Country/City	
Department	
Group	
Address	
Phone number	
E-mail address	
Marital status	

## WRITING

**Exercise 13. Make your own employee card. Share your results with other students and discuss.**

### CASE STUDY MEETING PEOPLE

**1. Study 2 situations. What mistakes have students made in these situations?**

***Situation 1.** Ferenzo Ramatti is 19, he is from Italy. Now he is a 1<sup>st</sup> year student in Durham University, Great Britain. On his first day in university he meets a professor of Economy in the corridor. Read their dialogue and say why the professor shows his dissatisfaction and what mistakes Ferenzo makes.*

**F.:** Hello, prof! My name is Ferenzo! I'm in your class (*gives his hand for shaking*).

**P. (very surprised):** Excuse me, young man?

**F.:** I say, I'm in your class, prof. Nice to meet you.

**P.:** Oh, now I see. You are in my class. Good morning! So, what is your name?

**F.:** Ferenzo! Ferenzo Ramatti!

**P.:** How do you do, Mr. Ramatti?

**F.:** I'm fine! How are you, prof?

**P.:** Er... (*angrily*) See you in class, Mr. Ramatti.



***Situation 2.** Dmitri Petrov is an open young man from Russia, very active and communicable. Now he is in international class on management. There he meets people of many nationalities. Read his dialogue with a Japanese girl and say what mistakes he makes.*

**D.:** Hi, I'm Dima (*comes very close, tries to embrace*).

**J.:** Excuse me (*tries to step back*).

**D.:** I'm Dima. What's your name?

<sup>1</sup> Prof. – сокращенно от professor, разговорная (сленговая) форма

**J. (confused):** I'm Mariko.  
**D.:** Hello! Nice to see you, Mariko (*shakes hands actively*). What's your telephone number?  
**J.:** Excuse me?  
**D.:** Ok. This is my number: twenty one – eleven – fifty nine. Phone me.  
**J. (shocked):** Well, I must go. Bye.



**2. Study the information about how to meet people of different nationalities in the table.**

**Modern etiquette: international greeting customs**



country	the USA	CHINA	RUSSIA	JAPAN	FRANCE
<i>handshake</i>	+	+ (light)	+ (firm)	+ (light)	+
<i>eye contact</i>	+	- look down slightly as a sign of respect; <b>staring</b>	+		+
<i>bow</i>				+ (bow in answer)	
hug			+		
kiss			+		+

**3. ROLE PLAY. Work in groups of 2–4 people. Choose a card. Act out roles and situations in your card.**

*Situation 1. Mark invites Thomas and Lali to his place to dinner. When they come, he introduces Irene to them.*

<b>Card 1.</b> Mark Clay, 23, Britain, designer
<b>Card 2.</b> Irene Jones, 21, student, Mark's girlfriend
<b>Card 3.</b> Thomas Bach, 25, architect, works with Mark at one project
<b>Card 4.</b> Lali Fondan, 24, France, Thomas's wife

*Situation 2. Chi Xen Yu is on board a plane. He is travelling on business. A young girl is sitting next to him. They introduce each other.*

<b>Card 1.</b> Chi Xen Yu, 28, China, computer programmer
<b>Card 2.</b> Alice Breadful, 25, Australia, actress

## Test Yourself 1

**1. Check it. Fill in the table.**

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «—» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «—»)
<b>В говорении</b>	
1. Умею приветствовать, прощаться со знакомыми людьми, с малознакомыми, с людьми старше по возрасту (выше по статусу)	
2. Умею представиться, назвать свое имя, возраст, страну, чем занимаюсь	
3. Умею знакомиться с людьми, задавать вопросы об имени, возрасте, откуда человек, чем занимается	
4. Умею правильно называть необходимые цифры, количество, номер телефона, почтовый адрес, адрес электронной почты	
<b>В аудировании</b>	
1. Понимаю основные выражения, просьбы, задания, которые дает учитель в классе	

<b>Что умею делать</b>	<b>Оценка (от 1 до 3 или «-»)</b>
2. Понимаю знакомые слова и фразы, когда их произносят четко и не быстро	
3. Понимаю вопросы обо мне, фразы приветствия, прощания	
4. Понимаю цифры, количество, номера телефонов, названия стран и национальностей, профессий, имена, в том числе называемые по буквам	
<b>В чтении</b>	
1. Знаю алфавит, могу прочитать свое имя, город, слова по буквам («спеллинг»)	
2. Умею читать простые слова, фразы вслух	
3. Понимаю информацию, содержащуюся в основных документах человека (имя, возраст, место рождения, место проживания, место работы)	
4. Умею извлекать из коротких текстов наиболее важную информацию	
<b>В письме</b>	
1. Умею писать буквы алфавита (заглавные и строчные), отдельные слова	
2. Умею писать свое имя, фамилию, страну, род деятельности	
3. Умею вписать в анкету основные сведения о себе	
4. Смогу познакомиться в интернете (чат, форум, личная переписка), сообщив основную информацию о себе	
<b>В лексике</b>	
1. Могу назвать основные предметы, окружающие в повседневной жизни, их цвет, размер	
2. Могу называть национальности, профессии	
<b>В грамматике</b>	
1. Могу правильно пользоваться личными (кто?) и притяжательными (чей?) местоимениями	



Что умею делать	Оценка (от 1 до 3 или «-»)
2. Могу правильно использовать глагол to be, конструкцию have got в настоящем времени (в утвердительной, отрицательной и вопросительной форме)	
<b>Максимум</b>	60 баллов
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant

- My \_\_\_\_\_ is Ellen.  
a) job      b) surname      c) name      d) nationality
- I come \_\_\_\_\_ Moscow. I'm Russian.  
a) from      b) in      c) at      d) to
- He \_\_\_\_\_ a musician. He plays saxophone.  
a) am      b) isn't      c) are      d) is
- We live in Berlin. We are \_\_\_\_\_ .  
a) Germany      b) German      c) german      d) Germanian
- She works in a café. She is a \_\_\_\_\_ .  
a) waitress      b) teacher      c) doctor      d) shop assistant

**Максимум:** 10 баллов

## 3. Translate the sentences from Russian into English

- Это книга.
- Я из Мексики.
- Он занят.
- Мы счастливы.
- Она доктор.
- Машина синяя.
- Катя моя подруга.
- Его фамилия Семенов.
- У меня есть красный карандаш.
- Откройте книгу на странице 5.

**Максимум:** 30 баллов

<b>Максимум за модуль 1</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 2. PEOPLE AND THINGS AROUND ME. FAMILY

### Задачи:

- 1) активизировать базовые знания по английскому языку: основные прилагательные, названия личных принадлежностей, членов семьи; расширять словарь по теме, учиться пользоваться лексикой в диалогах, монологах, узнавать на слух;
- 2) научиться рассказывать о себе, о своей семье;
- 3) сформировать умение описывать и давать основную характеристику предметам, личных принадлежностей;
- 4) сформировать умение выражать свое отношение к людям, ситуациям, вещам.

### К концу работы над модулем студенты будут

✓ *знать*: слова по теме «Семья», прилагательные, особенности употребления притяжательного падежа существительных;

✓ *уметь*:

- понимать на слух несложные рассказы и диалоги в рамках изучаемой темы;
- описывать и характеризовать объекты, окружающие в повседневной жизни, личные принадлежности;
- отвечать на вопросы о своей семье, задавать вопросы;
- связно рассказывать о своей семье, о том, что они любят;

✓ *владеть*:

- в области лингвистической компетенции: готовностью пользоваться прилагательными, существительными для решения задач общения в рамках темы «Семья»; способностью верно употреблять базовые грамматические конструкции для общения;
- в области речевой компетенции: способностью понимать вопросы по теме, адекватно на них реагировать; способностью рассказывать о себе, своих принадлежностях, своей семье;
- в области социокультурной компетенции: понимать социокультурные особенности в ситуации «Small Talk» (небольшая беседа при встрече).

## Introduction

1. What do you see in the picture?



2. What is a family? Is your family important for you?

3. Have you got anything you like a lot? Look at the pictures. Are the people happy to have these things?



## Lesson 2.1. Personal possessions. Have you got?

1. Have you got your favourite thing? What thing is important for you?

2. A. Work in pairs. Tick the words from the box you know. Check new words in your dictionary.

a mobile phone	a CD	a CD player	a laptop	photos	a diary	glasses
a TV	a computer	a digital camera	a radio	a watch	stamps	pet

B. What things from the box have you got? What things are important for you?

**Model:** *I have got a mobile phone. It is very important for me.*

C. Work in pairs. Ask your partner about his/her possessions.

**Model:** A: Have you got a laptop?

B: Yes, I have.

A: Is your laptop important for you?

B: Yes, it is.

3. Work in pairs. Tick the words from the box you know. Check new words in your dictionary. Find words with the opposite meaning (more than 1 variant is possible).

new	expensive	big	slow
easy	old	fast	short
cheap	ugly	right	favourite
nice	bad	great	wrong
beautiful	difficult	long	small

**4. In the word grate find 12 adjectives from ex. 3.**

E	A	S	Y	M	H	A	N	U	G	L	Y
B	E	A	S	G	O	O	D	E	R	O	T
O	X	E	A	D	I	E	C	H	E	A	P
L	P	T	S	G	B	S	A	R	C	F	H
D	E	N	E	W	A	M	S	H	O	R	T
P	N	A	A	A	N	A	I	N	R	E	Y
T	S	P	I	P	A	L	C	G	C	T	O
A	I	P	N	E	N	L	E	E	H	U	G
S	V	L	B	E	A	U	T	I	F	U	L
L	E	E	G	G	C	A	E	H	E	I	U
O	E	R	D	I	F	F	I	C	U	L	T
W	A	U	S	A	G	E	S	M	E	N	T

**5. Write the correct letters.**

ne_	_mp_rta_t	b_g	slo_
_sy	_ld	f_st	sh__t
ch__p	_gl_	r__ht	f_v__r_te
ni_e	b_d	gre_t	o_d
b__ut_ful	d__fi__lt	l_ng	sm_ll
g__d	__pen_ive	ne_	_r_ng

**6. Circle out the odd words.**

**Photos:** big, good, old, slow, small, short, favourite, wrong.

**Stamps:** cheap, slow, expensive, beautiful, difficult, small, new.

**Diary:** easy, old, expensive, small, ugly, new, cheap.

**Laptop:** expensive, beautiful, difficult, small, new, old, cheap.

**Pet:** big, good, old, slow, small, short, favourite, ugly, nice, wrong.

**Watch:** cheap, slow, expensive, beautiful, difficult, small, new, short, easy.

**7. Put the words in the right order to make a sentence.**

1. expensive/It/isn't.
2. camera/old/It/'s/my.
3. very/are/The/dresses/beautiful.
4. cheap/a/It/very/watch/'s
5. your/They/new/'re/books.

**8. Speak about your possessions. Use the words from the box in ex.3 and make your own sentences as in example.**

**Model:** *I've got a car. It's big and fast.*

### READING

**9. A. Read about Sally and her grandfather, Bill. Find four things that are important to each person.**

**Sally:** What's important in my life? Well, I've got a great CD player. I haven't got lots of CDs, but my friend Ian is a musician and he's got hundreds! And I've got an old bike – that's very important to me. What else? Well, I've got a beautiful long dress. It's red, my favourite colour, and I love it. Oh, and my new mobile phone is very important to me – it's got all my friends' phone numbers in it!

**Bill:** What things are important to me? Well, I've got a very old Toyota. It's not very fast but it's important to us – my wife, Pat, hasn't got a car. And we've got a dog. His name's Fred and he's twelve years old. He's very important to us. Oh, and I've got an expensive digital camera. It's very small but the pictures are great. And I've got a very good DVD player and hundreds of DVDs – we love old films. The problem is, we haven't got a very good TV!

**B. Choose the best answer to fill in the gaps.**

- Ian is a musician and he's got lots of \_\_\_\_\_.  
A) DVDs    B) CDs    C) CD players    D) friends
- Sally's got an old \_\_\_\_\_.  
A) bike    B) dress    C) CD player    D) friend
- Sally's got a beautiful \_\_\_\_\_ dress.  
A) old    B) short    C) long    D) silk
- Sally's got a beautiful \_\_\_\_\_ dress.  
A) red    B) green    C) white    D) yellow
- Sally \_\_\_\_\_ red colour.  
A) loves    B) hates    C) dislikes    D) draws
- Bill's Toyota is \_\_\_\_\_.  
A) expensive    B) fast    C) new    D) old
- Fred is Bill's \_\_\_\_\_.  
A) friend    B) wife    C) pet    D) son

8. Bill hasn't got \_\_\_\_\_.
- A) a DVD player      B) DVDs      C) a good TV      D) a digital camera
9. Bill's camera is \_\_\_\_\_.
- A) small      B) cheap      C) great      D) old
10. Bill takes \_\_\_\_\_ pictures.
- A) small      B) expensive      C) great      D) old

**C. Read the texts again and say if the sentences are true or false. Correct the false ones.**

- |   |  |
|---|--|
| 1. Sally's friend Ian is a doctor.      | 7. His dog is called Fred.                       |
| 2. Her favourite colour is red.         | 8. His DVD player isn't very good.               |
| 3. Sally's got a beautiful short dress. | 9. Bill takes good pictures.                     |
| 4. Her mobile phone is very old.        | 10. Bill hasn't got an expensive digital camera. |
| 5. Bill's camera is very cheap.         | 11. Bill's got a very good TV.                   |
| 6. Bill's got a pet.                    |  |

### LISTENING

**10. R.05. A. Listen to interviews with three passengers at an airport and tick the objects in the passengers' bags.**

	Passenger 1	Passenger 2	Passenger 3
laptop			
newspaper			
hairbrush			
MP3 player			
sunglasses			
passport			
camera			
ticket			
newspaper			
magazine			
mobile phone			
keys			

**B. Speak about the passengers and their possessions.**

**Model:** *Passenger 1 has got his passport, a ticket and keys.*

**11. R.06. A. Listen to four people talking about their possessions. What have they got?**

1. Kemal has got \_\_\_\_\_ .
2. Lisa has got \_\_\_\_\_ .
3. Tim has got \_\_\_\_\_ .
4. Mo has got \_\_\_\_\_ .

**B. Work in pairs. Answer the questions about the texts.**

a) What is...

- German?
- orange?
- about forty years old?
- fast and comfortable?

b) Who is...

- black and white?
- a musician?
- not very friendly?

c) Who has got...

- green eyes?
- three trumpets?
- four cats?

d) What has got...

- a great CD player?
- good games?

## SPEAKING

**12. Speak about your favourite thing.**

- My favourite thing is...
- It's (German/a Fiat/very expensive...)
- It's (very important to me/ beautiful/ great/ fantastic...)
- It's got...



**13. Ask your partner about his/her favourite thing.**



## CONVERSATION CORNER

### Small Talk

*When you meet people (for the 1<sup>st</sup> time or not) it's good to continue your greetings with some small talk about weather, plans for the day, etc.*

#### Useful phrases

##### 1. How to talk about health, family

Phrase	Meaning
How is your mother (sister, cousin)?	Как поживает твоя мама (сестра, кузен)?
How are your parents? Are they well?	Как твои родители? Они здоровы?
Is your father retired? He looks so young.	Твой отец на пенсии? Он выглядит так молодо.
Do you miss your family?	Вы скучаете по своей семье? (если человек вдали от семьи)
Oh, your little brother looks so nice.	О, твой маленький брат такой милый.
Give my best regards to your family (mother).	Передай(те) мой привет вашей семье (маме).

##### 2. How to talk about weather

Phrase	Meaning
How about this weather?	Как Вам такая погода?
The weather is nice (wonderful), isn't it?	Погода прекрасная, не так ли?
I wish the weather could be better.	Жаль, что погода плохая (букв.: Я бы хотел, чтобы погода была лучше).
Oh, the weather is nasty today.	О, погода ненастная (отвратительная) сегодня.
It's so cold (frosty, warm, hot) today, isn't it?	Так холодно (морозно, тепло, жарко) сегодня. Не правда ли?
I think it's going to rain soon.	Я думаю, пойдет дождь вскоре.
It's raining outside.	На улице дождь.
It looks like it's going to snow.	Похоже, пойдет снег.
The sky is blue (cloudy, gloomy).	Небо голубое (облачное, пасмурное).
The sun is shining so brightly.	Солнце светит так ярко.
It's so windy (foggy, sunny) today.	Сегодня ветрено (туманно, солнечно).
I hope the weather will change for better soon.	Я надеюсь, погода изменится к лучшему вскоре.

### 3. How to talk about plans

Phrase	Meaning
<i>What to ask</i>	
What are your plans for today (tomorrow)?	Какие у тебя планы на сегодня (завтра)?
Are you looking forward to the weekend?	С нетерпением ждешь выходных?
Where are you going (tonight)?	Куда ты собираешься (сегодня вечером)? Куда ты идешь?
Are you busy today?	Ты занят(а) сегодня?
Can we have a talk today (tomorrow)?	Мы можем поговорить сегодня (завтра)?
Can we meet tonight (on Saturday)?	Мы можем встретиться сегодня вечером (в субботу)?
<i>How to respond</i>	
I have a busy day (I'm very busy).	У меня тяжелый (занятой) день (Я очень занят).
I hope to have a good rest.	Я надеюсь хорошо отдохнуть.
I'm going to the cinema (with my friends).	Я собираюсь (иду) в кино (с моими друзьями).
We have dinner with the family on Sunday.	У нас обед с семьей в воскресенье.
Phone me.	Позвони мне.
I'm sorry, I can't talk with you right now. Can we do it later?	Извини(те), я не могу разговаривать прямо сейчас. Можем сделать это позже?

### 4. How to talk about news

Phrase	Meaning
<i>What to ask</i>	
What's new?	Что нового?
Do you know Jane and David are married?	Ты знаешь, что Джейн и Давид поженились?
Do you hear the news today?	Ты слышал(а) новость?
I read in the newspaper (on the Internet)...	Я прочитал(а) в газете (интернете)...
<i>How to respond</i>	
Really?	Правда?
What a surprise!	Какой сюрприз!
No way!	Не может быть!
How nice (wonderful, great)!	Как мило (чудесно, здорово)!

Phrase	Meaning
That's great!	Это великолепно (здорово)!
I'm happy to hear it.	Я счастлив(а) это слышать.

## TASKS

### 1. Read and reproduce the dialogues

1. *Anny*: How's the weather today?

*Mike*: It's all right. Not too warm, not too cold.

*Anny*: Do you think I need a jacket?

*Mike*: No, not if you're not going out for long.

*Anny*: Are you sure? I don't like it when I'm cold.

*Mike*: Well, in that case, you can take a jacket with you.

2. *John*: What are your plans? Are you going away?

*Mary*: Yes, I'm going to lunch. Is it raining yet?

*John*: Not yet, but the sky is gloomy.

*Mary*: Do you recommend an umbrella?

*John*: Sure.

*Mary*: Oh, my umbrella is old. Wind can break it.

*John*: Then take a good hat and a jacket.

3. *Mr. Abernot*: Nice weather today, isn't it.

*Ms. Lesley*: Indeed.

*Mr. Abernot*: Are you looking forward to the weekend?

*Ms. Lesley*: Yes. We have dinner with my cousin's family on Sunday.

*Mr. Abernot*: Well, enjoy the beautiful day then.

2. Read the small talk below and find the 5 mistakes. Then check your answers.

#### At the bus-stop

**Woman**: The weather is gloomy, isn't it?

**Man**: I know. There isn't a cloud in the sky. I love this time of year.

**Woman**: Me too. The cherry blossoms is beautiful.

**Man**: They sure are. But I heard it isn't going to rain all weekend.

**Woman**: Really? Oh well. I have to work all weekend anyway. I'm a doctor.

**Man**: Wow. I'm sure you make good money with that diamond watch you have on.





**5. Match the definitions with the words.**

- |  |                 |
|--|-----------------|
| 1. your father and your mother are your ...                    | A. aunts        |
| 2. your father's sister or your mother's sister are your ...   | B. uncles       |
| 3. your father's brother or your mother's brother are your ... | C. niece        |
| 4. your aunt's or uncle's children are your ...                | D. nephew       |
| 5. your mother's father or your father's father are your ...   | E. cousins      |
| 6. your mother's mother or your father's mother are your ...   | F. parents      |
| 7. the daughter of your brother or sister is your ...          | G. grandmothers |
| 8. the son of your brother or sister is your ...               | H. grandfathers |

**6. A. Look at the boy's family tree and match his relatives with their names.**



Jane	his uncle
Sophie	his brother
Emily	his mother
Andrew	his
Brian	his aunt
Alice	his father
Samuel	his grandmother
James	his grandfather

**B. Tick the correct sentences. Correct the incorrect ones.**

- Jane is Sophie's ~~mother~~. *daughter*
- Alice is Brian's cousin.
- Emily is Jane's aunt.
- Alice is Richard's cousin.
- Richard's is Sophie's grandson.

6. Emily is Andrew's wife.
7. James is Sophie's uncle.
8. Andrew is Emily's nephew.
9. Alice is Brian's niece.
10. Samuel is Brian's uncle.

**C. Look at his family tree again and fill in the gaps.**

Samuel and Jane are Brian's \_\_\_\_\_.  
 Alice is Jane's \_\_\_\_\_.  
 Richard is Emily's \_\_\_\_\_.  
 Brian and Alice are \_\_\_\_\_ and \_\_\_\_\_.  
 Jane is Richard's \_\_\_\_\_.  
 Alice is Richard's \_\_\_\_\_.  
 James is Alice's \_\_\_\_\_.  
 Sophie is Richard's \_\_\_\_\_.  
 Andrew is Brian's \_\_\_\_\_.  
 Alice is Sophie's \_\_\_\_\_.  
 Sophie is Jane's \_\_\_\_\_.  
 Jane and Emily are \_\_\_\_\_.  
 Samuel is Brian's \_\_\_\_\_.  
 Brian is Alice's \_\_\_\_\_.

**D. Make sentences about these people.**

1. Brian/Alice *Brian is Alice's brother.*
2. Samuel/Jane
3. Andrew/Alice
4. Jane/Emily
5. Jane/Sophie
6. Alice/Brian
7. Emily/Jane
8. Alice/Richard
9. Richard/Sophie
10. Emily/Andrew
11. James/Sophie
12. Andrew is Emily
13. Samuel/Brian

**7. Work in pairs. Ask your partner about his/her family. Use *have got* and words from ex. 2.**

**Model:** A. Have you got a sister?

B. Yes, I have. / No, I haven't.

**8. Ask your classmates and find someone who has a cousin / a nephew / a niece / an uncle / an aunt.**

**9. Read these short texts. Use words from the box to complete the gaps.**

A. 

husband	daughter	son	father	mother	sister	children
---------	----------	-----	--------	--------	--------	----------

We are a typical English family. My *husband* 's name is Robert and we've got two \_\_\_\_\_, a boy and a girl. Our \_\_\_\_\_'s name is Tom and Ann is our \_\_\_\_\_. She's just a baby. And my parents?

Well, Stephan is my \_\_\_\_\_ and Kate is my \_\_\_\_\_. I've got one \_\_\_\_\_, her name's Jane, and one brother John.

B. wife    sisters    children    grandsons    granddaughter    grandchildren

My *wife*'s name is Mary and we've got one daughter, Susan. She's nine years old. I've got two \_\_\_\_\_, Juan and Liz. Juan is married and she has got two kids, two sons . Liz isn't married, she is divorced. My parents' names are Stephan and Sally. They've got three \_\_\_\_\_, Juan, Liz and I, and three \_\_\_\_\_: two \_\_\_\_\_ and one \_\_\_\_\_.

**10. There is a new boy in your class. What questions do you ask him?**

- |               |                      |
|---------------|----------------------|
| What's ... ?  | Have you got ... ?   |
| How old ... ? | Is your family ... ? |
| Where ... ?   |                      |

**READING**

**11. A. Read the text about the Iglesias family.**

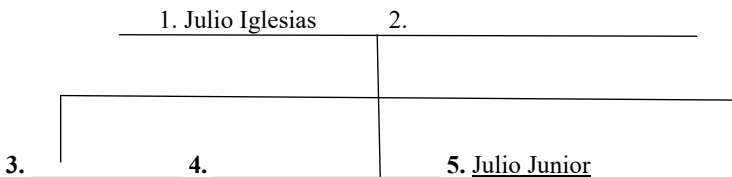
*A famous family*

Julio Iglesias is a musician. He comes from Spain. The world's number 1 Spanish singer in the 70s and 80s, he is now the father of a famous family. The three children from his marriage to actress Isabel Preysler in the 1970s are two sons and a daughter. They are now all famous too.

His daughter's name is Chabeli. She is a journalist in Washington, in the United States.

His sons' names are Julio Junior and Enrique. Enrique Iglesias is a famous singer. His songs in English and Spanish are very popular. His home is in Miami, Florida. He is young and rich. He's got two Porsche cars at home! Julio Junior is a model, actor and singer. His songs in English and Spanish are also popular.

**B. Complete the information in the family tree about the Iglesias's family.**





**C. Say if these sentences about the Iglesias family are True or False.**

1. Julio Iglesias is from Japan.
2. Julio Iglesias is a singer.
3. Julio Iglesias is single.
4. Julio Iglesias's wife's name is Mary.
5. Julio Iglesias has got a famous family.
6. Julio Iglesias has got three children.
7. Julio Iglesias has got one son and two daughters.
8. Julio Iglesias's daughter's name is Isabel.
9. Chabeli lives in Spain.
10. His daughter is a famous singer.
11. Julio Iglesias's sons' names are Julio and Enrique.
12. Enrique is an actor.
13. Enrique is very rich.

**D. Put the questions in the correct order. Then answer them.**

1. Iglesias – Where – is – Julio – from? *Where is Julio Iglesias from?*
2. children's – are – What – his – names? \_\_\_\_\_
3. they – Are – all – famous? \_\_\_\_\_
4. Isobel – is – Preysler – Who? \_\_\_\_\_
5. job – Chabeli's – is – What? \_\_\_\_\_
6. Junior – Julio – singer – Is – a? \_\_\_\_\_
7. Enrique's – Where – home – is? \_\_\_\_\_
8. Enrique – Porsche – got – Has – a? \_\_\_\_\_

**SPEAKING**

**12. Work in pairs. Ask your partner about the Iglesias family.**

**13. Work in pairs. Ask each other about your families.**

**14. A. Put the sentences in the correct order to make a dialogue.**

- 1) 

1	– Hello! I'm a correspondent.
	– Sport, music, English.
	– English.
	– May I ask you few questions?
	– What foreign languages do you speak?
	– Yes, please.

- What are your hobbies?  
 – Hello!
- 2)  1 – What are you going to be?  
 – Yes, it is. It's modern too.  
 – No, she isn't. She is a lawyer  
 – Is it interesting?  
 – I'm going to be a manager.  
 – Is your mother a manager too?
- 3)  1 – What is your family like?  
 – I've got a sister, who is 2 years younger than me.  
 – What do your parents do?  
 – We are a typical English family.  
 – Have you got any sisters or brothers?  
 – My Mum is a nurse and my Dad is a manager.

**B. Practise reading the dialogues in pairs aloud. Reproduce one of the dialogues.**

**15. Complete the dialogue. Talk to Mary: ask questions to her answers.**

**Mary:** I've got a friend.

**You:** ...

**Mary:** Her name is Kitty. She is a little girl.

**You:** ...

**Mary:** She is seven.

**You:** ...

**Mary:** She is from Great Britain.

**You:** ...

**Mary:** Yes, she has got a brother.

**You:** ...

**Mary:** He is ten.

**You:** ...

**Mary:** Yes, he is a pupil.

**16. A. Read the dialogue between a man and a woman visitor.**

**A family album**

**Mary:** Good afternoon.

**Luke:** Good afternoon.

**Mary:** Is your wife in?

**Luke:** No, Olga isn't at home yet. She's due at five. Won't you sit down?

**Mary:** Thank you. It's a fine day, isn't it?

**Luke:** Oh, yes, very warm and sunny. Would you like to have a look at our family album?

**Mary:** With pleasure.

**Luke:** Here it is.

**Mary:** Who are these people?

**Luke:** They are our grandparents ... These man and woman are Olga's parents, my mother-in-law and my father-in-law. And here are my parents.

**Mary:** I see. Your mother is very young and beautiful in this picture.

**Luke:** And father? He's still a very handsome man, isn't he?

**Mary:** How old's he now?

**Luke:** He's 67, but he's still very handsome. And this is our son Pavel. He's nineteen. He's a student.

**Mary:** What a serious young man! And your daughter? Is she a student, too?

**Luke:** Not yet. She's still at school. And these are my niece and nephew, our children's cousins. They're schoolchildren too.

**Mary:** What a lovely face! Who's this?

**Luke:** This is Olga's cousin, my sister-in-law. Her mother, Olga's aunt, is a famous actress and her uncle is an artist. And a very good one, too. His son is also an artist.

**Mary:** This is very old photograph...Who's this funny little baby? A boy, isn't it?

**Luke:** Yes, and a very big boy now.

**Mary:** Oh! It's not you, is it?

**Luke:** But it is!

**B. Answer the following questions.**

1. How many people are there in the family album? Who are they?
2. How old is Olga's father now?
3. What is Olga's son's name? How old is he?
4. Is Olga's daughter at school?
5. What is Olga's aunt?
6. What is Olga's uncle?

## LISTENING

17. A. Look at the photos of Alex's family 3 years ago. Find Alex and look at the photos of his family. What are the relationships between the people, do you think?



B. **R.07.** Listen to Alex talking about his family and match his relatives to their names.

<b>Beatriz</b>	his aunt
<b>Lucas</b>	his mother
<b>Elena</b>	his parents
<b>Enrique</b>	his cousins
<b>Mateo and Bella</b>	his uncle
<b>Roberto</b>	his sister
<b>Isabella</b>	his father
<b>Elena and Enrique</b>	his brother

C. Make your own sentences about Alex's relatives.

Model: *Beatriz is Alex's sister.*

D. Listen again and say if these sentences are true or false.

1. Alex is an economics student.
2. Beatriz is a computer student.
3. Lucas is the only child in his family.
4. Alex lives and studies in Paris.
5. Alex is from the USA.
6. Alex's mother is fifty three.
7. Alex's father has got a computer business in Mexico.
8. Beatriz is Alex's aunt.
9. Beatriz is at school.
10. Alex's brother's name's Lucas.
11. Lucas is four years old.
12. Lourdes is Beatriz's sister.
13. Lourdes is an English teacher.

14. Lourdes is married.
15. Lourdes has got three children.
16. Roberto is Enrique's cousin.
17. Roberto is a businessman.
18. Roberto has got a computer business.
19. Roberto's wife is a Spanish teacher.
20. Roberto and Isabella have got three children.

**E. Answer the following questions about Alex's family.**

1. How old is Alex?  
A) nineteen      B) eighteen      C) seventeen      D) twenty
2. Where is Alex from?  
A) Mexico      B) London      C) Spain      D) Boston
3. What's Alex's father's name?  
A) Mateo      B) Enrique      C) Lucas      D) Roberto
4. What's Alex's mother's name?  
A) Lourdes      B) Isabella      C) Bella      D) Elena
5. What is Alex?  
A) a computer student    B) an economics student    C) a pupil    D) a lawyer
6. How old is Enrique?  
A) 53      B) 43      C) 41      D) 51
7. Who has got a computer business?  
A) Mateo      B) Lucas      C) Enrique      D) Roberto
8. Who has got a business in Mexico City?  
A) Mateo      B) Lucas      C) Enrique      D) Roberto
9. Who is Lourdes?  
A) a lawyer      B) a teacher      C) a businesswoman      D) a student
10. Who is a Spanish teacher?  
A) Lourdes      B) Elena      C) Bella    D) Isabella
11. Who is Isabella?  
A) Alex's sister    B) Alex's uncle    C) Alex's aunt    D) Alex's wife
12. How old is Alex's brother?  
A) 10    B) 4    C) 3    D) 6
13. What is Enrique's nephew's name?  
A) Mateo      B) Lucas      C) Enrique      D) Roberto
14. How old is Enrique's nephew?  
A) 10      B) 4      C) 3      D) 6
15. How old is Elena's niece?  
A) 10      B) 4      C) 3      D) 6

## PROJECT WORK

Make out an individual project on the topic «My Family Tree»

1. Draw the scheme of your family (family tree).
2. Think about what you can say about each person.
3. Give ideas what unites your family.
4. Make a presentation of your project in any form you like (computer presentation, leaflet, album).
5. Ask questions about the people in your partner's family tree.

## Lesson 2.3. Jobs. What are you?

1. What is your mother? What is your father? What are you going to be?

2. Work in pairs. Tick the words from the box you know. Check the new words in your dictionary. Which jobs do you like?

a doctor	a worker	an engineer
a nurse	a builder	a housewife
a driver	an economist	a military man

3. Match the jobs with the pictures.

chef, postman, photographer, hairdresser, waiter, architect



4. Put the letters in the correct order to make professions.

Model: heecatr – teacher

- |                |               |
|----------------|---------------|
| 1. corotd –    | 4. eirengne – |
| 2. rowker –    | 5. liopt –    |
| 3. umocasont – | 6. okoc –     |

**5. Match the two halves from columns A and B to make job names.**

<b>A</b>	<b>B</b>
taxi	cleaner
estate	driver
security	assistant
social	guard
shop	worker
window	agent
bank	clerk
business	maker
ballet	keeper
dress	man
house	dancer

Which of these jobs could you do well? Which of them would you never do?

**6. Build the names of jobs from the English verbs using -er, -or.**

To act, to conduct, to compose, to direct, to drive, to fight, to invent, to lead, to read, to report, to speak, to teach

**Model:** to lead – *leader*

**7. Build the names of jobs and professions from the given English words.**

Use -ee, -er, -r, -ian, -ist, -man, -ant

**Model:** police – *policeman* (полицейский)

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. build _____ (строитель)         | 11. journal _____ (журналист)    |
| 2. music _____ (музыкант)          | 12. post _____ (почтальон)       |
| 3. employ a) _____ (работодатель), | 13. drive _____ (водитель)       |
| b) _____ (служащий)                | 14. electric _____ (электрик)    |
| 4. history _____ (историк)         | 15. politics _____ (политик)     |
| 5. biology _____ (биолог)          | 16. art _____ (художник)         |
| 6. invent _____ (изобретатель)     | 17. interpret _____ (переводчик) |
| 7. account _____ (бухгалтер)       | 18. manage _____ (управляющий)   |
| 8. dance _____ (танцор)            | 19. sports _____ (спортсмен)     |
| 9. sing _____ (певец)              | 20. fire _____ (пожарный)        |
| 10. teach _____ (учитель)          |                                  |

8. Find «Job» words in this puzzle.

Driver postman nurse teacher doctor librarian lawyer guided dentist farmer

9. Write the names of professions that are connected with the words.

Model: mark – *teacher*

- Hammer    • Water    • Telephone    • Food    • Book
- Machine    • Patient    • Money    • Dust    • Restaurant
- Bus    • Dress    • Plan    • Letter    • Paper
- Potatoes    • Hair    • Injection    • Newspaper    • Wood

10. Work in groups. Write the names of five jobs that people do:

- inside the building
- in the open air
- with their hands
- with the help of a computer
- using a pen

11. Work in groups. Read the names and say what these people were/are.

Model: Beethoven – *a composer*.

1. William Shakespeare –
2. Albert Einstein –
3. Elvis Presley, John Lennon –
4. Sherlock Holmes, Captain Losev –
5. Admiral Nelson, Admiral Ushakov –
6. Cristiano Ronaldo –

12. Ask your classmates and find out whose parents are teachers/ doctors/ postmen/ architects/ drivers/ workers/ nurses.

13. Fill in the gaps using the words from the box.

firefighter	police	officer	pilot	soldier	sailor	nurse
-------------	--------	---------	-------	---------	--------	-------

1. John's a \_\_\_\_ in the Royal Navy.
2. He's a \_\_\_\_ in the fire brigade.
3. She's a \_\_\_\_ in the ambulance service.
4. I'm joining the army to become a \_\_\_\_ .



5. My father is a \_\_\_\_\_ in the air force.
6. He's a senior \_\_\_\_\_ .

**14. Answer the following questions about jobs.**

**Model:** *Who needs a telephone? – a manager*

- |                          |                        |
|--------------------------|------------------------|
| 1. Who needs a pen?      | 5. Who needs gloves?   |
| 2. Who needs a comb?     | 6. Who needs a car?    |
| 3. Who needs a book?     | 7. Who needs chalk?    |
| 4. Who needs a computer? | 8. Who needs a guitar? |

**15. Match the beginning of the sentence with its ending.**

- |              |                                       |
|--------------|---------------------------------------|
| 1. Teachers  | A. treat sick animals.                |
| 2. Doctors   | B. operate people in hospital.        |
| 3. Dentists  | C. help to treat patients.            |
| 4. Surgeons  | D. give children an education.        |
| 5. Waiters   | E. treat your teeth.                  |
| 6. Vets      | F. treat patients at their surgery.   |
| 7. Nurses    | G. bring letters                      |
| 8. Postmen   | H. serve food in a restaurant or café |
| 9. Clowns    | I. make people laugh                  |
| 10. Builders | J. build houses                       |
| 11. Farmers  | K. work on a farm                     |

**16. Decide if the sentences below are true (T) or false (F). Correct the false ones.**

1. A singer sings songs.
2. A chef takes care of teeth.
3. A postal worker fights fires and drives a fire engine.
4. A dentist takes care of teeth.
5. A student studies at school.
6. A teacher cooks food in a restaurant.
7. A firefighter fights fires and drives a fire engine.
8. A bus driver drives a bus.
9. A doctor works in a post office and brings letters.
10. A police officer works at the police station.
11. A waiter studies at school.
12. A truck driver brings letters and parcels.

**17. Read the definition and guess the job using the words from the box.**

teacher	cook	photographer
postwoman	policeman	pilot
fireman	farmer	vet

1. someone who prepares food for people to eat
2. someone whose job is to take photographs
3. someone who flies a plane
4. a man whose job is to stop fires burning
5. someone whose job is to teach in a school or a college
6. a man who is a member of the police
7. someone who owns or looks after a farm
8. a woman who takes and brings letters and parcels as a job
9. someone whose job is to give medical care to animals that are ill

**18. Give 3 more definitions of the jobs people do. Your classmates should guess the jobs.**

**19. Ask and answer questions about different professions with your partner.**

**Model:** A: *What does a bus driver do?* B: *He drives a bus.*

**20. Match jobs with the places of work.**

- |                     |                              |
|---------------------|------------------------------|
| 1. doctor and nurse | a) work in a restaurant      |
| 2. teacher          | b) works in a police station |
| 3. police officer   | c) work in a hospital        |
| 4. waiter and chef  | d) works in a post office    |
| 5. postal worker    | e) works in a school         |

**21. Match column A with column B.**

**A**

1. I work for a big department store.
2. I deal with insurance, pensions, loans, etc.
3. I work for an advertising agency.
4. I'm responsible for a company's sales strategy.
5. I work with computers and telecommunications.
6. I deal with your company's clients.

**B**

- a) I'm in IT.
- b) I'm in marketing.
- c) I'm in financial services.
- d) I'm in customer services.
- e) I'm in retail.
- f) I'm in advertising.

**22. Match the beginning of the sentences (A) with the endings (B).**

A	B
1. I'm ...	a) ... an (oil) company. ... a firm of accountants. ... IBM.
2. I work for ...	b) ... advertising. ... the (financial) sector. ... the (fashion) industry.
3. I work in ...	c) ... a consultant with a (software company). ... in the (catering) industry. ... self-employed.

**READING**

**23. Read the texts and guess the job choosing the words from the box.**

a manager	a builder	a housewife
a driver	a singer	an artist
a doctor	a flight attendant	an engineer

**1.** She speaks foreign languages. She works very long hours, but she doesn't work every day. She likes people and travelling, and she travels by plane a lot in her work.

She is a ... .

**2.** She treats different people. She works very long hours, and she often works at night – it's a hard job. She likes people and she helps them. She loves her job.

She is a ...

**3.** He gets up at half past seven every day, has breakfast at eight o'clock, and starts work at half past nine. He works in his own office. He has two secretaries and two telephones. He does not work on Sundays. He likes people.

He is a ... .

**4.** He usually gets up at eleven o'clock, and has breakfast at 12. He works at home. Sometimes he works outside when he paints picturesque views. Sometimes he works long hours, sometimes he does not work at all. He loves his job.

He is an ... .

5. She lives in a big city. She gets up late. She works late in the evening. She goes to and from work by taxi. People like to listen to her songs and sometimes they send her flowers.

She is a ... .

6. He gets up at five o'clock in the morning. He has breakfast and lunch in motorway restaurants. He travels by truck a lot in his work. He likes his job. He is a ... .

#### **24. A. Read about Alan and Lali. What's his job? What's her job?**

##### **Alan Jones**

Alan is a professor. He comes from Manchester in Britain, but now he lives in the USA. He works four days a week at the University of Texas, Austin. He speaks three languages: English, French and German. He's married to an Australian and has a daughter. He likes playing basketball in his free time.

##### **Lali Fondan**

Lali is a doctor. She's Canadian, but now she lives in a small town near Nairobi, Kenya, in East Africa. She is a doctor. She loves her job. She isn't married. She has got no free time.

#### **B. Work in pairs. Answer the questions about the texts.**

Who:

- is a doctor?
- is a professor?
- works at the University?
- is Canadian?
- loves the job?
- is fond of basketball?
- has got no free time?
- lives in Africa?
- isn't married
- speaks 3 languages

#### **C. Complete the sentences about Alan and Lali.**

1. Alan is a \_\_\_\_\_. Lali is a \_\_\_\_\_ .
2. Alan is \_\_\_\_\_ Britain, Lali is from \_\_\_\_\_ .
3. Alan lives in a big city, Lali lives in a \_\_\_\_\_ .
4. Alan is \_\_\_\_\_ and has a daughter, Lali isn't \_\_\_\_\_ .

#### **SPEAKING**

**25. Choose a job and give its description without naming it. Your classmates should guess the job.**

## CASE STUDY

### INTERVIEW

1. What does a journalist do?
2. What kind of people do journalists interview?
3. What kind of questions do they ask?
4. A journalist Jerry McFloy interviews a famous disc jockey. Read the answers of the DJ below and write questions for them.

1. \_\_\_\_\_ – David Gueta.
2. \_\_\_\_\_ – I'm a DJ.
3. \_\_\_\_\_ – I come from France.
4. \_\_\_\_\_ – Now I live in Paris.
5. \_\_\_\_\_ – I work all over the world: in Ibiza, Miami, Mauritius.
6. \_\_\_\_\_ – I speak French and English.
7. \_\_\_\_\_ – I'm married.
8. \_\_\_\_\_ – My wife's name is Cathy.
9. \_\_\_\_\_ – She is from Senegal.
10. \_\_\_\_\_ – We've got a son and a daughter.
11. \_\_\_\_\_ – His name is Tim-Evis.
12. \_\_\_\_\_ – Her name is Angie.
13. \_\_\_\_\_ – In my free time I write songs.
14. \_\_\_\_\_ – I like playing music for my friends.



5. Work individually. Student A: read the information about Iman on the next page. Student B: read the information about Giorgio on page 283. Student A.

	<b>Name</b>	Iman
	<b>Job</b>	model and businesswoman
	<b>Country</b>	Somalia
	<b>City</b>	New York
	<b>Place of work</b>	in her office in New York
	<b>Languages</b>	English, Somalia, Italian, Arabic, and French
	<b>Family</b>	married to the singer David Bowie, daughter Zahra Jones
	<b>Free time</b>	likes cooking vegetarian food

**6. Role play the interviews with a star. Take turns playing the roles of the journalist and the star.**

Journalist: ask questions to find out the details about the star. Use questions from task 3 above. Don't forget to say 'hello' at the beginning of the interview, and 'thank you' and 'good-bye' at the end.

Star: answer the journalist's questions. Use the information from the card.

**7. Write a short article about the person you interviewed.**

## Test Yourself 2

### 1. Check it. Fill in the table

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «—» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В говорении</i>	
1. Умею называть членов семьи, рассказывать о своей семье	
2. Умею описывать личные принадлежности, характеризовать их	
3. Умею поддерживать простую беседу со знакомыми и малознакомыми людьми	
4. Умею отвечать на вопросы о своей семье, задавать вопросы	
<i>В аудировании</i>	
1. Понимаю вопросы и реплики о своей семье, о личных принадлежностях	
2. Понимаю реплики в рамках небольшой беседы при встрече (о погоде, о планах)	
3. Понимаю на слух небольшие связные рассказы о семье	
4. Понимаю на слух небольшие связные рассказы о личных принадлежностях других людей	
<i>В чтении</i>	
1. Умею извлекать из коротких текстов о семье, личных принадлежностях наиболее важную информацию	

2. Умею читать короткие тексты и делать обобщающий вывод	
3. Понимаю детали при чтении текстов, могу ответить на вопросы по прочитанному	
<i>В письме</i>	
1. Умею записать информацию, сообщаемую партнером	
2. Умею вписать информацию в семейное древо	
3. Умею составить описание предмета, охарактеризовать его	
<i>В лексике</i>	
1. Могу назвать личные принадлежности, использовать прилагательные, характеризующие их	
2. Могу назвать членов семьи, их род деятельности	
3. Могу использовать слова по теме «Погода» в небольшой беседе	
<i>В грамматике</i>	
1. Могу правильно пользоваться основными прилагательными	
2. Могу правильно использовать притяжательный падеж существительных («сестра Теда»)	
3. Могу правильно пользоваться конструкцией have got в утвердительной, отрицательной и вопросительной форме	
<b>Максимум</b>	60 баллов
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant

- What is your \_\_\_\_\_ name?  
a) father      b) fathers      c) farther's      d) father's
- Helen is my mother-in-law . She is my \_\_\_\_\_ mother.  
a) son      b) father's      c) husband's      d) husband
- We have two \_\_\_\_\_ , a boy and a girl.  
a) child      b) children      c) brothers      d) cousin
- Jane isn't married, she is \_\_\_\_\_ .  
a) single      b) happy      c) the only      d) busy

5. I like my new car, it's fast and \_\_\_\_\_.
- a) old                      b) comfortable    c) silk                      d) ugly

**Максимум:** 10 баллов

**3. Translate the sentences from Russian into English**

1. Терри не женат. Он холостяк. 2. Николь и Мари близнецы? 3. Дети Меган и Джона учатся в школе. 4. Кто этот мужчина на фотографии? – Это мой отец. 5. Ларри – жених Сьюзан. Они помолвлены. 6. Где родители? – На работе. 7. Двоюродный брат Елены – известный актер. 8. Как зовут твоего младшего брата? – Сэм. 9. У моих бабушки с дедушкой 11 внуков. 10. Сестра моего мужа (моя золовка) – стоматолог.

**Максимум:** 30 баллов

<b>Максимум за модуль 2</b>	<b>100 баллов</b>
<b>Ваш итог</b>	



## Unit 3. DAY BY DAY

### Задачи:

- 1) активизировать базовые знания по английскому языку: глаголы повседневных действий, предлоги времени; учиться пользоваться лексикой в диалогах, монологах, узнавать на слух;
- 2) научиться рассказывать о своем обычном дне (учебном и выходном);
- 3) активизировать умение распознавать время на слух и называть время (время суток, дни недели, месяцы);
- 4) совершенствовать умение использовать время Present Simple для обозначения повторяющихся (повседневных) действий;
- 5) научиться выражать благодарность, рассказывать о том, что нравится (не нравится).

К концу работы над модулем студенты будут

#### ✓ *знать:*

- глаголы, выражающие повседневные действия;
- способы назвать время;
- предлоги времени; наречия, обозначающие частоту действий;
- особенности образования и употребления времени Present Simple;
- социокультурные правила общения (выражение благодарности, ответ на благодарность);

#### ✓ *уметь:*

- понимать на слух несложные рассказы и диалоги в рамках изучаемой темы;
- понимать на слух и называть время;
- рассказывать о своем обычном дне; отвечать на вопросы о своем дне, задавать вопросы;
- поддерживать диалог по теме;
- благодарить, отвечать на благодарность;

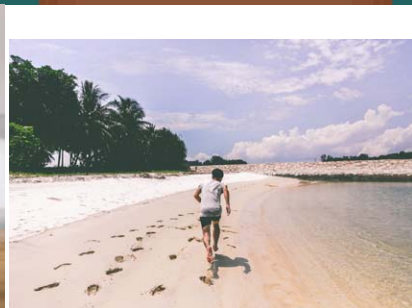
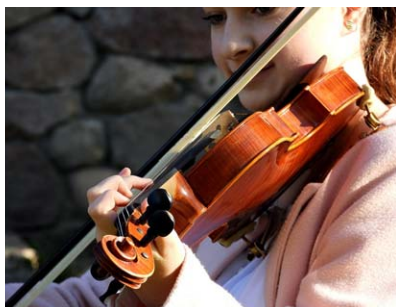
#### ✓ *владеть:*

- а) в области лингвистической компетенции: способностью пользоваться глаголами во времени Present Simple для решения задач общения, задавать вопросы в данном времени, строить отрицание; способностью верно употреблять базовые предлоги времени и наречия частоты для адекватного общения, достижения понимания;

- б) в области речевой компетенции: способностью понимать вопросы, короткие сообщения по теме, адекватно на них реагировать; способностью рассказывать о своем обычном дне, повседневной жизни; готовностью поддерживать общение, соблюдая необходимые речевые нормы;
- в) в области социокультурной компетенции: готовностью и способностью придерживаться культуры общения, принятой в англоязычном обществе.

### Introduction

1. What is your typical day? Are you busy? Or have you got a lot of free time?
2. Look at the pictures. What do people do (name the actions you know)?



3. Which of these pictures is about you?

## Lesson 3.1. What time is it?

### 1. Match the words in the box with the pictures.

- alarm
- clock
- clock
- watch



A



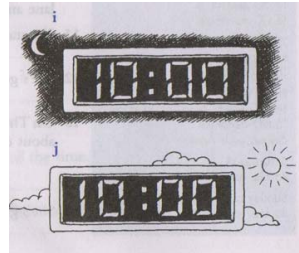
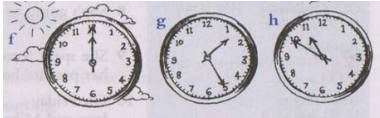
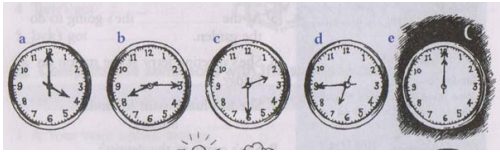
B



C

### 2. Write the time using the words in the box.

a.m.	a quarter past	a quarter to	half past	p.m
midday	midnight	o'clock	past	to



- |   |  |
|---|--|
| <p>a) four o'clock</p> <p>b) .....eight</p> <p>c) .....two</p> <p>d) .....seven</p> <p>e) .....</p> | <p>f) .....</p> <p>g) twenty five.....one</p> <p>h) ten.....eleven</p> <p>i) 10.....</p> <p>j) 10.....</p> |
|---|--|

## READING

### 3. A. Complete the text with the correct times.

Harry Clarke works at home. He wakes up at (1) half past eight. Harry is an artist, so he doesn't get up early. He has breakfast at (2) ten to nine and starts work at about (3) quarter past nine. "I don't paint in the morning", says Harry, "I have meetings or phone people". Harry has lunch at (4) twenty past one and then he goes for a walk. Harry walks for about two hours every afternoon. "I get my best ideas when I go for a walk", says Harry. He paints from (5) quarter to four. In the evening he watches TV

from (6) six o'clock. "I watch the news and then have dinner", says Harry.  
He goes to bed at (7) five past eleven.

















- |             |          |          |          |
|-------------|----------|----------|----------|
| 1. a) 8.30  | b) 9.30  | c) 10.30 | d) 7.30  |
| 2. a) 10.10 | b) 9.50  | c) 10.50 | d) 8.50  |
| 3. a) 10.15 | b) 10.30 | c) 9.15  | d) 9.30  |
| 4. a) 12.30 | b) 12.20 | c) 14.20 | d) 13.20 |
| 5. a) 16.15 | b) 12.15 | c) 15.45 | d) 16.45 |
| 6. a) 18.00 | b) 6.00  | c) 20.00 | d) 19.00 |
| 7. a) 5.11  | b) 11.05 | c) 12.05 | d) 17.11 |

**B. Read the text again. Are the sentences true (T) or false (F)?**

- Harry wakes up at half past eight.
- He has breakfast at ten past nine.
- He starts work at 9.15.
- He has lunch at twenty to two.
- He paints from a quarter to three.
- He watches the news at 6 p.m.
- He goes to bed at five to eleven.

**LISTENING**

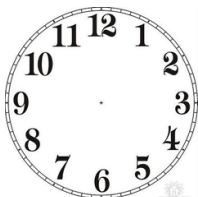
**4. A. Look at the clocks. Write the times.**

			
It's five o'clock.	_____	It's half past five.	_____
			
It's quarter past five.	_____	It's quarter to six.	_____
			
It's five past five.	_____		It's twenty-five past five.
			
	It's twenty to six.	It's ten to six.	_____

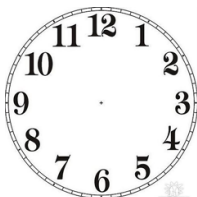
B. **R.08.** Listen and check.

5. **R.09.** Listen to the conversations and complete the clocks.

1.



2.



3.



6. **R.10.** Listen to the following conversations and fill in the gaps.

**Conversation 1.**

A: Excuse me, can you tell me the \_\_\_\_\_, please.

B: Yes, of course. It's about \_\_\_\_\_.

A: Thanks.

**Conversation 2.**

A: Excuse me, can you tell me the \_\_\_\_\_, please.

B: I'm sorry, I don't know. I don't have \_\_\_\_\_.

A: Never mind.

**SPEAKING**

7. **Work in pairs. Draw clocks on a piece of paper. Ask and answer about the time.**

**Model:** *What time is it now? – It's twenty past seven.*

*Can you tell me the time, please? – It's just after three.*

8. **Work in pairs. Make a "time" dialogue using conversations from ex. 6 as an example.**

## CONVERSATION CORNER

### Likes and dislikes. Thanks

#### Useful Phrases

##### *1. How to say what you like and dislike*

Phrase	Meaning	Notes on using
I like it. I like your car.	Мне это нравится. Мне нравится ваша машина.	
Your car is (really) great.	Ваша машина (по-настоящему) великолепная.	
I like dancing.	Я люблю танцевать.	<i>Используйте в этих конструкциях глагол с окончанием -ing</i>
I am fond of reading.	Я люблю читать.	
I don't think I like it.	Думаю, мне это не понравится.	<i>Британцы предпочитают такую (более мягкую) форму выражения того, что им не нравится.</i>
I don't like it. I don't like playing football.	Мне это не нравится. Я не люблю играть в футбол.	
I dislike winter.	Я не люблю зиму.	
I hate shopping.	Я ненавижу ходить по магазинам.	<i>Чаще используется детьми и молодежью в неформальном общении</i>

##### *2. How to thank people*

Phrase	Meaning	Notes on using
Thank you.	Спасибо.	Formal and informal
Thank you very much.	Большое спасибо.	Formal
Thanks. Thanks a lot. Many thanks.		Informal
Thanks for helping me. Thank you for your help.	Спасибо за помощь.	<i>После предлога for используйте глагол с окончанием -ing или существительное</i>
Please, thank your sister for me.	Пожалуйста, поблагодарите за меня Вашу сестру.	Formal and informal
That's very kind of you.	Очень любезно с вашей стороны.	More formal than informal

### 3. What to response

Phrase	Meaning	Notes on using
You are welcome.	Пожалуйста.	<i>Используется только как ответ на благодарность (чаще всего в США). С просьбами используйте «Please», н-р, «Open the book, please»</i>
It's nothing.	Не за что.	<i>Британцы часто используют эти формы, будучи весьма скромными</i>
Not at all.		
Don't mention it.		
It's my pleasure.	Мне приятно (вам помочь)	
That's all right (OK).	Все в порядке (Ничего особенного).	

## TASKS

### 1. Match the phrases in column A with the responses in column B

A	B
Your new watch is great!	<i>Oh, thanks a lot. Can you open the door for me?</i>
Excuse me, can I help you?	<i>It's my pleasure.</i>
Thank you very much.	<i>Don't mention it.</i>
Thank you for helping. That's very kind of you.	<i>That's all right. The book is really interesting.</i>
Thanks a lot.	<i>You are welcome.</i>
I'm fond of reading. Thanks for giving me your book.	<i>Thanks. I like it, too.</i>

### 2. Reproduce the short dialogues

#### Dialogue 1

- I like your dress! It's beautiful.
- Oh, thank you. I like it too.
- Where do you buy clothes?
- In H&M. They have a nice collection.
- Do they open on Sunday?
- Sure.
- Oh, thanks for the information.
- It's nothing. Have a good day!
- Thanks, you too.

### ***Dialogue 2***

- Can I help you with your task?
- Oh, this is so nice of you. I'm so busy. I have no time to finish it.
- It's not a problem. I can do it for you.
- Do you know how to cut the bushes?
- Of course! I do it every week.
- Thank you so much!
- Don't mention it!

### ***Dialogue 3***

- Do you want to go to a rock concert this Saturday night?
- Oh, no, thanks. I hate rock music.
- What kind of music do you like?
- I'm fond of jazz.
- Really? I don't think I like it. In fact, I never listen to such music.
- Do you want to go with me to the jazz festival next week? It's really great!
- I don't know. Do you think I'll like it?
- I'm sure. I have an extra ticket. So what?
- Ok. Thanks for the invitation.

### **3. Choose the best variant to answer in these situations. Act them out**

1. *You have a very heavy suitcase and someone helps you to carry it. You say to the person*
  - a) Thank you! That's very kind of you!
  - b) Thanks a lot!
2. *You help someone with a heavy bag. They say "thank you" and you reply*
  - a) No, thanks!
  - b) You're welcome!
3. *A friend gives you his umbrella when he sees that you're going out when it's raining. You say:*
  - a) Thanks!
  - b) Not at all!
4. *You're in a department store and the shop assistant asks you if you'd like to try a new perfume sample. You say:*
  - a) No, I don't.
  - b) No, thanks.
5. *You're in a street and notice that the person in front drops a wallet. You pick it up and give it to the person who says to you "Thank you very much!" You reply:*
  - a) Thanks!
  - b) You're welcome!



## Lesson 3.2. Everyday activities

### 1. Complete phrases 1–8 below with words from the box.

drink	read	listen	to	do	eat	play	go	watch
-------	------	--------	----	----	-----	------	----	-------

1. \_\_\_\_\_ coffee / water
2. \_\_\_\_\_ films / TV
3. \_\_\_\_\_ tennis / football
4. \_\_\_\_\_ junk food / popcorn
5. \_\_\_\_\_ books / magazines
6. \_\_\_\_\_ music / an MP3 player
7. \_\_\_\_\_ running / to the cinema
8. \_\_\_\_\_ sport / exercise

### 2. Add these words to phrases in exercise 1.

tea	a sandwich	DVDs	swimming
golf	newspapers	nothing	the teacher

**3. Work in pairs. Student A: say a noun from 2. Student B: say the verb that goes with it.**

**Model:** *A: football*

*B: play football*

### 4. Complete the profile below with verbs from the box

come	listen	play	take	drink	do	read	watch	go	eat
------	--------	------	------	-------	----	------	-------	----	-----

<b>Personal Profile:</b>	
<b>Teresa Alvarez</b>	
<b>About me</b>	I (1) _____ from Mexico. I am 19 years old. I am student.
<b>Activities</b>	I (2) _____ a lot of sport – I (3) _____ running every day and I (4) _____ tennis most weeks.
<b>Interests</b>	Photography: I love meeting people and I (5) _____ photos of people all the time.
<b>Food</b>	I like going out to restaurants with friends. We (6) _____ Mexican food and (7) _____ Mexican beer!
<b>Favourite Music</b>	I (8) _____ to different kinds of music, but I really like World Music.

<b>Favourite TV Shows</b>	I (9) _____ a lot of American programmes. I like <i>CSI</i> and <i>Friends</i> .
<b>Favourite Movies</b>	Anything with Johnny Depp!
<b>Favourite Books</b>	«Love in the Time of Cholera» by Gabriel Garcia Marquez. I (10) _____ it every year!

**5. Match 1–8 with a)–h).**

- |          |                              |
|----------|------------------------------|
| 1. read  | a) breakfast, lunch          |
| 2. do    | b) magazines, books          |
| 3. go    | c) food, CDs, clothes        |
| 4. eat   | d) sport, exercise, homework |
| 5. buy   | e) the cinema, bed, work     |
| 6. get   | f) golf, tennis, football    |
| 7. go to | g) shopping, home            |
| 8. play  | h) home, up                  |

**6. Match sentences 1–4 with a–d.**

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. I always get up at 7.30...       | a) but on Wednesday I finish at 7.00. |
| 2. I never drink coffee...          | b) or I read and listen to music.     |
| 3. I usually finish work at 5.00... | c) because I start work at 8.30.      |
| 4. I sometimes watch a film on TV.. | d) because I don't like it.           |

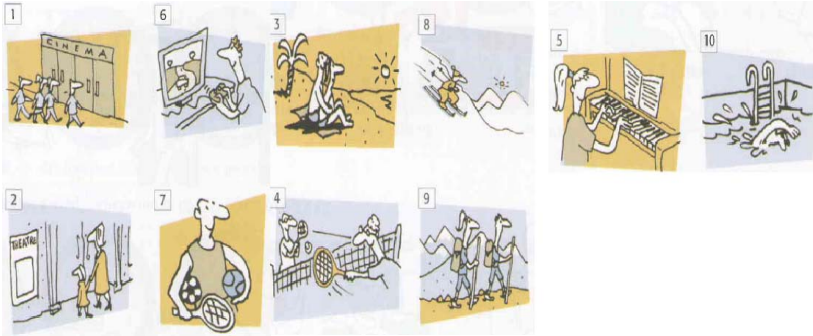
**7. In pairs make true sentences about you. Use the ideas below and *always, usually, sometimes, never*.**

- |                                   |                               |
|-----------------------------------|-------------------------------|
| • listen to the radio in the car  | • have meat for lunch         |
| • read a newspaper in the morning | • watch films on my computer  |
| • drink black coffee              | • go to the gym               |
| • make dinner                     | • do housework in the evening |

**8. Tick the words or phrases you know**

go to the cinema	go to the theatre	play tennis	play computer games
go to the beach	swim	walk	do sport
			play the piano
			ski

**9. Match the activities from exercise 8 to the pictures**



**10. Work in pairs. What are your favourite things to do at the weekend?**

**Model:** *At the weekend I like ....*

**READING**

**11. Read the extracts from website. Answer the question.**

How many online groups are there?

***Film group***

We love films — old black and white films, new films — all kinds of films. We write about films on our group forum. We watch DVDs and films on TV, and sometimes we go to the cinema together. And yes, we like popcorn, too!

\*\*\*\*\*

***Travel group***

We love travelling! We go everywhere. We meet people from different countries and we chat with them about their lives. We take photos of our travels, and post them on our website. We read travel books and we like maps.

\*\*\*\*\*

***Sport group***

We love sport! We do lots of sport. We play tennis and go running or swimming every day. At the weekend, we do exercises in the gym or we play football. We also watch sport on TV. We don't eat junk food, only good food. We don't drink coffee, only water; 2–3 litres a day.

\*\*\*\*\*

***Laid-back group***

We do nothing ... just relax ... all the time! We don't like work and we hate

sport, but we listen to our MP3 players a lot. We watch TV every evening ... for 4-5 hours! We don't read books or newspapers, but sometimes we read magazines. Easy magazines, of course!

\*\*\*\*\*

**12. A. Work in pairs. Write three questions for each online group.**

**Model:** *Film group – Do you like films? Do you watch films on TV? Do you go to the cinema a lot?*

**B. Work in groups. Ask other students your questions. Which is the right group for them?**

Share your opinion with the class.

**LISTENING**

**13. R.11. Listen to two friends talking about the online groups. Complete the table for the man. Tick the boxes.**

	like	don't like
sport		✓
films		
travel		
relaxing		

**14. Discuss in pairs. Which is the right group for the man?**

**15. Work in groups. Describe your typical day.**

**PROJECT WORK**

Divide in groups of 3–4 people. Work out a project on one of the topics:

«**Planning team work**»

Situation: You are going to do some team work next week. Find out when and where you can meet for discussions.

1. Make a chart with days of week and time of the day.
2. Ask each other questions about what you do each day at different time.  
Complete the chart.
3. Find possible days to meet. Decide where you can do it.
4. Make a presentation of your project in any form you like (computer presentation, role-play, sketch, etc.).

## Lesson 3.3. Typical daily routines

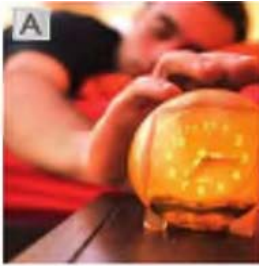
### 1. Tick the phrases or words you know

get up	go to bed	have breakfast	get home	have lunch
start work/school	leave home	finish work/school	have dinner	

### 2. What time of the day do you do these activities?

in the morning  
in the evening

in the afternoon  
at night



### 3. Complete the questions.

1. Do you \_\_\_ up early?
2. Do you \_\_\_\_\_ breakfast at home?
3. What time do you \_\_\_\_\_ home?
4. When do you \_\_\_\_\_ work/school?
5. Where do you \_\_\_\_\_ lunch?
6. When do you \_\_\_\_\_ home?
7. Do you \_\_\_\_\_ to bed late?

### 4. Work in pairs. Ask and answer the questions above.

### 5. Match the phrases with the correct definition.

- |   |                     |
|---|---------------------|
| 1. You do this after a long day and just before you fall asleep.                | a) have dinner      |
| 2. You do this when your alarm clock goes off in the morning.                   | b) go to school     |
| 3. You do this in the morning because it is the most important meal of the day. | c) have a shower    |
| 4. You do this at the dinner table with your family.                            | d) go to bed        |
| 5. You do this to make your body and hair clean.                                | e) go home          |
| 6. You do this after you wake up.   | f) wake up          |
| 7. You do this so you can meet your friends and learn new things.               | g) have breakfast   |
| 8. You do this after school because your teacher will get angry if you don't.   | h) brush your teeth |
| 9. Your dentist will be pleased if you do this twice a day.                     | i) get up           |
| 10. You do this in the afternoon when your classes at school have finished.     | j) do homework      |

### 6. Write the best word to complete the sentences.

1. I usually \_\_\_\_\_ up at 6.00 a.m. when my alarm clock goes off.
2. I \_\_\_\_\_ lunch in the school canteen at 1 p.m.
3. In my family we usually \_\_\_\_\_ dinner at about 6 p.m.
4. My school finishes at 3 p.m. and then I \_\_\_\_\_ home by bus.
5. At the weekends, I \_\_\_\_\_ to bed later than on weekdays.

6. My alarm clock goes off at 8 a.m. on Sunday but I don't \_\_\_\_\_ up until 8.30 a.m.
7. I always \_\_\_\_\_ my teeth before I go to bed.
8. On weekdays, I \_\_\_\_\_ to school with my friends at 9.00 a.m.

**7. Write a number (1–9) to put these actions in the order of a normal day.**

- ..... have breakfast
- ..... get up
- ..... I..... wake up
- ..... have lunch
- ..... go home
- ..... go to school
- ..... go to bed
- ..... do homework
- ..... have dinner

## READING

**8. A. Read the article and answer the questions below.**

1. Does Al like his job?
2. Does he work at the weekend?

### *A night in the life of a hot dog seller*

In my job I meet a lot of interesting people. People like talking to me, they don't just want a hot dog, they want a conversation. It's great working at night. It's never hot, people are relaxed, and they're very hungry. Some nights I sell over 300 hot dogs.

I have one customer, Hector, he's a taxi driver, he eats ten hot dogs every night. It's amazing!

People ask me, "Al, do you like hot dogs?" Yes, of course I like them, I love them! Hot dogs are NOT junk food, they're good food. My boys love them too, and we have hot dogs for dinner every Saturday night. I don't work at the weekend, I'm with the boys all day. They play football in the park, and I watch them, or I play with them. Or I go and get a hot dog!

**B. Read the article again. Are sentences 1-8 true (T) or false (F)?**

**Correct the false sentences.**

1. Al doesn't like people.
2. People don't talk to Al.
3. People aren't hungry at night.
4. Hector doesn't sell hot dogs.
5. Al doesn't like hot dogs.
6. Al and his boys have hot dogs for Saturday dinner.
7. Al sleeps at night at the weekend.
8. Al doesn't go to the park with his boys.

### **LISTENING**

**9. R.12.** Listen to Ceri talking about her life style. Does she have a busy life?

**10. Are the sentences below true (T) or false (F)?**

1. Ceri works as a lawyer.
2. She goes running in the park three times a week.
3. She goes to the swimming pool once a week.
4. She goes to the gym in the morning before work.
5. She always goes clubbing on Friday evenings.
6. Her sister lives in the centre of Cardiff.
7. Ceri and Alex hate cooking.
8. She sometimes plays rugby on Sundays.

**R.12.** Then listen again and check.

**11. R.12.** Now listen again and fill in the gaps in the text below with the missing words.

I love my job as a family lawyer, because I \_\_\_\_\_ helping people. But I \_\_\_\_\_ playing rugby, too, so my life is very busy!

Every lunchtime I \_\_\_\_\_ in the park near my office. On Monday and Thursday evenings I \_\_\_\_\_ to the swimming pool with my boyfriend Alex.

On Tuesday and Friday mornings I \_\_\_\_\_ at 5.30 and \_\_\_\_\_ to the gym before work. And on Wednesday evenings I \_\_\_\_\_ with my team at the club.

On Friday evenings I just \_\_\_\_\_ because I'm usually very tired! I sometimes \_\_\_\_\_ my sister. She \_\_\_\_\_ in the centre of Cardiff, too. Or I \_\_\_\_\_ a nice dinner at home with Alex. We \_\_\_\_\_ cooking. After dinner we often \_\_\_\_\_ a DVD.



We never \_\_\_\_\_ on Saturday evenings, because I always \_\_\_\_\_ in a match on Sundays. I \_\_\_\_\_ our team to win the next World Cup!

### SPEAKING

13. Work in pairs. What do you know about your partner? Write four true and two false sentences about him/her.

14. Work with another partner. Take it in turns to read your sentences. Guess which are true and which are false.

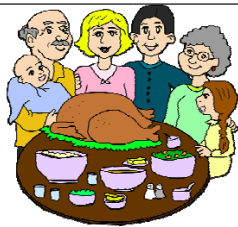
### CASE STUDY

#### MAKING A SURVEY

1. When do people make surveys? What kind of information do we learn from surveys?

2. Read the text about Bobbie Brown and fill in the gaps with the correct forms of the verbs from the box below.

<i>love</i>	<i>relax</i>	<i>have</i>	<i>like</i>	<i>go</i>	<i>live</i>
<i>go shopping</i>	<i>pickup</i>	<i>go-out</i>	<i>get up</i>	<i>take</i>	<i>buy</i>
	<i>start</i>	<i>come</i>	<i>cook</i>	<i>make</i>	



My weekends are fast and exciting. My weekdays are fast and domestic! I \_\_\_\_\_ two sons, Dylan, 7, and Dakota 5. Every morning I, \_\_\_\_\_ one hour before them, at 6.00, and I \_\_\_\_\_ to the gym, I \_\_\_\_\_ home And I \_\_\_\_\_ breakfast, then I \_\_\_\_\_ them to school. On Mondays I always \_\_\_\_\_. I \_\_\_\_\_ all the food for the week. I often \_\_\_\_\_ dinner in the evenings, but not every day because I don't \_\_\_\_\_ cooking. Fortunately, my husband, Don, \_\_\_\_\_ cooking. On Tuesdays and Thursdays I \_\_\_\_\_ my father. He \_\_\_\_\_ on the next block. Every afternoon I \_\_\_\_\_ the kids from school. In the evenings Don and I usually \_\_\_\_\_ but sometimes we \_\_\_\_\_ friends. We never \_\_\_\_\_ on Friday evenings because I \_\_\_\_\_ work so early on Sundays.

**3. Work individually. Fill in the questions for an interview with Bobbie**

**Brown.**

- Where \_\_\_\_\_ you live/work?
- Are \_\_\_\_\_ married?
- Do \_\_\_\_\_ have children?
- What time \_\_\_\_\_ \_\_\_\_\_ get up/Saturday morning /Monday morning?
- Why \_\_\_\_\_ \_\_\_\_\_ get up at \_\_\_\_\_ ?
- \_\_\_\_\_ like your work?
- Why \_\_\_\_\_ like it?
- \_\_\_\_\_ like cooking?
- \_\_\_\_\_ your husband like cooking?
- Who \_\_\_\_\_ you visit on Tuesdays and Thursdays?
- Where \_\_\_\_\_ your father live?

**4. Make the questions. Then match the questions and the answers.**

questions		answers
1. What time	do you like your job?	My mother and sister
2. Where	do you travel to school?	To Spain or Portugal
3. What	do you go on holiday?	After dinner.
4. When	do you go to bed?	At 11 o'clock.
5. Who	you go out on Friday evenings?	I always relax.
6. Why	does it take you to get to work?	Because it s interesting.
7. How	do you live with?	By bus.
8. Do	do you do on Sundays?	Yes, I do sometimes.
9. How long	do you do your homework?	30 minutes.

**5. Make a survey about your group mates lifestyle.**

**A. Study the prompts and complete the questions of the questionnaire.**

questions	me	St1	St2
1. <i>When do you</i> get up on weekdays?			
2. _____ get up at weekends?			
3. _____ it take you to get to the university?			
4. _____ have lunch on weekdays?			
5. _____ do in the evening?			
6. _____ spend playing computer games?			
7. _____ do you go to bed?			

**B. Answer the questions about you. Put  $\checkmark$  or  $\times$  in column 1.**

**C. Interview two students from the group to find out their habits. Complete columns 2 and 3.**

**D. Use the information from the questionnaire. Speak about you and your friends.**

### Test Yourself 3

#### 1. Check it. Fill in the table

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «—» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В говорении</i>	
1. Умею называть время суток, дни недели, месяцы	
2. Могу рассказать о своем обычном дне	
3. Умею задавать вопросы о том, как проходит обычный день	
4. Умею рассказывать о том, что нравится или не нравится	
5. Умею выражать благодарность, отвечать на благодарность	
<i>В аудировании</i>	
1. Понимаю на слух время, дни недели, месяцы	
2. Понимаю вопросы о том, как проходит обычный день, могу правильно на них реагировать	
3. Понимаю на слух небольшие связные рассказы о типичном дне	
4. Понимаю на слух сообщения о расписании других людей с целью найти возможность для встречи, например	
<i>В чтении</i>	
1. Умею извлекать основную информацию из коротких текстов о типичном дне	
2. Умею читать короткие тексты и делать обобщающий вывод	

3. Понимаю детали при чтении текстов, могу ответить на вопросы по прочитанному	
<i>В письме</i>	
1. Умею записать информацию, сообщаемую партнером (время, действие)	
2. Умею составить собственное расписание	
3. Умею составить письменный рассказ о своем рабочем и выходном дне	
<i>В лексике</i>	
1. Могу назвать, понять и употребить в собственных высказываниях действия (глаголы), совершаемые регулярно	
2. Могу использовать слова из ранее изученных тем при сообщении о своей деятельности	
<i>В грамматике</i>	
1. Могу правильно пользоваться основными предлогами времени	
2. Могу правильно образовывать и использовать время Present Simple (в утвердительной, отрицательной и вопросительной формах) для рассказа о регулярных действиях	
3. Могу использовать наречия, обозначающие частоту выполняемых действий ( <i>часто, иногда и т. д.</i> )	
<b>Максимум</b>	60 баллов
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant

1. I \_\_\_\_\_ football every week.  
a) play                      b) plays                      c) playing                      d) am
2. John \_\_\_\_\_ to work only 2 days a week.  
a) go                      b) going                      c) goes                      d) gos
3. We \_\_\_\_\_ meet at our university.  
a) every year              b) are                      c) like                      d) often
4. I have English classes \_\_\_\_\_ .  
a) on the morning      b) in the morning      c) at the morning      d) morning

5. I go to the gym \_\_\_\_\_ Wednesday and Saturday.  
a) on                      b) in                      c) at                      d) after

**Максимум: 10 баллов**

**3. Translate the sentences from Russian into English**

1. Я учусь (хожу в университет) пять дней в неделю. 2. Мои занятия начинаются в 8.30. 3. Мой друг работает в кинотеатре. 4. Мы принимаем душ каждый день. 5. Аня и Катя никогда не ходят в ночные клубы. 6. Алекс иногда играет в компьютерные игры? 7. Я люблю танцевать. 8. Вы ходите в кино в воскресенье? 9. Я не готовлю по утрам. 10. Этот магазин не закрывается в 8 вечера, он закрывается в 11.

**Максимум: 30 баллов**

<b>Максимум за модуль 3</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 4. FOOD AND MEALS

### Задачи:

- 1) активизировать лексику по теме «Еда», учиться рассказывать о том, что вы едите каждый день;
- 2) формировать умения рассказывать о традициях питания в разных странах;
- 3) формировать умения понимать рецепты и рассказывать о рецептах своих любимых блюд;
- 4) познакомиться с культурой поведения и общения за столом.

К концу работы над модулем студенты будут

✓ *знать:*

- названия продуктов;
- особенности некоторых национальных кухонь;
- рецепты приготовления некоторых английских блюд;

✓ *уметь:*

- понимать рецепты;
- рассказывать о том, что они едят;
- рассказывать о праздничных блюдах своей семьи;
- заказывать еду в кафе, ресторане;

✓ *владеть:*

- а) в области лингвистической компетенции: способностью пользоваться словами и речевыми оборотами в ситуации «Прием пищи», «Заказ в ресторане»;
- б) в области речевой компетенции: способностью понимать обращенные реплики и вопросы в ситуациях «За столом», «В кафе», адекватно на них реагировать; способностью прочитать и понять рецепт блюда, выделить особенности национальных кухонь при чтении и на слух; способностью делать заказ блюд в кафе, попросить о чем-либо за столом;
- в) в области социокультурной компетенции: готовностью понимать социокультурные традиции приема пищи в разных странах, соблюдать этикет в ситуациях «За столом», «В кафе».

## Introduction

1. Where are the people in the pictures?



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2. All these pictures have something in common. What? Name the actions people do.

3. What is your favourite place where to eat?

4. Are you a big eater or small eater?

5. Do you like cooking?

## Lesson 4.1. What food I like. My meals



1. Look at the picture from a hotel restaurant. Is it breakfast, lunch or dinner? Why?

2. Read the words and see if you know them. Find the meanings of the new words in the dictionary.

milk	eggs	butter	cereal	tea	coffee	oranges	jam
an apple	cheese	bread rolls	berries	a banana	sausage		
yoghurt	water	fruit	biscuits	ham	orange juice	sugar	

3. Work in pairs. Take turns asking each other about the meanings of the words.

Model: A: *What's 'fruit'?*

B: *Фрукт.*

4. R.13. Listen to eight sentences about the picture. Are they true or false?



5. Look at the picture. What type of text is it? Where do you use a shopping list?

6. Which of these products are drinks, fruit and other things you can eat. Add your own words.



7. In the word square find drinks, types of fruit, other things you can eat.

J	O	J	A	M	H	A	N	N	S	C	E
B	F	A	S	B	U	T	T	E	R	O	T
B	R	E	A	D	I	E	A	O	N	F	B
N	U	T	S	G	B	A	A	R	C	F	H
M	I	N	E	R	A	L	W	A	T	E	R
P	T	A	A	A	N	P	I	N	R	E	Y
T	J	P	I	P	A	I	C	G	C	T	O
A	U	P	N	E	N	Z	E	E	H	U	G
M	I	L	K	C	A	Z	M	M	E	E	H
R	C	E	G	G	C	A	E	H	E	I	U
C	E	R	E	A	L	T	O	A	C	T	R
S	A	U	S	A	G	E	S	M	E	N	T

8. Circle the odd word out.

- Breakfast – dinner – onion – lunch
- Eggs – juice – milk – tea
- Orange – apple – cereal – peach
- Potato – cabbage – carrot – water-melon
- Cheese – oil – butter – cream
- Boil – roast – order – bake
- Salt – sugar – jam – honey
- Toast – bread rolls – biscuits – meat
- Spicy – bitter – salty – stir
- Pepper – poultry – beef – pork

9. Write the correct letters to make food words.









Me_t	St__k	Bis__t
H_n__	D__ry	P__ltry
C_re_l	B__f	V__tables
W_t_r	Br__d	S__sa_e
Ch__s_	G__pes	M_s_r__m









10. Match the words in the columns.

<b>A</b>	<b>B</b>
roast	salad
soft	chicken
fruit	drink
milk	beef
mineral	shake
grilled	water

11. Fill in words from column A and column B:

<b>A</b>	<b>B</b>
a box, a bottle, a jar, a mug, a carton, a bowl, a tin, a can, a piece, a slice, a loaf, a glass, a packet, a bar, a cup, a kilo	cake, biscuits, chocolate, chocolates, milk, coffee, water, tea, juice, honey, tuna, onion, cheese, bread, flour, coke

			
1. <u>a piece of cake</u>	2. ____ of ____	3. ____ of ____	4. ____ of ____
			
5. ____ of ____	6. ____ of ____	7. ____ of ____	8. ____ of ____

			
9. _____ of _____	10. _____ of _____	11. _____ of _____	12. _____ of _____
			
13. _____ of _____	14. _____ of _____	15. _____ of _____	16. _____ of _____

## READING

### 12. Read the text and choose the correct item in *italics*.

I usually have a big *breakfast/dinner* before I leave for university. I start with some orange *juice/coffee* and eggs. After that I have a small *bowl/bar* of cereal with much *milk/tea*. I always eat an *apple/onion* or a *banana/salt* with my cereal. When mum makes her special pancakes, I have a few with a big *glass/tin* of milk. My daddy often yells at me because I eat so much *food/dish*.

### 13. Read the following dialogues and complete the sentences using words from exercise 11.

1. A: What do you want from the baker's?

B: Only a \_\_\_\_\_ of bread.

2. A: How much juice does your nephew drink?

B: About a \_\_\_\_\_ a day.

3. A: Would you like some bread?

B: Yes, please. And could I have a \_\_\_\_\_ of cheese with that, too?

4. A: My salad is too dry. Where's the \_\_\_\_\_ of oil?

B: On the kitchen table.

5. A: What are you bringing Rose for her birthday?

B: A \_\_\_\_\_ of chocolates.

6. A: I'm making a fruit salad. I need apples, bananas...

B: And about a \_\_\_\_\_ of oranges.

7. A: What is it in your bag?

B: A \_\_\_\_\_ of chocolate.

**14. Read the texts about national food traditions. Choose the nationality of the author for each paragraph: Italian, Japanese, Spanish, Mexican, French, British, Argentinian, Ukrainian, Hungarian.**

1. *Jean-Louis*: A typical breakfast in my country is a very big cup of strong coffee, usually with milk. Croissant is the traditional thing to eat with your coffee. You can eat it with butter or jam.
2. *Francesca*: Pasta and pizza is traditional food from my country. Originally pizza comes from Naples, in the south of my country. A traditional pizza has mozzarella cheese, tomato and herbs. A lot of young people go to a pizza restaurant on Sunday evenings.
3. *Roberto*: We eat a lot of meat in my country, especially we like beef. On Sundays, people have a traditional lunch called an asado. In my family, my father cooks the beef or other meat on a barbecue, and we eat it with lots of salad.
4. *Hanna*: The national dish of my country is galushki. Many people think it's really delicious. We eat galushki with butter or sour cream.

### LISTENING

**15. Work in small groups. Discuss what you know about the typical breakfast in different countries (Japan, Brazil, Spain, Korea, Turkey). Compare your results.**

**16. R.14\_1-14\_5. Listen to five people talking about their breakfast.**

**A. Write down the list of things they usually have.**

**B. Listen to the conversations again and say if these sentences are true or false. Correct them if they are wrong.**

1. Kemal usually has breakfast at work.
2. Kemal drinks five cups of black coffee.
3. Kemal never eats cheese and eggs.
4. Kemal usually has yoghurt for breakfast.
5. Mi-Kyung always has breakfast with her family.
6. Mi-Kyung usually has pizza and Kim-chi.
7. Kim-chi is a traditional Chinese dish.
8. Kim-chi is made of mixed Korean vegetables.
9. Kim-chi is very sweet.
10. Dimitry never has green tea for breakfast.
11. Dimitry sometimes drinks tea with lemon and sugar.

12. He always drinks tea with milk.
13. Dimitry usually has some bread, cold meat and some cucumber for breakfast.
14. He has a cake or some biscuits to finish.
15. Sonia has only meat for breakfast.
16. Sonia always drinks juice for breakfast.
17. Jose doesn't have breakfast because he has no time.
18. Jose and his wife Anita usually have a snack in a caf near his office.
19. Jose usually has a cup of milk and a big piece of tortilla.
20. Tortilla is a Spanish omelette made of eggs and potatoes.

**C. Answer the following questions.**

1. What does Kemal usually have for breakfast?
2. What is a traditional Korean dish?
3. What does Dimitry have for breakfast?
4. Does Jose have a snack with his business partner?
5. Is tortilla delicious?

**D. Which breakfast would you like to try? Why?**

**SPEAKING**

**17. Are the breakfasts in the recording (Exercise 16) the same or different from yours?**

**18. What do you usually have for breakfast/lunch/dinner? Is this typical for your family/country?**

**Model: I usually have a small bowl of cereal with milk for breakfast.**

**19. Work in pairs. Ask your partner about his (her) typical breakfast/lunch/dinner.**

**Model: A: What do you usually have for breakfast/lunch/dinner?**

*B: I usually have two eggs and a cup of coffee.*

**20. Read some proverbs and sayings about food. Give their Russian equivalents. Say which one you like best.**

- The appetite comes with eating.
- Every vegetable has its season.
- A spoon is dear when lunch time is near.
- A hungry man is an angry man.

- Too much butter won't spoil the porridge.
- Tastes differ.
- Hunger breaks stone walls.
- The last piece of meat is especially sweet.
- A man with a full belly thinks no one is hungry.

**21. Try to find out how many people in class have the things from the table below for breakfast and fill in the chart. What questions will you ask? (Do you have tea for breakfast?)**

	Eggs	Sandwiches	Cereal	Sausage	Tea	Coffee
How many people?						

**Tell the class how many people have tea for breakfast.**

**Model:** *Ten of us have tea for breakfast. None of us has cereal for breakfast.*

## CONVERSATION CORNER

### At Table

#### Useful phrases

Phrase	Meaning
<i>How to ask for something</i>	
Can I have a glass of water, please?	Можно мне стакан воды, пожалуйста.
Could you pass me some bread?	Не могли бы Вы передать мне хлеб?
Can you bring me a clean fork, please?	Не могли бы Вы принести мне чистую вилку, пожалуйста.
<i>How to offer something</i>	
Would you like some tea?	Хотите чаю?
Do you want sugar in your tea?	Вы хотите (Вам нужен) сахар (к чаю)?
Have a piece of cake. Have another piece of cake.	Съешьте кусочек торта. Съешьте еще один кусочек торта.
Help yourselves. Help yourself to biscuits.	Угощайтесь ( <i>к группе людей</i> ). Угощайся печеньем.
Enjoy your meal.	Приятного аппетита ( <i>букв., Наслаждайтесь вашей едой</i> )
<i>What to respond</i>	
Yes, thank you.	Да, спасибо.
No, thanks. That's enough. I'm full.	Нет, спасибо. Достаточно. Я наелся (сыт).

Phrase	Meaning
Here you are ( <i>when you pass something</i> )	Вот, пожалуйста ( <i>когда вы передаете что-либо</i> ).
<i>What to say if you like it</i>	
It's tasty.	Вкусно!
It's delicious.	
Yummy.	НЯМ-НЯМ

### 1. Read and act out a dialogue

- The table is laid. Come along and let's start. It's high time to have dinner.
- I'm ready. I feel quite hungry. I could eat a horse.
- So am I.
- What are we having today?
- For the 1<sup>st</sup> course it's chicken soup and chops with mashed potatoes for the main.
- And for the dessert?
- I've made an apple pie.
- Great. I love it.
- Bon appetite.
- Thanks.
- How do you like the soup?
- That's really nice. Pass me the salt, please.
- Here you are. Some more bread?
- Yes, please.
- Are the chops well-done?
- Just as I like.
- What about the apple pie?
- Yummy. It's delicious.
- Would you like some more?
- No, thanks, I'm full. Thank you so much. The dinner was heavenly.
- I'm happy that I've suited your taste.

### 2. Match the phrases in column A with the replies in column B

A	B
Help yourselves.	No, thanks, I'm full
Would you like a cup of tea?	Here you are.
Have another sandwich.	Espresso, please.
Could you pass me some pepper?	Thank you, it's delicious.
Do you want coffee?	Yes, it's really tasty. Yummy.
How do you like the steak?	Sure. Still or sparkling?
Can you bring me a glass of water?	Yes, please

### 3. Make up a dialogue in the following situation

You've been invited to the dinner to your friend's family. Her mother cooks deliciously. Imagine you're at the table with your friend, having dinner and talking about your families and favourite dishes.

## Lesson 4.2. Ordering meals. Fast-food restaurants

1. Where do you most like to eat and drink? Do you prefer to eat at home or to go out? When do you usually eat out? What's your favourite café or restaurant? Is it cheap or expensive? What do you usually order when you eat in a fast food restaurant or a café?

2. A. Look at the text. What type of text is it? Where can you see it?

B. Put the headings in the right place:

Drinks    Main    Courses    Desserts    Starters

Menu	
1) _____	
Scotch Egg	\$6.25
Mixed Greens	\$5.00
Sunny Salad	\$3.70
2) _____	
Roast Beef with Tomatoes	\$12.00
Spicy Grilled Chicken	\$8.5
Lamb Soup	\$ 7.00
Baked Fish and Creamed Mushrooms	\$10.25
3) _____	
Strawberry Ice-Cream	\$ 1.75
Apple Pie	\$3.50
4) _____	
Soft drinks	\$3.50
Milk Shake	\$3.00
Orange Juice	\$3.00
Mineral Water	\$3.00

C. Can you add your own drinks/dishes to each category.



**3. Work in pairs. Take turns to choose something to eat and drink from the menu. Ask your partner questions with *How much...?***

**Model:** *A: How much is Roast Beef with Tomatoes?*

*B: It's 12.00 dollars.*

**4. Write the correct letters.**

Ch\_ ng\_

O\_d\_\_

Main c\_\_rse

B\_ll

R\_st\_\_rant

S\_ar\_r

C\_f\_

M\_n\_

F\_rk

**5. Match the words in the columns to make collocations.**

**A**

fast

milk

grilled

apple

snack

orange

roast

**B**

fish

pie

juice

beef

shake

food

bar

**6. Complete the sentences using the words from the box.**

breakfast	take-away	dinner	food	lunch
meal	menu	picnic	snack	course

- When we get hungry and feel like a \_\_\_\_\_, we eat some nuts.
- Give me the \_\_\_\_\_, please, to choose my meal.
- A good \_\_\_\_\_ is the best way of starting the day.
- Tom takes pills half an hour before every \_\_\_\_\_.
- We meet Susan for \_\_\_\_\_ at 1.30 every afternoon.
- I really love Chinese \_\_\_\_\_.
- \_\_\_\_\_ is served every evening in the hotel dining-room.
- After the starter I always order my main \_\_\_\_\_.
- My children usually make some sandwiches to have a \_\_\_\_\_ on the beach.
- When I don't have time to cook I phone for a \_\_\_\_\_.

## READING

7. Read the dialogue and answer the questions.

a) Where are Tom and Ann?

b) What do they order?

**Ann:** Thanks for inviting me to lunch.

**Tom:** You're welcome. Oh, I really like this place.

**Ann:** Me too. Where's the menu? I'm so hungry.

**Tom:** The waiter's bringing it now. Look!

**Waiter:** Here you are, sir.

**Tom:** Thank you. Hmm, I want roast beef with tomatoes.

**Ann:** Really? But you usually have the spicy grilled chicken.

**Tom:** Well, today I'd like to try something else for a change. And what about you? Would you like the baked fish with creamed mushrooms? As far as I know you always enjoy that.

**Ann:** No, I prefer the sunny salad today. I'm on a diet.

**Waiter:** Are you ready to order, sir?

**Tom:** Yes. We'd like the sunny salad and the baked fish, please.

**Waiter:** Would you like anything to drink?

**Tom:** Can I have a glass of mineral water, please?

**Ann:** And could I have a glass of orange juice, please?

**Waiter:** A glass of mineral water and a glass of orange juice ... Thank you.

8. Match the questions in A with the answers in B.

**A**

1. Can I have the menu
2. Would you like anything to drink?
3. Are you ready to order?
4. How about some mushrooms?

**B**

- A. A glass of apple juice, please.
- B. No, I'm on a diet.
- C. Yes, I'd like some salad.
- D. Here you are, sir.

9. Choose the sentences A–H to complete the conversation.

- |  |  |
|--|--|
| <b>A.</b> I think I'll have the spicy chicken              | <b>E.</b> Would you like a cola?                   |
| <b>B.</b> I'll have the chocolate cake, please. Thank you. | <b>F.</b> For starters, I'll have a salad, please. |
| <b>C.</b> Rice, please                                     | <b>G.</b> I still prefer the chicken, thank you    |
| <b>D.</b> A glass of mineral water, please.                | <b>H.</b> Yes, thank you.                          |

-----

**Waiter:** Good evening. What can I get you?

**Alex:** 1) \_\_\_\_\_

**Waiter:** And as a main course?

**Alex:** 2) \_\_\_\_\_

**Waiter:** Can I suggest the roast beef? It's very good.

**Alex:** 3) \_\_\_\_\_. May be next time.

**Waiter:** Would you like chips or rice with that?

**Alex:** 4) \_\_\_\_\_

**Waiter:** And would you like something to drink?

**Alex:** 5) \_\_\_\_\_

**Waiter:** Would you like anything for dessert?

**Alex:** 6) \_\_\_\_\_

### 10. A. Read the dialogue.

**Customer:** Hello. I'd like to book a table, please.

**Host:** Certainly. When would you like it for?

**Customer:** For Friday evening, at 8:00 pm.

**Host:** Friday evening, May 27. For how many people?

**Customer:** There'll be five of us – three children.

**Host:** Certainly, sir. What name should I book it under?

**Customers:** Grand. That is G-R-A-N-D-.

**Host:** Grand, right. Could I also have a contract number?

**Customers:** Sure, it's 785663984.

**Host:** So that's a table for five for Friday evening, May 27<sup>th</sup> at eight. Thank you, Mr. Grand.

**Customers:** You're welcome.

### B. Complete the notes using the information from the dialogue.

Table 7

Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

People: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

C. Replace some details with your own information and act out the dialogue.

## LISTENING

11. Look at the pictures on the next page. Where can you buy hamburgers, pizzas, cakes and coffee? What eating places are they?



12. A. **R.15\_1-15\_3**. Listen to three dialogues. Where are the people? What are they doing?

B. Listen to the first conversation again and choose the correct answer to the following questions.

1. What do the people order?

- |   |   |
|---|---|
| A) two super king-size burgers                  | C) one super king-size burger                                     |
| B) two super king-size burgers with large fries | D) two super king-size burgers with large fries and two lemonades |

2. What do they want to drink?

- |             |          |
|-------------|----------|
| A) coffee   | C) tea   |
| B) lemonade | D) juice |

3. Where do they prefer to eat?

- |              |                 |
|--------------|-----------------|
| A) to eat in | C) to take away |
| B) at home   | D) at hospital  |

4. How much does it cost?

- |         |          |
|---------|----------|
| A) 8.50 | C) 5.80  |
| B) 8.15 | D) 80.50 |

**C. Listen to the second conversation again and choose the correct answer to the following questions:**

1. Where are the people?

- A) at the hospital  
B) in the supermarket  
C) at home  
D) at the coffee shop

2. What do the people order?

- A) a cup of coffee and some chocolate  
B) one coffee and a piece of chocolate cake  
C) two coffees and a piece of chocolate cake  
D) two coffees and two chocolate cakes

3. How much does it cost altogether?

- A) 6.60  
B) 7.00  
C) 3.70  
D) 2.90

**D. Listen to the third conversation again and choose the correct answer to the following questions:**

1. Where is the client?

- A) in the restaurant  
B) at home  
C) in the café  
D) in the pizzeria

2. What does the person order?

- A) pizza and lemonade  
B) pizza and cheese  
C) cheese and lemonade  
D) lemonade and cheese cake

3. What size pizza does the person order?

- A) large  
B) regular  
C) small  
D) extra large

4. How much does it cost altogether?

- A) 10.60  
B) 11.25  
C) 11.95  
D) 11.85

**13. R.16. Complete the gaps using the words from the box. Then listen and check. Practice saying them.**

anything	can	else	order	away	much	keep	what	have
----------	-----	------	-------	------	------	------	------	------

- a) \_\_\_\_\_ I have two burgers, please?  
b) \_\_\_\_\_ to drink with?  
c) Eat in or take \_\_\_\_\_?

- d) Would you like anything \_\_\_\_\_?
- e) Can I \_\_\_\_\_ the bill, please?
- f) \_\_\_\_\_ the change.
- g) We'd like to \_\_\_\_\_ a pizza.
- h) \_\_\_\_\_ would you like to order?
- i) How \_\_\_\_\_ is that?

**SPEAKING**

**14. A. Put the words in the correct order to make a dialogue in a restaurant.**

**A:** order, -please-I-Can-your-take? *Can I take your order, please?*

**B:** please-Yes, -steaks-two

**A:** any-you-like-vegetables-Would?

**B:** please-some tomatoes-and-Yes, -cucumbers

**A:** with-drink-Anything-that-to?

**B:** 'd-and a lemonade, -please-a mineral water-We-like

**B. Practice saying the conversations. Act out the dialogue.**

**15. Act out the following situation. It's your mother's birthday next Monday. You want to celebrate it at a restaurant. Make a phone call to reserve a table. In pairs, take the roles of a customers and a manager.**

**16. A. Look at the box. Which phrases are more polite?**

Requesting	Suggesting
Can I...?/ May I...?/ I want...	Would you like...? How about...?
Could I...?/ I'd like..., please.	Do you want...?

**B. Work in groups of three. Make a dialogue «Ordering meals» using these polite phrases.**

**PROJECT WORK**

Divide in groups of 3–4 people. Work out a project on one of the topics:

«Meals of different countries» or «Special Dinner (in different countries)»

1. Choose the topic and the country you are going to present.
2. Find some information about meals in this country.
3. Think about how you can present the country (you can cook a dish, or you can teach other students to cook any national dish).

4. Make a presentation of your project in any form you like (computer presentation, menu, cooking book, talk-show, etc.).
5. Ask questions about the national meals and the most interesting dishes.

### Lesson 4.3. My favourite dish

**1. Are you fond of cooking? What do you usually cook for breakfast/ lunch/ dinner? What is your favourite dish? How do you cook it (name actions)?**

**2. A. Look at the words in the box. What actions can you see in the pictures?**



boil		fry		stir		dice		mix		bake		add	
melt	peel	pour		stew		cut		roast		shake		serve	

**B. What actions do you usually do when you cook a salad/ fried potatoes/ chicken soup/ a cake?**

**3. Find these 15 words in the word square.**

b	s	e	q	w	x	h	f	o	p	s	b
a	d	d	e	s	s	u	r	y	o	h	f
k	k	a	g	r	t	f	y	u	u	a	e
e	o	s	b	o	i	l	e	r	u	k	p
q	d	u	b	a	r	q	t	y	s	e	t
u	i	e	c	g	e	w	f	k	t	o	p
s	a	m	u	m	u	u	p	e	e	l	l
a	d	i	c	e	e	s	o	d	w	f	r
u	a	x	a	l	u	c	u	t	p	u	i
d	p	m	u	t	e	e	r	o	a	s	t
k	s	e	r	v	e	a	z	d	e	o	j

**4. Circle the odd word out.**

Boil – roast – order – bake

Spicy – bitter – salty – stir

Peel – dice – stir – pour

**5. Write the correct letters.**

B_ il	fr_	st_r	di_e
mi_	b_ke	_dd	m_lt
p__l	p__r	st_w	c_t

**6. Choose the correct word.**

1. \_\_\_\_\_ milk, ice-cream and chocolate.  
a) Bake  
b) Shake  
c) Dice  
d) Peel
2. Slowly \_\_\_\_\_ eggs, some flour and milk mixture.  
a) fry  
b) cut  
c) stir  
d) melt
3. When the fish boils, \_\_\_\_\_ the vegetables.  
a) pour  
b) cut  
c) add  
d) serve
4. Put the pie into the oven and \_\_\_\_\_ it for 40–45 minutes.  
a) melt  
b) roast  
c) fry  
d) bake
5. \_\_\_\_\_ the butter in the pan.  
a) Stew  
b) Add  
c) Mix  
d) Melt
6. \_\_\_\_\_ the diced red peppers with the spring onions.  
a) Mix  
b) Melt  
c) Peel  
d) Shake
7. \_\_\_\_\_ the eggs over the vegetables.  
a) Stir  
b) Pour  
c) Cook  
d) Boil
8. Be careful not to \_\_\_\_\_ yourself when you dice vegetables.  
a) boil  
b) cut  
c) serve  
d) add
9. Then \_\_\_\_\_ the cake into the oven and bake it for 30–40 minutes.  
a) melt  
b) roast  
c) fry  
d) put
10. \_\_\_\_\_ some water and pour it into the cup.  
a) Cook  
b) Boil  
c) Fry  
d) Roast



11. We usually \_\_\_\_\_ fish in oil.  
 a) bake c) stew  
 b) fry d) melt
12. Don't forget to put the \_\_\_\_\_ into the fridge.  
 a) meal c) food  
 b) cook d) cooker
13. When the food is \_\_\_\_\_, take it out of the oven.  
 a) done c) cooking  
 b) made d) taken
14. The \_\_\_\_\_ put the meat in the fridge.  
 a) cook c) meal  
 b) cooker d) oven
15. We usually \_\_\_\_\_ water in kettle.  
 a) dice c) boil  
 b) peel d) roast

## READING

7. A. Look at the text. What type is it: a menu/ a shopping list/ a receipt/ a recipe?

<p><b>Ingredients</b></p> <p>2 cups flour          ½ cup sugar          1 ½ tsp. baking powder          1 tsp. baking soda          ½ tsp. salt          1 egg          1 cup yoghurt          ¼ cup milk          ¼ cup oil          2 tbsp orange juice          1 cup diced apples          ½ cup raisins</p>	<p>Apple Muffins</p> <p>Preheat oven to 230 degrees.</p> <p>In a bowl <b>stir</b> together the flour, sugar, baking powder, baking soda and salt.</p> <p>In another bowl <b>mix</b> the eggs, yoghurt, milk, oil and orange juice.</p> <p><b>Add</b> the mixture to the first bowl together with the diced apple and raisins and stir well.</p> <p><b>Put</b> the mixture into 14 muffin cups and <b>bake</b> for 15–20 minutes.</p> <p><b>Preparation:</b> 15 min  <b>Cooking:</b> 15–20 min  <b>Portion:</b> 14</p>
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**B. Read the text. What information does the recipe include?**

1. time it takes to make
2. how many it serves
3. where you make it
4. what you need to make it
5. how to make it

**C. What do you think this snack tastes like?**

**SPEAKING**

**8. Tell your classmates what you have to do to make apple muffins. Use *first, second, third, after that, then.***

**Model:** *First stir...*

**9. What do you usually cook for breakfast/ lunch/ dinner? How? Tell your partner.**

**10. Game time.**

Choose one student to be a chef. Another students are cooks. Divide cooks into several groups. The chef should give instruction of cooking any dish. Groups of cooks should follow his (her) instructions to make the dish using pictures “Food”, “Silverware”, “Cooking Actions” (from your teacher).

**WRITING**

**11. Write a recipe for your favourite dish. List the instructions in the correct order. Use exercise 7 as an example.**

**CASE STUDY**

**MAKING AN ORDER**

**1. Match the kinds of food (1–10) with the different countries (a–j).**

- |                      |                   |
|----------------------|-------------------|
| <b>1. sushi</b>      | <i>a) Italy</i>   |
| <b>2. pasta</b>      | <i>b) China</i>   |
| <b>3. noodles</b>    | <i>c) India</i>   |
| <b>4. burgers</b>    | <i>d) England</i> |
| <b>5. curry</b>      | <i>e) Russia</i>  |
| <b>6. roast beef</b> | <i>f) Japan</i>   |

7. lamb kebab *g) Morocco*  
 8. couscous *h) Turkey*  
 9. caviar *i) the USA*  
 10. chilli con carne *j) Mexico*

**2. With your partner, answer the questions below.**

1. Do you eat food from other countries?
2. Do you like food from other countries?
3. Do you ever cook food from other countries?

**3. Tariq is a conference organizer. He phones a catering company and orders the food for the conference. Listen and write his order in the 'Tariq' column on the order form below.**

Event Catering Company Best food, best service		
Order form	Quantity	
	Tariq	You
First course		
Tomato and cheese salad		
Noodle soup		
Tomato soup		
Main course		
Cheese salad		
Chicken salad (Chinese style with noodles)		
Beef curry (with rice)		
Lamb kebab (with rice and vegetables)		
Vegetarian curry (with rice)		
Vegetarian pizza (tomato, mushroom)		
Burger meal (chips, onion rings)		
Sushi meal (fish and vegetarian)		
Desserts		
Chocolate ice cream		
Apple pie		
Fruit salad		
Drinks		
Sparkling water		
Still water		

Event Catering Company Best food, best service		
Order form	Quantity	
	Tariq	You
Lemonade		
Orange juice		
Apple juice		

**4. Listen again and complete these sentences from the conversation.**

1. Could we \_\_\_\_\_ 50 chicken salads, please?
2. \_\_\_\_\_ we have 50 cheese salads, then?
3. For dessert, we'd \_\_\_\_\_ 100 ice creams and 50 apple pies.
4. Would you \_\_\_\_\_ some water or fruit juice?
- 5 \_\_\_\_\_ we have ... some small bottles of apple juice?
6. \_\_\_\_\_ you like some coffee?

**5. Look at the sentences in Exercise 5 and answer the questions.**

1. Which sentences are requests and which are offers?
2. Which is more polite, could or can?
3. What is the contraction of We would like?
4. Do we use some or any in offers and requests?

**6. Put the words in the right order to make offers and requests. Then listen and check. Which are offers and which are requests?**

1. send Could some me coffee you?
2. I'd 50 kebabs please like lamb
3. Can water we bottles have 40 please of?
4. like Would you bread some?
5. chicken like salads please We'd some

**7. Which of these are replies to offers and which are replies to requests?**

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1. That's no problem. | 5. No thanks.                       |
| 2. Yes, please.       | 6. Certainly.                       |
| 3. Sure, no problem.  | 7. I'm sorry, I'm afraid we haven't |
| 4. No, thank you.     | got any of those at the moment      |

**8. A. You need to order the food for the lunch at the Food conference. There are 100 people at the conference. Choose the food and complete the 'You' column on the order form.**

**B. Now work with a partner and role-play the dialogue between the conference organiser and the supplier.**

**Student A:** You are the conference organiser. Phone Event Catering, UK supplier, and make your order.

**Student B:** You work for Event Catering, the supplier. Look at your supply list, on page 284. Take the order from the conference organiser. Can you supply everything?

**9. Swap roles. Do the role-play again.**

**Student A:** Now you work for Event Catering. Use your supply list on page 285 and take the order.

**Student B:** Now you are the conference organiser. Phone Event Catering, UK supplier, and make your order.

## Test Yourself 4

**1. Check it. Fill in the table**

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «—» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В говорении</i>	
1. Умею называть продукты, блюда	
2. Умею рассказывать, что я ем на завтрак, обед, ужин	
3. Могу попросить то, что нужно за столом, поблагодарить, предложить что-то, угостить	
4. Могу рассказать, как готовить несложное блюдо, какие ингредиенты нужны, какие действия нужно выполнить	
5. Смогу сделать заказ в ресторане, кафе	

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В аудировании</i>	
1. Могу понять на слух, из каких ингредиентов состоит блюдо, сколько стоит, каков основной метод приготовления, какой размер порции	
2. Понимаю реплики за столом, в кафе	
3. Понимаю на слух небольшие связные рассказы о национальных традициях еды	
<i>В чтении</i>	
1. Могу прочитать меню в ресторане, этикетку на продуктах, ценники	
2. Умею читать короткие тексты по теме и делать обобщающий вывод	
3. Понимаю детали при чтении текста рецепта, могу ответить на вопросы по прочитанному	
<i>В письме</i>	
1. Могу записать рецепт	
2. Могу составить список покупок, записать объем покупки	
<i>В лексике</i>	
1. Могу назвать продукты, блюда, посуду, действия при приготовлении пищи, качества продуктов (сырой, соленый и т. д.)	
2. Могу соотнести название продукта с его упаковкой (весом, объемом)	
3. Могу использовать обиходные выражения по теме в беседе	
<i>В грамматике</i>	
1. Могу правильно использовать повелительное наклонение глагола (дать инструкцию, что делать)	
2. Понимаю отличие исчисляемых и неисчисляемых существительных	
3. Могу образовать множественное число исчисляемых существительных	

Что умею делать	Оценка (от 1 до 3 или «—»)
4. Могу использовать местоимения some/any, much/many	
<b>Максимум</b>	<b>60 баллов</b>
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant

- To make tea first you should \_\_\_\_\_ water.  
a) fry                      b) boil                      c) stir                      d) drink
- I like the dessert. It's really \_\_\_\_\_ .  
a) bad                      b) funny                      c) brilliant                      d) delicious
- I need a \_\_\_\_\_ of juice, please.  
a) pack                      b) jar                      c) tin                      d) carton
- Add some olive \_\_\_\_\_ to this salad.  
a) oil                      b) butter                      c) fruit                      d) tree
- Pizza is made with tomato and \_\_\_\_\_ .  
a) potato                      b) cucumber                      c) milk                      d) cheese

**Максимум: 10 баллов**

## 3. Translate the sentences from Russian into English

- Моя подруга обычно ест овощи, фрукты, молоко и иногда рыбу.
- Я сейчас на диете, поэтому ем только немного вареного мяса и овощи.
- Какой суп ты хочешь? – Куриный.
- Что сегодня на ужин? – Бабушка готовит стейк с картошкой фри.
- Что на десерт? – Немного фруктов и мед.
- Передайте солонку, пожалуйста.
- Я так хочу пить. – Хочешь воды или лимонада?
- Как ты готовишь морковный салат? – Беру 3 крупных моркови, тру на терке, мелко рублю чеснок, добавляю майонез и перемешиваю.
- Сколько сахара ты хочешь в чай? – 2 ложки.

**Максимум: 30 баллов**

<b>Максимум за модуль 4</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 5. CASUAL LOOK, SMART LOOK

### Задачи:

- 1) активизировать слова по темам «Внешность», «Одежда», учиться понимать их, использовать во фразах и монологических высказываниях;
- 2) учиться понимать описания внешнего вида человека на слух и при чтении;
- 3) научиться описывать человека, его внешность, одежду, стиль;
- 4) научиться выражать свое отношение к моде, стилю, внешнему виду, свое согласие или несогласие с точкой зрения собеседника;
- 5) учиться различать использование времен Present Simple и Present Continuous при описании повседневного и того, что происходит в данный момент;
- 6) научиться писать личные письма;
- 7) познакомиться с особенностями молодежного стиля и отношения к моде и внешнему виду в англоговорящих странах.

К концу работы над модулем студенты будут

✓ *знать*:

- названия частей лица, туловища, предметов одежды, их характеристики (прилагательные);
- особенности использования времен Present Simple и Present Continuous;
- фразы выражения согласия и несогласия;
- социокультурные особенности отношения к моде и стилю;

✓ *уметь*:

- описывать человека;
- задавать вопросы о внешности, одежде; беседовать о стиле и моде;
- писать личное письмо; выражать свою точку зрения на обсуждаемую тему;

✓ *владеть*:

- a) в области лингвистической компетенции: способностью пользоваться словами и речевыми оборотами по темам «Внешность», «Одежда»; способностью пользоваться временами Present Simple и Present Continuous при описании повседневного и того, что происходит в данный момент;



- б) в области речевой компетенции: способностью понимать описание человека, задавать уточняющие вопросы; способностью описывать человека, его одежду, стиль; способностью выражать свое отношение, объяснять, что нравится, что не нравится, рассуждать, делать вывод;
- в) в области социокультурной компетенции: готовностью понимать социокультурные особенности восприятия моды и стиля в молодежной среде англоговорящих стран, сравнивать с собственной культурой, делать вывод.

### Introduction

1. When you look at a person for the 1<sup>st</sup> time, what do you notice? Hair? Figure? Clothes?
2. Look at the people in the pictures? What can you say about them?



3. Is it important for you how you look, what you wear?

## Lesson 5.1. Casual look. Names of clothes

### 1. Label the pictures with the words in the box.

belt	boots	scarf	skirt	hat	jacket
jeans	shirt	shoes	suit	sunglasses	sweater
tie	top	trainers	shorts	T-shirt	dress
a hand bag		trousers		sandals	



A. *belt*



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_



I. \_\_\_\_\_



J. \_\_\_\_\_



K. \_\_\_\_\_



L. \_\_\_\_\_



M. \_\_\_\_\_



N. \_\_\_\_\_



O. \_\_\_\_\_



P. \_\_\_\_\_



Q. \_\_\_\_\_



R. \_\_\_\_\_



S. \_\_\_\_\_



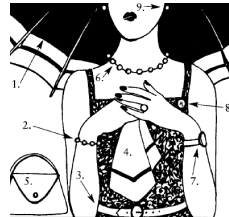
T. \_\_\_\_\_



U. \_\_\_\_\_

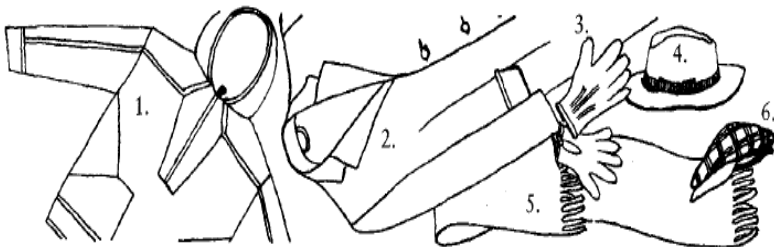
**2. Match the jewelry and different accessories with their names.**

- earring
- scarf
- umbrella
- handbag
- necklace
- watch
- bracelet
- belt
- brooch



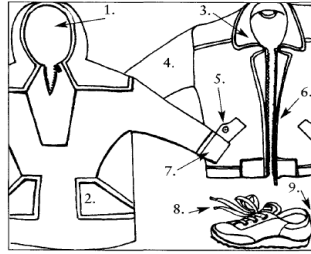
**3. Match the clothes with the names.**

anorak	hat	cap	gloves	scarf	coat
--------	-----	-----	--------	-------	------



**4. Match the parts of clothes with the names.**

- laces
- collar
- pocket
- sleeve
- hood
- button
- zip
- cuff
- heel



**5. Find the clothes words in this puzzle**

jacketrainersdressshoesuitshirttrouserskirtiehatopjeansshortsocksjumper

**6. Cross the odd word out.**

**Model:** Pullover – sweater – ~~gloves~~ – jacket

Boots – T-shirt – skirt – suit

Snickers – sandals – trainers – hat

Trousers – skirt – sunglasses – shirt

Jacket – coat – dress – gloves

Hat – scarf – sandals – tie

T-shirt – shoes – scarf – shorts

**7. Write the correct letters.**

1. T-\_\_ \_rt

2. C\_\_ \_t

3. Sh\_\_ \_s

4. Sh\_\_ \_ts

5. T\_\_ \_e

6. S\_\_ \_rt

7. Tr\_\_ \_n\_\_ \_rs

8. S\_\_ \_i\_\_ \_

9. Sk\_\_ \_t

10. B\_\_ \_ts

11. Gl\_\_ \_v\_\_ \_s

12. H\_\_ \_t

13. D\_\_ \_ss

14. S\_\_ \_rf

15. S\_\_ \_n\_\_ \_l\_\_ \_ss\_\_ \_s

16. Bl\_\_ \_se

8. Look at the pictures of Bob, Paul and Marie. Who is wearing...



Bob



Paul



Marie

- a) trainers? Paul
- b) a skirt? \_\_\_\_\_
- c) a coat? \_\_\_\_\_
- d) a tie? \_\_\_\_\_
- e) black shoes? \_\_\_\_\_
- f) earrings? \_\_\_\_\_

- g) a shirt? \_\_\_\_\_
- h) jeans? \_\_\_\_\_
- i) a suit? \_\_\_\_\_
- j) trousers? \_\_\_\_\_
- k) a blue jacket? \_\_\_\_\_
- l) a T-shirt? \_\_\_\_\_

9. Choose the most suitable word from the box for each description.

<i>belt</i>	<i>swimsuit</i>	<i>earrings</i>	<i>gloves</i>	<i>hat</i>	<i>overcoat</i>	<i>socks</i>	<i>underwear</i>
-------------	-----------------	-----------------	---------------	------------	-----------------	--------------	------------------

- a) You put these on your feet.
- b) You wear this over your clothes in cold weather.
- c) You wear this on your head.
- d) This stops your trousers falling down.
- e) You wear these in your ears.
- f) You wear these on your hands in cold weather.
- g) You wear this when you go swimming.
- h) You wear this under your clothes.

10. Choose the most suitable word or phrase for each space.

Model: a) Maria usually ..... sports clothes.

A) wears B) carries C) dresses D) fits

b) I don't like these shoes. They hurt my ..... .

A) hands B) arms C) feet D) foot

c) Peter always wears a tie and a white .... .

A) shirt B) blouse C) skirt D) belt

d) Your coat is wet! I think you should ..... it off.

A) dress B) take C) wear D) wears

e) When it's hot, I usually wear..... and a t-shirt.

A) shorts B) a coat C) a shirt D) gloves

f) It's very cold outside. You must .... on your coat.

A) take B) put C) wear D) fit

### 11. Complete the sentences with the suitable clothes.

1. I wear \_\_\_\_\_ when it rains.

2. I wear \_\_\_\_\_ for a formal meeting.

3. I wear \_\_\_\_\_ when I go to work.

4. I wear \_\_\_\_\_ when it snows.

5. I wear \_\_\_\_\_ for a picnic.

6. I wear \_\_\_\_\_ when I go to parties.

## READING

12. A. Is it important for you to look nice? Why? Do you pay attention to your appearance and fashion?

B. Read the text about clothes and fashion.



1. Most people believe that it's important to look nice. However, some people say that we place too much importance on appearance and fashion.

2. One will hardly disagree that it is pleasant to look at a person who is neatly and beautifully dressed. A person usually chooses clothes according to his or her age, social status, financial position and occupation. People also choose clothes according to their preferences and character.

3. If a person wants to produce a good impression and to be successful, he or she must look nice. When people speak to you, they always pay

attention to your appearance and your clothes. If you look sloppy and untidy, they will try to avoid you. There is a saying that “good clothes open all doors” and I quite agree with it.

4. But some people place too much importance on their appearance. They spend much money on expensive clothes and sometimes they look ridiculous trying to be fashionable. There are some styles that can surprise and even shock people such as punks, hippies or Goths. It looks strange when a person wears razor blades instead of earrings, dyes his or her hair bright red or purple or puts on shoes on enormous platform. Some teenagers are fond of bright make-up, black fingernails, scruffy long hair or baggy clothes. But I think it is silly to slavishly follow the current fashions.

5. In conclusion, I’d like to say that nowadays fashion becomes even more influential than it was in the past. It affects public taste. I believe that people should follow fashion and pay attention to their appearance, but it should never become a kind of obsession.

**C. Choose the best title for the text. Explain your choice.**

- a) Fashion.
- b) People choose clothes according to their preferences.
- c) Good clothes open all doors.
- d) Different styles.
- e) A person wears razor blades.

**13. Match the sentences with the abstracts and find original sentence in the text.**

**Model:** *It’s important to look nice for many people. – 1.*

- 1. We usually choose clothes according to our preferences.
- 2. Neat and beautiful people draw our attention.
- 3. Good-looking people are usually successful.
- 4. People choose clothes according to their age.
- 5. There is a saying that “good clothes open all doors”.
- 6. Some people buy very expensive clothes.
- 7. It looks strange when some people wear unusual things.
- 8. Some teenagers are fond of strange appearance.
- 9. You should follow the current fashions.
- 10. Fashion affects public taste.

**14. Choose the best answer to complete the sentence according to the text.**

1. Most people believe that it's important to look \_\_\_\_\_  
(A) ugly (C) uncomfortable  
(B) nice (D) smart
2. It is pleasant to look at a person who is well – \_\_\_\_\_.  
(A) dress (C) dresses  
(B) dressed (D) is dresses
3. If a person wants to produce a \_\_\_\_\_ impression and to be successful, he or she must look nice.  
(A) good (C) horrible  
(B) terrible (D) awful
4. Some teenagers are fond of \_\_\_\_\_ make-up.  
(A) pale (C) bright  
(B) light (D) clean
5. People also choose \_\_\_\_\_ according to their preferences and character.  
(A) bag (C) fashion  
(B) clothes (D) style
6. If you look sloppy and \_\_\_\_\_, people will try to avoid you.  
(A) tidy (C) neatly  
(B) untidy (D) smart
7. There is a saying that “good \_\_\_\_\_ open all doors”.  
(A) fashion (C) clothes  
(B) style (D) fingernails
8. People spend a lot of money on brand clothes and they sometimes look funny and strange trying to be \_\_\_\_\_.  
(A) fashion (C) clothes  
(B) fashionable (D) old-fashioned
9. We have some \_\_\_\_\_ that can surprise people such as punks or hippies.  
(A) fashion (C) clothes  
(B) jeans (D) styles



10. We need to follow \_\_\_\_\_ and pay attention to our appearance, but it should never become a kind of obsession.

- (A) fashion (C) clothes  
(B) appearance (D) styles

**15. Tick the sentences that are true. Correct the false ones.**

**Model:** *Most people believe that it's not important to look nice. — False. Most people believe that it is important to look nice.*

1. Some men think that we value appearance and style too much.
2. People never choose clothes according to their preferences and character.
3. When a person talks to you, he or she notices your clothes.
4. If you look tidy, people usually avoid talking to you.
5. We have some styles that amaze people such as punks, hippies or Goths.
6. Some teenagers really like catchy make-up and dark fingernails or clumsy clothes.
7. Nowadays fashion influences our life much more than in the past.

**SPEAKING**

**16. Discuss the questions in pairs**

1. Do you agree that we pay too much attention to our appearance and fashion? Why? Is fashion important to you? Do you pay attention to your appearance?
2. Do you agree that people usually choose clothes according to their age, social status, financial position and occupation. Why? Give examples.
3. How do you usually choose clothes? What do teenagers/ old ladies/ businessmen/ school children/ teachers/ wear? Give examples.
4. Why do you think some people spend a lot of money on expensive clothes and sometimes look ridiculous trying to be fashionable? Do you spend much money on clothes? Do you buy expensive or cheap clothes?

**17. Make a dialogue about your attitude to fashion and clothes.**

**18. What clothes do you usually wear? Why/When? Tell your partner.**

**19. A. Describe typical clothes people wear for each season of the year: spring, summer, autumn and winter.**

**B. What do you usually wear in spring, summer, autumn, winter? Discuss it with your partner.**

**CONVERSATION CORNER**  
**AGREEING AND DISAGREEING**

**Useful Phrases**

*1. What to ask to understand the other person*

Phrase	Meaning
What do you think (about it; about this dress)?	Что ты думаешь (об этом; об этом платье)?
Do you like it? Do you like the idea of wearing jeans to work?	Тебе это нравится? Тебе нравится идея носить джинсы на работу (ходить в джинсах на работу)?
Do you think it's good to put on a hat?	Как ты думаешь, шапку надеть?
Do you agree that tastes differ?	Ты согласен, что вкусы различаются (о вкусах не спорят)?

*2. How to express your ideas*

I think this is awful.	Я думаю, это ужасно.
This dress is really nice.	Это платье очень милое.
She looks good (perfect).	Она выглядит хорошо (идеально).
I'm sure it fits you.	Я уверен, тебе это подходит.
This shirt matches your eyes.	Эта рубашка подходит к твоим глазам.
This is not your size. It's too small (big).	Это не твой размер. Слишком большое (маленькое).
Put on the jacket, it's cold (OR: Put it on).	Надень куртку, холодно (ИЛИ: Надень это).
In my opinion, uniform is uncomfortable.	По моему мнению, униформа неудобна.
If you ask me, she's a real beauty.	Если вы спросите меня (я считаю), она настоящая красotka.
You look nice (beautiful, perfect) in this blouse.	Ты выглядишь мило (красиво, совершенно) в этой блузке.



4. What do you think of my new skirt?

- a) No way.
- b) I disagree.
- c) You look nice in it.
- d) You are right.

5. These jeans are awful!

- a) I totally disagree. They are very fashionable.
- b) I think so. It is good.
- c) Do you like it?
- d) These jeans are blue.

**2. Complete the conversations. Choose one and act it out.**

***Conversation 1***

- This is my favourite \_\_\_\_\_. It is not too \_\_\_\_\_ or too \_\_\_\_\_.  
piece of clothes adjective adjective
- It looks \_\_\_\_\_. Where do you wear it?  
adjective
- I can wear it anywhere I like.
- I'm not sure about it. Can you wear it to the \_\_\_\_\_ ?  
place
- Why not?

***Conversation 2***

- Look what I have! These are super \_\_\_\_\_.  
pieces of clothes
- Really?
- Sure! Do you like them?
- I guess so.
- I think they \_\_\_\_\_ me.  
verb
- You are \_\_\_\_\_.  
adjective to show that you agree

***Conversation 3***

- I don't like these socks. But my mum made me buy them.
- Why, they are \_\_\_\_\_.  
positive adjective
- I think they are \_\_\_\_\_.  
negative adjective
- No way!

### Conversation 4

- I think \_\_\_\_\_ is a real beauty.  
famous person's name
- I agree. I like her \_\_\_\_\_.  
part of face (head)
- Look at her \_\_\_\_\_. Do you think it's nice?  
clothes
- \_\_\_\_\_.  
say that you agree

3. Work in pairs. Choose a picture and express your opinion on what you see. Your partner should agree or disagree with you. Then swap your roles.



## Lesson 5.2. What are you wearing today? Your style

1. What do you usually wear? What are you wearing today?

2. Tick the things you can see in the pictures? Which things are these people wearing?



- trousers
- a skirt
- a dress
- jeans
- shorts
- earrings
- sandals
- a scarf
- shoes
- tights
- boots
- a shirt
- a hat
- trainers
- a suit
- a tie
- a jumper
- a jacket



3. Look at the picture and match the clothes people are wearing with the words below. There is one extra word.

1. a T-shirt and jeans
2. a blouse and a skirt
3. a bow tie
4. a shirt and a tie

5. shorts and a sweatshirt
6. a dress
7. a waistcoat
8. a jacket and a tie



**4. Put the words from the box in the groups.**

belt	tie	suit	T-shirt	scarf	backpack
jeans	coat	trainers	dress	gloves	a sports bag
sweater	shoes	trousers	tights	shirt	snickers
boots	top	jacket	sandals	suit	jumper
shirt	hat	sunglasses	skirt	briefcase	socks

- Footwear \_\_\_\_\_ *boots, sandals,* \_\_\_\_\_
- Sportswear \_\_\_\_\_
- Formal clothes \_\_\_\_\_
- Casual clothes \_\_\_\_\_
- Warm clothes \_\_\_\_\_
- Accessories \_\_\_\_\_

**5. Write the correct letters.**

- |                |                 |
|----------------|-----------------|
| 1. Casu_l      | 6. Sm_rt        |
| 2. C__t        | 7. F_rm_l       |
| 3. T-__rt      | 8. Sp_rt_ear    |
| 4. W_rm        | 9. b__ts        |
| 5. Ac_ess_ries | 10. S_n gla__es |

**6. Match the clothes adjectives (1-6) with their meanings (a-f).**

- |           |                                    |
|-----------|------------------------------------|
| 1. Casual | Comfortable and informal           |
| 2. Formal | Not thick or heavy                 |
| 3. Loose  | Feel small, fit closely            |
| 4. Light  | For important events, for business |
| 5. Tight  | Don't fit closely, not small       |
| 6. Smart  | Tidy, in a good condition          |

**7. Match adjectives in A with clothes in B.**

- |           |   |
|-----------|---|
| <b>A.</b> | <b>B.</b>   |
| 1. Formal | a) Beautiful silk dress, high-heeled shoes, tuxedo. |
| 2. Casual | b) Snickers, shorts, socks, T-shirt, a sports bag.  |
| 3. Smart  | c) Suit, tie, white shirt.                          |
| 4. Sport  | d) Trousers, boots, jumper, T-shirt, jeans.         |

- 5. Classic e) Blue jeans, T-shirt, denim jacket, fringe jacket, cowboy hat, leather belt and cowboy boots.
- 6. Exotic f) Button-down blouses, ballet flats, trousers, leather boots.
- 7. Western g) Long flowing lines, rich smoky colors, embroidery, mysterious ornate patterns, jungle prints, shiny jewelry.

**8. Match the style with the situation.**

- |         |  |
|---------|--|
| Sport   | 1) You are having a picnic.            |
| Casual  | 2) It's a wedding ceremony.            |
| Smart   | 3) You're going to a gym.              |
| Exotic  | 4) You're going to rodeo.              |
| Western | 5) You're going to a mysterious party. |

**9. Look at the people in the pictures. Where are they going? What are they wearing?**



Tom, 26, City banker. Going to: a business appointment.



Bob, 22, tourist. Going to: The National Gallery.



Nicol, 32, accountant. Going to : the gym.



Sara, 28. Going to: her best friend's wedding.



## READING

### 10. A. Read what three people are saying about their favourite style.

1. *Jane*: I'm wearing shorts today because I'm going to the gym and it's very hot, but I don't normally wear them because I hate my legs!
2. *John*: I'm quite lucky – in my office everyone's quite casual. People normally wear jeans and maybe a shirt or jumper. Even the boss doesn't wear a suit. Today it's really hot so I'm wearing shorts and sandals, I'm not wearing socks.
3. *Susan*: I usually wear make-up when I go to work, and when I go out in the evening of course, but I'm not wearing any at the moment.

### B. Complete the table according to exercise 9A.

Name/Person	Clothes	Style
Jane		
John		
Susan		

### 11. A. Read the text

#### *Style and Fashion in English-speaking countries*

Many British people don't think about clothes very much.

In Britain, as well as in the USA, men in offices usually wear suits and ties and women wear dresses or skirts (not trousers). Doctors, lawyers and business people wear quite formal clothes.

And in some hotels and restaurants men have to wear ties and women wear smart dresses. Jeans and open shirts are sometimes not allowed. It is difficult to say exactly what people wear in Britain and the States because everyone is different. If you are not sure what to wear watch what other people do and then do the same. Or ask the advice of a friend. You'll feel relaxed if you don't look too different from everyone else.

British people just like to be comfortable. When they go out to enjoy themselves, they can wear almost everything. At theaters, cinemas and concerts you can put on what you like – from elegant suits and dresses to jeans and sweaters.

In many ways, Americans are more relaxed than British people, but they are more careful with their clothes. At home or on holiday most Americans wear informal or sporty clothes. But when they go out in the evening, they like to look elegant.

In good hotels and restaurants men have to wear jackets and ties and women wear pretty clothes and smart hairstyles. But these days most people in Britain and the USA do not wear very formal clothes. But sometimes it is important to wear the right thing.

**B. Fill in the gaps.**

1. Englishmen do not pay attention to \_\_\_\_\_ very much.  
(A) fashion (C) wear  
(B) clothes (D) elegant suits
2. In the UK, as well as in the USA, men in offices usually wear suits and ties and women wear \_\_\_\_\_ or skirts.  
(A) trousers (C) dress  
(B) dresses (D) jeans
3. Businessmen wear quite \_\_\_\_\_ clothes.  
(A) sport (C) informal  
(B) warm (D) formal
4. In some restaurants men have to wear \_\_\_\_\_.  
(A) jacket (C) sport clothes  
(B) ties (D) sweater
5. In some cafes girls wear \_\_\_\_\_ dresses.  
(A) casual (C) formal  
(B) sport (D) smart
6. Englishmen like to be \_\_\_\_\_.  
(A) uncomfortable (C) comfortable  
(B) confident (D) exotic
7. For going out you can put on what you like — from \_\_\_\_\_ and dresses to jeans and sweaters.  
(A) T-shirt (C) elegant suits  
(B) T-shirts (D) waistcoat
8. At weekends Americans wear \_\_\_\_\_ or sporty clothes.  
(A) formal (C) elegant  
(B) informal (D) casual

9. In the restaurants men have to wear \_\_\_\_\_ and women wear pretty clothes.

- (A) sweaters (C) jeans  
 (B) coat (D) jackets and ties

**C. Tick the sentences that are true. Correct the false ones.**

**Model:** Many British people think about clothes very much. – *It is false. Many British people don't think about clothes very much.*

1. In the USA, people in offices don't wear suits and ties.
2. Attorneys and business owners wear informal clothes.
3. Englishmen like to feel comfortable.
4. For going out you can put on what you like.
5. For going out people don't put on jeans and sweaters.
6. Nowadays most British people and Americans wear formal clothes.
7. On holidays Americans wear formal clothes.

**LISTENING**

**12 R.17.** A. Listen to the girls talking about street style and complete the table.

	Where is she from?	What clothes does she talk about?	Where does she buy her clothes?
Mina	London		
Gloria		dress, trousers, shoes	
Alice			Milan, New York

**B. Match the phrase with the person. Then listen again and check.**

<b>Mina</b>	I'm wearing a pair of Japanese jeans.
<b>Gloria</b>	My jumper is from Space
<b>Alice</b>	I usually wear self-made clothes.
	She's spending a few days here in London.
	My shoes are from Spain, too...
	I travel a lot because of my job.
	My trousers and shoes are from New York.

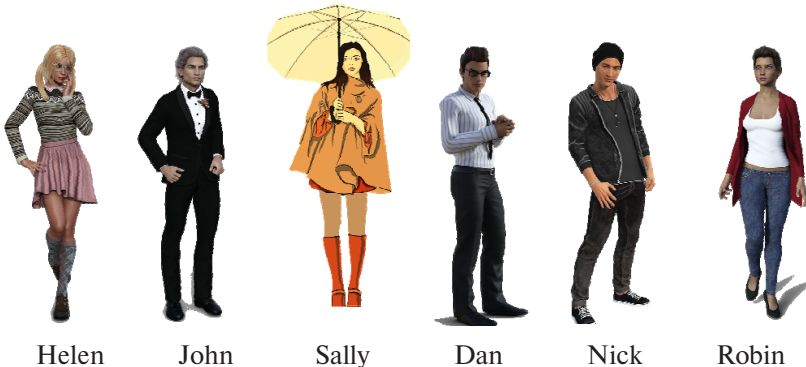
**C. Fill in the gaps.**

1. Mina's jeans are from \_\_\_\_\_.  
(A) Japan (C) Spain  
(B) London (D) Italy
2. Mina bought the \_\_\_\_\_ at Camden Market.  
(A) jacket (C) jeans  
(B) shoes (D) jumper
3. Mina's \_\_\_\_\_ and shoes were presents from her family.  
(A) bag (C) jeans  
(B) gloves (D) jumper
4. Mina likes wearing \_\_\_\_\_ that are different.  
(A) clothes (C) jeans  
(B) gloves (D) jumper
5. Gloria loves making \_\_\_\_\_ for herself.  
(A) clothes (C) jeans  
(B) gloves (D) jumper
6. Gloria made her \_\_\_\_\_, and her trousers, too.  
(A) clothes (C) jeans  
(B) gloves (D) dress
7. Gloria is looking for \_\_\_\_\_ which looks good with her clothes.  
(A) clothes (C) jeans  
(B) hat (D) a bag
8. Alice bought her \_\_\_\_\_ in Milan.  
(A) clothes (C) top  
(B) hat (D) a bag
9. Alice's \_\_\_\_\_ and shoes are from New York.  
(A) trousers (C) top  
(B) hat (D) a bag
10. Alice is going to a shop called Puzzle to buy herself a new \_\_\_\_\_.  
(A) trousers (C) top  
(B) jacket (D) bag

**D. Tick the sentences that are true.**

1. Mina loves Japanese clothes.
2. Mina doesn't like Japanese clothes.
3. Mina likes wearing clothes.
4. Mina doesn't like wearing clothes.
5. Gloria loves making clothes for herself.
6. Gloria doesn't love making clothes for herself.
7. Gloria loves shopping in London.
8. Gloria doesn't love shopping in London.
9. Alice is from the United States.
10. Alice isn't from the United States.
11. Alice loves shopping in London.
12. Alice doesn't love shopping in London.

**E. Look at the pictures and read the descriptions. Write the names.**



1. She's wearing a skirt.
2. He's got glasses.
3. He's wearing a jacket.
4. She's carrying an umbrella.
5. They are wearing T-shirts.
6. He's wearing a smart suit and a bowtie.
7. They are wearing white shirts.
8. She's wearing high boots.
9. She's wearing a jumper.
10. They are wearing jeans.

**F. Work individually. Choose any 2 people from the ex. above and compare their clothes and style.**

**Model:** *They both look elegant. She is wearing a stylish dress and he is wearing a smart suit.*

### **SPEAKING**

**13. Work in pairs. Ask and answer the questions.**

1. Do you usually wear smart or casual clothes at college/work? What kind of clothes are you wearing today?
2. Are you wearing boots, trainers, sandals or shoes today? What kind of shoes do you normally wear?
3. Do you usually wear a watch?
4. Do you wear socks when the weather's hot?
5. Do you normally wear perfume or aftershave? Are you wearing any at the moment?
6. Are you wearing any jewelry today?
7. Do you wear shorts a lot in the summer?
8. Are you wearing make-up at the moment?
9. Do you normally wear make-up?
10. Do you usually wear a hat? When?

**14. Work in pairs. Take turns to describe one of your classmates. Do not say who it is. Your partner should guess.**

**Model:** *This person is wearing a suit, a blue shirt ...*

**15. Work in groups. Tell the other students what you normally wear at work/university, at the weekend and when you go out in the evening. Is it comfortable for you and is it appropriate for the situation?**

**16. What people wear can say something about their personality, style, interests, and at times, employment situation. Dressing appropriately for different events can be important. For each of the following situations below decide on what clothing (shirt, shoes, tie, dress, uniform, etc.) would be appropriate and think about the reasons.**

- a job interview
- a wedding of a close friend
- a class at a university

- a first date
- a church or religious service
- a hiking trip in the mountains (during summer/in the winter).

## WRITING

17. Write a description of yourself or of a famous person you all know.

Describe your (or their) appearance and how you (or they) dress.

I'm (*not very tall*).

I've got (*short blond hair and green eyes*).

I'm in my (*thirties*).

I wear (*glasses*).

I usually wear (*jeans and jumpers*).

Today I'm wearing (*a suit and a tie*).

## PROJECT WORK

### Fashion Magazine

Task 1. Have you ever looked through fashion magazines? Which do you know? Are they mainly for women or men also like them? What columns are there (e.g., «Fashion Look», «Make-Up», etc.)?

Task 2. Divide in groups of 3–4 people. Make a project on the topic «Fashion Magazine».

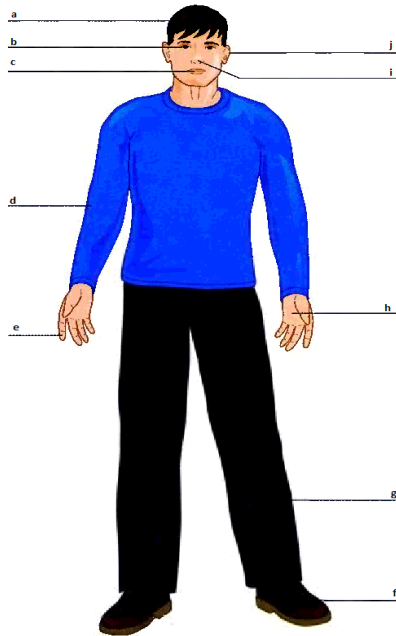


1. Look at the covers of popular fashion magazines. Give your ideas about the name of your magazine. What do you want to put on your cover (model, titles)?
2. Think about what columns you are going to have in your magazine (e.g., «Ideal man (woman)», «My favourite celebrity»).
3. Find some information for your columns. Write short articles for your magazine.
4. Choose photos.
5. Make a presentation of your project in any form you like (computer presentation, printed magazine, hand-made magazine, etc.).
6. Ask questions about the articles in other groups' magazines.

### Lesson 5.3. What do i look like? Appearance

1. Use a word from the box to complete each label (a-j)

arm  
 ear  
 eye  
 finger  
 foot  
 hair  
 hand  
 leg  
 mouth  
 nose





**2. Underline the correct word in each sentence.**

- a) Horses have got four *legs/arms*.
- b) The little girl was holding her mother's *foot/hand*.
- c) Tony always lies on his *back/head* when he sleeps.
- d) Gina has beautiful long *ears/hair*.
- e) Jack has got a cold and his *knee/nose* is red.
- f) Anna can't write because she has broken two *fingers/toes*.
- g) I've got five *fingers/toes* on each foot.
- h) A giraffe has got a very long *mouth/neck*.
- i) I've got five *toes/fingers* on my hand.

**3. Complete each sentence. Use the words from the box.**

<b>arm</b>	<b>ear</b>	<b>eye</b>	<b>feet</b>
<b>hand</b>	<b>head</b>	<b>leg</b>	<b>waist</b>

- a) Peter's \_\_\_\_\_ is broken and he can't walk.
- b) When David meets his friends, they shake \_\_\_\_\_.
- c) When I buy shoes, I always try them on my \_\_\_\_\_.
- d) I can't see! I've got something in my \_\_\_\_\_.
- e) The teacher was carrying a lot of books under his \_\_\_\_\_.
- f) I need new trousers, because my \_\_\_\_\_ is getting bigger!
- g) My \_\_\_\_\_ feels cold in winter, so I wear a hat.
- h) Our teacher's words go in one \_\_\_\_\_ and out the other.

**4. Choose the most suitable word for each space**

- 1) You.....with your foot      4) You.....with your nose.  
A) laugh B) click C) kick      A) blink B) kick C) smell
- 2) You.....with your teeth      5) You.....with one eye.  
A) stamp B) bite C) smell      A) point B) wink C) bite
- 3) You.....with your finger      6) You.....with both eyes.  
A) point B) smell C) wink      A) blink B) kiss C) shout

**5. Complete the sentences.**

- 1. He's a \_\_\_\_\_ , \_\_\_\_\_ man with \_\_\_\_\_ , \_\_\_\_\_ hair. (*short, tall, fair, good-looking*)
- 2. She's a \_\_\_\_\_ , \_\_\_\_\_ woman with \_\_\_\_\_ hair. (*tall, long, thin*)

3. I've got \_\_\_\_\_ , \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (*thin, straight, black*)
4. She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair. (*blonde, lovely, good-looking, long*)
5. I wouldn't describe my husband as \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ ! Short, overweight, and going thin on top is more accurate! (*handsome, dark, tall*)

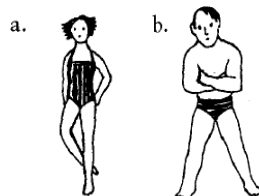
**6. Fill in the gaps with the words from the box.**

long nails	bad skin
big feet	deep voice
lovely complexion	long legs
thin legs	hairy chest

1. Size 12! Are these your shoes? You've got \_\_\_\_\_ , haven't you?
2. You've got such \_\_\_\_\_. Would you like to move the seat back a bit?
3. I never see you in shorts. You've got such \_\_\_\_\_. You should go running and try to build them up a bit!
4. My boyfriend's got a really \_\_\_\_\_. It's like being with a gorilla.
5. You've got such lovely \_\_\_\_\_. Are they natural?
6. He's got such a \_\_\_\_\_. I find it very sexy when he speaks to me on the phone.
7. Keith's new girlfriend must spend a fortune on face cream to have such a \_\_\_\_\_ .
8. Poor Tim. He's got really \_\_\_\_\_ , and he's only 13.

**7. Match the following description with the pictures.**

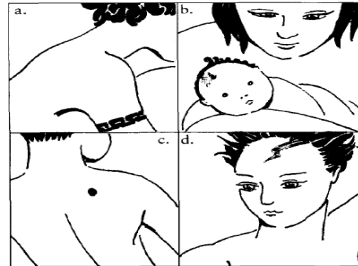
1. He isn't very tall. He's short and stocky.
2. She's tall and slim. She's got a lovely figure.
3. He's quite a big guy. He's quite well-built.
4. She's a bit overweight. She's quite plump, isn't she?
5. He's very fat. He's absolutely enormous.
6. He's very thin. He's so skinny.





### 8. Match the sentences with the pictures.

1. The accident left a scar on his forehead.
2. He's got a birthmark on his head.
3. I've just had a tattoo done.
4. He's got a mole on his back.



### READING

9. Read the texts (a–d). What type of texts are they? Match them with headings 1–4.

<p>a) <b>Small, slim, blue-eyed blonde, GSH, early 30's WLTM hunky male 28-38 for fun and friendship. Call me on 09765-567892.</b></p>	<p>b) The first man was small and wiry, with sharp, strong features. Behind him walked his opposite, a huge man, with wide shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws</p>
<p>c) <i>The police are looking for a man of average height and medium build in his mid-twenties. He was last seen wearing a dark green or grey anorak.</i></p>	<p>d) <b><i>The tallest man in medical history is Robert Pershing Wadlow who was born on 22nd February 1918 in Illinois, USA, and who died on 15th July 1940 in Michigan. He was last measured on 27th June 1940 and was found to be 272cm tall.</i></b></p>

1. An extract from a novel.
2. An extract from a newspaper report.
3. An extract from the Guinness Book of Records.
4. An advertisement in a lonely hearts section of a newspaper.

**10. Choose the correct variant to complete the article about Max.**

My name is Max and I am 24 years old. I would like to tell you some words about how I look. First of all, I am very...1...., I am 193 cm high. But I am also very...2....., because I do sport and try to eat regularly but it is still difficult for me to gain some weight. Nevertheless, I am used to being skinny and I feel good in this shape.

My hair is brown and so are my eyes. My .....3.....are not very thick, many people think I pluck them, but that's not true. I have a straight ...4....and an oval face. I don't have a mustache or a beard. I consider it is untidy not to shave. My fiancée thinks I am .....5.....and smart.

My character is rather peculiar. I'm a man of mood. I am usually very sociable and active, have a good sense of humour and like joking. However, I sometimes behave as an introvert. When I do so, I tend to stay at home and spend time alone with myself. I like wearing casual.....6....., like jeans and T-shirts.. So I usually ...7....black trousers and shirts of different colours.

- |                |               |              |
|----------------|---------------|--------------|
| 1. a) short    | b) tall       | c) medium    |
| 2. a) fat      | b) overweight | c) thin      |
| 3. a) ears     | b) eyebrows   | c) legs      |
| 4. a) nose     | b) mouth      | c) lips      |
| 5. a) handsome | b) pretty     | c) beautiful |
| 6. a) clothes  | b) bags       | c) shoes     |
| 7. a) carry    | b) wear       | c) bring     |

**11. Read the text and answer the questions after it.**

My family's dentist is a very bright person. His surname is Ford. Now he is in his late thirties. I think he is about thirty-eight years old.

He often tells me that he is very interested in doing sports. It's really important for his job to be strong and well-trained to stay in his uncomfortable position.

In fact he is a handsome well-built man. He is neither short nor very tall – he is of medium height. His hair is short and brown. He has got dark green

eyes – I think it's not very typical! Thomas does not wear glasses. But he sees well all problems with our teeth.

He drives a black expensive car. Thomas Ford always looks confident and elegant. And to be honest – I am not afraid of him at all!

1. Is "Ford" their dentist's car or family name?
2. Is he older than thirty years?
3. What is he interested in?
4. Why is it important to be strong for his job?
5. What does he look like?
6. Is he tall or short?
7. What colour are his eyes?
8. Does he often wear glasses?
9. Does Thomas drive a car?
10. Are people afraid of him?

### LISTENING

**Exercise 12. A. R.18.** Listen to the description and answer the questions about Alex.

1. How old is Alex?
2. Is he tall?
3. What sports does he do?
4. What colour is his skin?
5. What kind of hair does he have?
6. What colour are his eyes?
7. What does he have on his chin?
8. What has he got on his forehead?
9. What kind of clothes does he usually wear?
10. What are his favourite colours in clothes?

**B. Choose the correct variant to complete the sentences. Then listen to the description again and check your answers.**

1. Alex is .....
- a) well-built                      b) slim                              c) fat
2. He has .....skin.
- a) pale                              b) dark                              c) brown
3. Alex has .....eyes.
- a) brown                              b) green                              c) blue
4. His nose is .....
- a) big                              b) small                              c) turned-up

5. Alex has ..... .
- a) freckles                      b) wrinkles                      c) a moustache
6. Alex has ..... hair.
- a) straight                      b) curly                      c) wavy
7. His face is ..... .
- a) triangle                      b) square                      c) round
8. He has full ..... .
- a) eyelashes                      b) lips                      c) eyebrows
9. He has a ..... beard.
- a) thick                      b) long                      c) small

### SPEAKING

13. Describe one of your classmates without naming him/her. The others should guess.

14. You ask your friend to meet your mother at the airport as you are currently very busy. Your friend has never seen your mother before. Describe her appearance in detail.

### CASE STUDY

#### WHO IS WHO AT THE PARTY

1. Match the words from Box A to the words from Box B making word partnerships.





A				
long	short	fair	dark	grey
blue	brown	tall	short	
pretty	good-looking	handsome		

B		
hair	eyes	<i>face</i>
smile	man	girl
boy	woman	

2. Look at the people in the pictures. What are they doing?

- Who ...? • is smiling      • is laughing      • is cooking      • is running
- is talking      • is eating        • is standing     • is sitting
- is writing                      • is paying

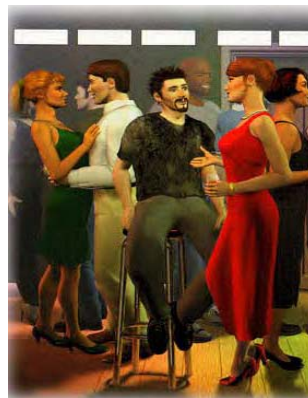
**3. Work with a partner. Take turns describing people in the pictures. Use the words and expressions from tasks 1 and 2.**

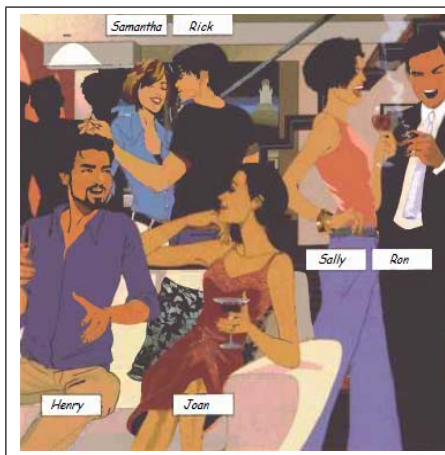
			
Ruth, Cathy and Jane	Nadia	Rudi	Miles
			
Edna and Violet	Flora and Toni	Angela	Becca

**4. Work with a partner. Student A, look at the task below. Student B, look at the task on pages 286–287.**

**Student A.**

Look at the picture on the right. You are at your friend's party. But you don't know anybody here. Describe the people you see and ask your friend about people's names.





Then swap the roles.  
 Now look at the picture on the left. You are at a party where you know everybody. Listen to your friend's questions and help him/her to learn the names of the people in the room

### Test Yourself 5

#### 1. Check it. Fill in the table.

Put **1** if you can do it in some situations (*not very well*), put **2** if you make *some mistakes* in it, put **3** if you do it *well*. Put «—» if you cannot do it.

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В говорении</i>	
Умею называть части лица, тела, предметы одежды, давать им характеристику	
2. Умею рассказывать о том, что предпочитаю в повседневной одежде, как одет(а) сегодня	
3. Могу описать человека, его внешность, как одет; задать вопросы о человеке	
4. Могу выражать свое согласие/несогласие с точкой зрения оппонента	
<i>В аудировании</i>	
1. Понимаю слова по теме «Внешность», «Одежда», прилагательные, характеризующие их	
2. Понимаю вопросы о внешности человека (в том числе своей внешности), об одежде	



Что умею делать	Оценка (от 1 до 3 или «-»)
3. Отличаю вопросы о настоящем моменте от вопросов о повседневном; адекватно реагирую (отвечаю, показываю, например, предмет одежды)	
4. Понимаю описание человека, могу найти его (на картинке, в классе)	
<i>В чтении</i>	
1. Понимаю основное содержание коротких несложных текстов по интересующим меня темам/проблемам, могу соотнести их с заголовком	
2. Умею извлекать значимую для меня информацию из сообщений, газетных и журнальных заметок	
3. Понимаю простые записи (письменные сообщения) одноклассников (сверстников) по теме, личные письма	
4. Могу прочесть несложный текст страноведческого характера, выделить основные детали	
<i>В письме</i>	
1. Умею правильно писать слова по теме	
2. Могу написать личное письмо	
3. Могу составить письменное описание человека, сделать заметки о внешности, одежде	
4. Могу написать короткую несложную заметку по теме для журнала	
<i>В лексике</i>	
1. Могу назвать части лица, предметы одежды; понимаю и использую прилагательные по теме; могу правильно использовать слова по теме в предложениях, диалогах, беседах	
2. Могу сгруппировать слова по категориям (например: «Лицо», «Обувь», «Мужская одежда» и т. д.)	
<i>В грамматике</i>	
1. Могу правильно образовывать и использовать время Present Continuous, говоря о настоящем моменте	

Что умею делать	Оценка (от 1 до 3 или «-»)
2. Понимаю принципы использования и различий времен Present Continuous и Present Simple, могу применять их по ситуации	
<b>Максимум</b>	<b>60 баллов</b>
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant

1. My new jeans \_\_\_\_\_ perfect.  
 a) is                                      b) have                                      c) very                                      d) are
2. It's cold today. My little sister \_\_\_\_\_ a hat.  
 a) wears                                      b) is wearing                                      c) puts on                                      d) is taking off
3. He normally \_\_\_\_\_ a tie for work.  
 a) doesn't put on                                      b) isn't wearing                                      c) is having                                      d) don't wear
4. I want to buy a new \_\_\_\_\_ to match my skirt.  
 a) blouse                                      b) T-shirt                                      c) style                                      d) fashion
5. I think this coat doesn't fit you at all. It's too \_\_\_\_\_.  
 a) perfect                                      b) beautiful                                      c) cotton                                      d) tight

**Максимум: 10 баллов**

## 3. Translate the sentences from Russian into English

1. Я обычно ношу джинсы в университете. 2. Мне нравится этот шерстяной свитер. 3. Это пальто прекрасно сидит на вас. 4. На Хелен сегодня прекрасное платье. 5. Я не хочу надевать эти сапоги! 6. Мне нужны новые кроссовки. 7. Надень перчатки, на улице холодно. 8. Сегодня дождь, поэтому я в плаще. 9. Эта сумка очень модная. 10. Я не ношу деловую одежду, предпочитаю повседневный стиль.

**Максимум: 30 баллов**

<b>Максимум за модуль 5</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 6. HOME, SWEET HOME

### Задачи:

- 1) активизировать и расширить словарь по теме «Дом»: виды жилищ, названия комнат, предметов мебели, интерьера, названия удобств; слова – характеристики жилья и интерьера;
- 2) научиться понимать описание жилища и интерьера на слух и при чтении;
- 3) научиться описывать свое жилье (дом, квартиру), характеризовать его;
- 4) учиться рассуждать об идеальном жилье, обосновывать выбор жилья;
- 5) формировать умения диалогической речи: арендовать жилье, договариваться, приглашать и принимать приглашения;
- 6) научиться читать и писать электронные письма;
- 7) познакомиться с предпочтениями в выборе жилья в разных странах.

К концу работы над модулем студенты будут

✓ *знать:*

- названия типов жилищ, комнат, предметов мебели, интерьера, их характеристики (прилагательные);
- особенности использования конструкции There is (are), предлогов места;
- социокультурные особенности выбора жилья, типов комнат, мебелировки в англоязычных странах;

✓ *уметь:*

- описывать свою комнату;
- задавать вопросы о типе жилья, количестве комнат, мебелировке, стоимости жилья;
- рассказывать о своих представлениях об идеальном жилье;
- читать электронное письмо, понимать, как на него отвечать;

✓ *владеть:*

- a) в области лингвистической компетенции: способностью и готовностью пользоваться словами и речевыми оборотами по темам «Дом», «Комната», «Интерьер»; способностью пользоваться конструкцией There is (are) для описания местоположения предметов; способностью понимать и пользоваться предложениями места при описании жилья;

- б) в области речевой компетенции: способностью понимать описание жилья, комнаты, интерьера, задавать уточняющие вопросы; способностью описывать жилье; способностью рассуждать о предпочтениях в выборе жилья, обосновывать свой выбор;
- в) в области социокультурной компетенции: готовностью понимать отношение к жилью, интерьеру в англоговорящих странах; способностью арендовать жилье в другой стране; способностью соблюдать социокультурные нормы общения в ситуации «Приглашение в гости».

### Introduction

1. Is it important for you where you live?
2. What are the places where people live? Are they all comfortable? Look at the pictures.



3. Where would you like to live? Where would you never live?

## Lesson 6.1. Types of homes

### 1. Put the words and phrases from the box into groups 1–3.

a kitchen	a balcony	with a nice view	a terraced house
a cellar	a basement	in the city	by the sea
a bathroom	a skyscraper	in the country	a cottage
a living-room	a bedroom	a detached house	
on the ground/first/top floor		a semi-detached house	

1) types of houses	2) rooms	3) location

### 2. Look at the pictures. Write names.

Who lives in...

- 1) Semi-detached house
- 2) Detached house
- 3) Cottage
- 4) Terraced house



*Sam*



*Lisa and Mike*



*The Stephens family*



*James and Mel*

### 3. Answer the questions.

What type of home do you live in? Do you like it? Why? Why not?

## READING

### 4. A. Read the text. What is unusual about each house?



#### 1. *Luxurious three-bedroom home*

This beautiful old windmill in the south of the Netherlands is next to a canal in the fields but near a busy town. It has three bedrooms, a bathroom and a shower room, a large kitchen, a dining room and a living room. There is also a cellar under the kitchen, and a patio outside.

#### 2. *Unusual detached house*

Near a village in the Spanish countryside, between the towns of Albatana and Ontur, this house with unusual roof is very private. The small windows mean that the house feels cool all day, but you can also relax in the light, sunny garden behind the house. Inside, there are five bedrooms, two bathrooms and a study. There is also central heating and a double glazing in part of the house.



#### 3. *Eco-house by the sea*



This lovely eco-friendly home is on an island in Penobscot Bay, USA. In front of the house lies the bay, which is the part of the Atlantic Ocean. The house has one bedroom in the attic, a bathroom, a kitchen, a dining room and a living room with a small library. On one side of the roof there are solar panels, which provide all the hot water. There isn't a garage.

### B. Read the text again and match the features with the house.

#### 1. It is ....

- A by the sea
- B not hot during the day
- C near a town

3



**7. Complete the e-mail with the names of rooms and parts of home.**

To: jaimesparks@bbk.org
From: paul9999@bbk.org
Topic: Our new flat!!!
Hi Jaime and Laura, I'm so happy that you want to stay in my flat. Here's some information about it. There are four rooms – a bedroom, a living room, a bathroom and a kitchen. There is a double bed in 1 _____ and there is a desk where you can study and work. There is a DVD player in 2 _____ and there are lots of films (in English!). Have you got a laptop? There is wi-fi everywhere in 3 _____. There are two chairs and a table in the 4 _____. My flat is on the top 5 _____ and there aren't any neighbours, so it's OK to play loud music! Tell me about your flat. Where is it and how big is it? Best wishes, Paul

**LISTENING**

**8. R.19. Jon Nott wants to buy a house in Italy. Listen and number his questions in correct order.**

- A. Is there air conditioning?
- B. How many bedrooms does it have?
- C. Is there a garden?
- D. Are there many shops in the village?
- E. How much is the house?
- F. Is there only one bedroom?
- G. Is the house near a village?
- H. Are there any schools in the area?

**9. Listen again and answer Jon Nott's questions.**

**10. Work in pairs: make the dialogue between estate agent and Jon Nott.**



## SPEAKING

### 11. A. Work in pairs.

**Student A:** you want to buy a flat. Ask questions to find out some things about the flat. Use the phrases below to make questions.

1. how big
2. how many rooms
3. other features
4. garden/terrace
5. location
6. price

**Student B:** look at page 287.

## CONVERSATION CORNER

### Invitations

#### Useful Phrases

##### 1. How to invite to your place

Phrase	Meaning	Notes on using
I want to invite you to lunch.	Хочу пригласить Вас на обед.	Quite formal
Would you like to come and see me at my place?	Не хотите ли навес- тить меня (у меня дома)?	
Come and see me on Sunday.	Приходите ко мне в воскресенье.	Informal
Would you like to have some coffee?	Не хотите выпить кофе?	Very informal
Would you care to come to my place and have a drink?	Не хотите зайти ко мне и выпить?	
You are welcome any day.	Заходите в любое время (когда хотите)	Quite informal
You can come by any day you want.		
Call any day you like.	Звоните, когда угодно.	

**2. When someone comes to your place (by the invitation)**

Phrase	Meaning	Notes on using
<i>What to say to your guest</i>		
Welcome to my home (to my place)!	Добро пожаловать!	Formal
Come in, please!	Входите, пожалуйста!	Informal
Make yourself at home!	Чувствуйте себя как дома (Устраивайтесь поудобнее)!	Any case (formal and informal)
Sit down, please!	Садитесь, пожалуйста!	
I'm so happy (glad, pleased) to see you at my place.	Я так рад видеть вас у себя дома.	
Thank you for coming.	Спасибо, что пришли.	
It's so nice you could come and see me!	Так мило, что вы смогли меня навестить.	
Would you like anything to drink?	Не хотите ли что-нибудь выпить?	Quite formal
Juice, cola, any beer?	Сок, кола, пиво?	Very informal
Do you want anything?	Вам что-нибудь нужно?	Any case (formal and informal)
<i>How to respond</i>		
Thank you (Thanks) for inviting me (us)	Благодарю за приглашение!	Any case (formal and informal)
I'm so happy (glad, pleased) to come to see you.	Я так рад(а) прийти к вам в гости.	
You are so kind, thank you	Вы так добры, спасибо.	
It's so kind (nice) of you.		
Don't worry, I'm OK	Не беспокойтесь, все в порядке.	Quite informal.

3. *When you occasionally come to someone's place*

Phrase	Meaning	Notes on using
Excuse me, is Mr. Libsey in?	Извините, мистер Либси дома?	Quite formal.
Can I see Mr. Tramsend?	Могу я видеть мистера Трамсенда?	
I'm sorry, Mr. Libsey is out.	К сожалению, мистера Либси нет.	
He went out about an hour ago.	Он вышел час назад.	
Any idea where he's at the moment?	Вы не знаете, когда он вернется?	
Do you know when he'll be back?	Как Вы думаете, где он сейчас?	
Would you mind waiting outside?	Подождите, пожалуйста, за дверью.	

**TASKS**

**1. Match the phrases in column A with the replies in B**

A	B
Would you like to come and see me at my place?	Thanks for inviting us. Your house is really nice.
Thanks for coming!	You are so kind! Thank you.
Excuse me, is Ann in?	I'm fine, thanks. Don't worry.
Make yourself at home!	It's so nice of you, thanks. Call me any time. Bye!
Would you like anything to drink?	Oh, with pleasure. Thank you for the invitation.
You can come by any day you want.	Welcome to my house.
I'm so glad to come to see you.	I'm sorry, she's out.

## 2. Place the dialogue in logical order. Read the dialogue in pairs

	Yes! Do come in, please! Do you want anything to drink?
	So, how many bedrooms are there?
	No, thanks. We just want to see the house if it's ok.
	Hello! And thanks for inviting us! Wow, the house is really big!
	Four. And a big study as well.
<b>1</b>	Hello! Here you are! Welcome to my new house!
	Sure. Make yourself at home!
	Are there bathrooms with each bedroom?
	Indeed! Would you like to have a seat on the terrace?
	No, there are only two bathrooms upstairs. But there's also a guest bathroom on the ground floor.
	Yes, I watch a sunset every day here. Sit down, please!
	Well, it's quite convenient to have a guest bathroom.
	Four? That's great!
	Thank you!
	With pleasure! Oh, it's so beautiful here! The terrace is so big!

## 3. Act out a dialogue in one of the following situations

*Situation 1:* Your friend invites you to his new flat. You come and have a chat in his room. Ask questions, say what you like and thank your friend.

*Situation 2:* You and your friend are invited to a housewarming party. Discuss and decide what present is good to give.

## Lesson 6.2. Ideal Home

### 1. Look at the adjectives in the box and answer the questions.

modern	sunny	light	small	attractive	shady	lively	quiet	large
private	old-fashioned	dark	comfortable	spacious				

- Which word means the opposite of:
  - modern?
  - sunny?
  - tight?
  - small?
- Which word has a similar meaning to «*large*»?

3. What is the difference between *quiet* and *private*?
4. Which word describes a place:
  - where lots of things are happening?
  - which is nice to look at?
  - which makes you feel physically relaxed?

**2. Cross out one adjective which doesn't go with the noun in bold.**

**Model:** *a room old-fashioned / large / dark / lively*

1. **a kitchen** light / spacious / shady / attractive
2. **a street** comfortable / quiet / attractive / lively
3. **a garden:** sunny / shady / lively / private
4. **a cafe:** modern / shady / spacious / small

**3. Work in pairs. Read these sentences. Underline the word which is true for you**

1. My house or flat is quite *small/large/spacious*.
2. It's *unusual/typical* for the area.
3. It's got *air conditioning/central heating*.
4. It's got *a balcony/a great view/a garden*.
5. It's on a *busy/quiet* road.
6. It's *close to/a long way from* a park.
7. It's in a *nice/fashionable* part of town.

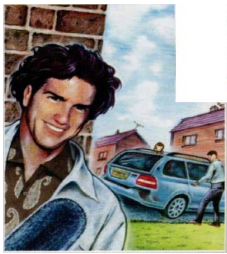
**4. Complete the sentences**

1. I usually keep my car in the \_\_\_\_\_.
- a) garage      b) kitchen      c) bathroom      d) hall
2. In the living room there are two sofas and an \_\_\_\_\_.
- a) table      b) armchair      c) car      d) cat
3. The bathroom is really small, but there is enough space for a \_\_\_\_\_.
- a) pool      b) bar      c) shower      d) computer
4. I work from home, so I have a small \_\_\_\_\_ with a desk and a chair.
- a) home office      b) shower      c) tv      d) bed
5. I keep my clothes in the \_\_\_\_\_.
- a) wardrobe      b) bath      c) bed      d) chair
6. We have carpet on the \_\_\_\_\_ so it isn't noisy when people go up and down.
- a) lift      b) roof      c) stairs      d) kitchen
7. There is a rug in the \_\_\_\_\_, next to the front door.
- a) bath      b) hall      c) table      d) desk

8. If you stand on the \_\_\_\_\_, you can see the sea.  
 a) balcony      b) tv      c) desk      d) shower
9. When we have guests we eat in the \_\_\_\_\_, not the kitchen.  
 a) garage      b) computer      c) dining room      d) shower
10. There isn't a bathroom on the second floor, so we have to walk \_\_\_\_\_ to the first floor.  
 a) downstairs      b) upstairs      c) floor      d) ahead

## READING

### 5. A. Read the text. Who are the people in the pictures?



It's Thursday morning and I'm Rupert Buxton-Jones. I'm waiting near a house with my two assistants, Andy and Marina. Tessa and Phil Brown live in the house, and Tessa wants a new bedroom. Her husband, Phil, is taking her to London for the day, so we've got seven hours to give Tessa her new bedroom. Tessa doesn't know anything about it.

It's quarter past nine. Andy and I are taking all the furniture out of the bedroom. Marina is taking down the pictures, the mirror, and the curtains.

It's half past twelve. I'm painting the walls. Tessa's favorite color is blue. Andy and Marina are putting new furniture together.

It's quarter past three and I've got a text from Phil. They're getting on the train, so we've got only one hour. Andy is putting the new carpet on the floor. Marina and I are putting up new curtains.

Now it's four o'clock and we are putting the furniture in the room. We're keeping the old bed and the pictures, but there are new wardrobes, bedside tables, a big mirror and an armchair.

It's quarter past four. The car is outside the house and we're waiting for Tessa and Phil. They are coming upstairs.

**B. Mark these sentences true (T) or false (F) and correct false statements.**

1. The speaker is Rupert Buxton-Jones.
2. He lives in this house.
3. Tessa wants a new living room.
4. Phil and Tessa are going to London for the day.
5. There is a new bed in the bedroom.
6. Tessa doesn't like new bedroom.

**C. Chose right alternative.**

1. I'm waiting *near/in* a house with my two assistants, Andy and Marina.
2. It's quarter past nine. Andy and I are taking all the furniture *out of/into* the bedroom.
3. Andy is putting the new *carpet/tv* on the floor.
4. Marina and I are *putting up/taking away* new curtains.
5. We're keeping the old *bed/bath* and the pictures.

## **SPEAKING**

**6. Work in pairs. Make a description of your ideal home.**

**7. Compare your homes to your groupmates. Decide which ideal home is:**

- the best
- the most real
- the most expensive
- the most unusual

## **PROJECT WORK**

### **Dream house**

This project can be individual or developed in groups.

Situation: You are going to develop a project of a house (flat) you want to have.

1. Choose where your future house (flat) is going to be (country, city or countryside, near sea or mountains, etc).
2. Choose a type of house, decide how many rooms you need, what rooms.

3. Decide what furniture you need to buy, where to buy, where to place it.
4. Make out a presentation in any form you like.
5. Give your presentation in front of the class, answer your fellow students' questions.

## Lesson 6.3. Rooms and Furniture

1. A. What do you need in a flat? Tick the necessary things in the word box below.

Rooms	Furniture	
Kitchen	Sofa	Cooker
Living room	Armchair	Wardrobe
Dining room	Shelf	Television
Bathroom	Fridge	Chair
Bedroom	Double bed	Table
Balcony		Single bed
Hall		
Toilet		

B. Name the rooms in the picture A–G.

C. Match the words of furniture in 1 A with items in the picture 1–11.





**2. Work in pairs and take turns. Student A: name a room. Student B: name the furniture which is usually in that room.**

**Model:** *A: Kitchen – B: Fridge*

**3. Find ten rooms/pieces of furniture in the puzzle.**

L	I	V	I	N	G	R	O	O	M	Z
C	W	L	N	O	I	N	A	G	E	R
U	A	K	I	T	C	H	E	N	M	I
P	R	Q	U	G	B	A	T	E	R	O
B	D	I	S	H	E	L	V	E	S	T
O	R	E	Y	B	D	E	A	T	O	H
A	O	Z	R	M	R	U	K	P	F	E
R	B	A	L	C	O	N	Y	Q	A	R
D	E	A	T	C	O	D	E	S	K	T
P	O	E	A	R	M	C	H	A	I	R

## READING

**4. Read tips for small rooms and check your answers**

### *Top tips for small rooms*

In a small home it's important to choose the right furniture. With the wrong furniture, your room can look crowded but with the right furniture it can look spacious and large.

People with small rooms usually make a big mistake. They put lots of furniture in the room – they often have two or three small armchairs and tables, or a table and a desk – and they put lots of small pictures on the walls. A small room looks good with one or two big pieces of furniture, for example a sofa or a table – for relaxing, eating and working.

Have one or two pictures, no more, and put up a mirror. A mirror in the right place gives more light and makes the room look big. Windows are very important because they make the room look light and spacious. Use curtains but don't close them in the day.

Put wallpaper on one wall and paint the other walls in a light colour, for example white or yellow; don't use brown or black or other dark colours.

**5. Underline the alternatives in sentences 1–6.**

In a small room ...

- 1) have / don't have lots of small furniture.
- 2) use / don't use one or two pieces of large furniture.
- 3) have / don't have a lot of pictures.
- 4) put / don't put a mirror on the wall.
- 5) open / don't open curtains in the day.
- 6) paint / don't paint your walls a dark colour.

**LISTENING**

**6. Read the advert and answer the questions.**

1. Who are 'microflats' for?
2. Where are they?
3. Are they expensive to buy?

*Microflats for you*

Do you work in the city centre?

Are you a student or teacher?

Or maybe a police officer, doctor or nurse?

Then we've got the flat for you!

Twenty-four microflats for sale in the city centre.

Low price, high quality, available now!

Contact us on 0118 324168

to see one today!

**7 R.20.** Listen to two people talking about a microflat. Number the rooms in the order they talk about them.

*dining room 1*

balcony

bathroom

bedroom  
kitchen  
living room

**8. Listen again. What's one thing the woman likes about the flat? What's one thing she doesn't like?**

### **SPEAKING**

**9. Work in pairs and take turns. Ask your partner about his/her home.**

How many rooms? Garage? Garden? Washing machine? Shower?  
Balcony? Wireless broadband? TV? / Kitchen?

**Model:** *A: How many rooms are there?*

*B: There are six. There's a ...*



**10. Look at the picture above. Then correct sentences 1–6 below.**

1. There are four books on the shelves.
2. There's a sofa near the television.
3. There's a table in front of the door.
4. There are two chairs next to the table.
5. There's a lamp above the armchair.
6. There's a chair between the door and the shelves.

**11. In your notebook, draw the outline of your favourite room at home. Draw only the windows and door. B Work in pairs and take turns. Exchange notebooks.**

**Student A:** describe the furniture in your room.

**Student B:** draw the furniture in the room.

**Model:** *This is my living room. There's a table under the window.*

## CASE STUDY

### A FLAT TO RENT

**1. Put the words in the box into three groups: rooms, furniture, equipment.**

wardrobe	dishwasher	bathroom	bookcase	chair	fridge-freezer
cooker	cupboard	desk	dining room	kitchen	living room
armchair	sofa	table	washing machine	bedroom	

**2. Work individually. Think about where you would like to live. Put these things in order of importance, then tell your partner about your ideal place.**

The place should have:

- large bedrooms
- a balcony
- a large kitchen
- a garden
- modern furniture

It should be:

- in a quiet road
- near a supermarket
- central location
- near public transport
- near restaurants

**3. Look at the adverts below for places to rent. Quickly find the answers to these questions.**

1. Which places have gardens?
2. Which places are near public transport?
3. Which place has the lowest rent?

<b>A</b>	<b>Church St</b> Lovely 2-bedroom flat. 4th floor (lift). Shared garden. Large kitchen – fridge-freezer, cooker. Very close to bus station. €200 per person per week.
----------	---

<b>B</b>	<b>Harbour Rd</b> Modern 2-bedroom flat. Ground floor with garden. 2 bathrooms. Good local facilities – supermarket, restaurants, €150 per person per week.
<b>C</b>	<b>Canal St</b> Large 2-bedroom flat, Fourth floor. Living room. Dining room. Local buses. Car parking. €90 per person per week.
<b>D</b>	<b>Museum Ave</b> , Lovely old building. 2-bedroom flat. Ground floor. Small garden, Fully furnished. Central location. Near train station. €100 per person per week.

**4. Jack is a student. He is looking for a flat so he phones an accommodation agency. Complete the questions from his conversation.**

- How \_\_\_\_\_ is the rent?
- What floor is it \_\_\_\_\_?
- Could you \_\_\_\_\_ that, please?
- What furniture \_\_\_\_\_ there?
- So, there's a cooker, a fridge-freezer and a washing machine, is that \_\_\_\_\_?
- Is it \_\_\_\_\_ public transport?
- \_\_\_\_\_ much is it?
- I'm sorry, \_\_\_\_\_ you say 19 or 90 euros?

**5. Work with a partner to find out about flats.**

**Student A: You are a student and you are looking for a flat to share with a friend. Phone the accommodation agency and find out about a flat (Check when you are not sure about something.) Complete the form below.**

<i>Flat (address)</i>	
<i>Number of bedrooms:</i>	
<i>Other rooms:</i>	
<i>Floor:</i>	
<i>Garden:</i>	
<i>Furniture/Equipment:</i>	
<i>kitchen</i>	
<i>bedroom</i>	
<i>living room</i>	

<i>dining room</i>	
<i>Public transport:</i>	
<i>Local facilities:</i>	
<i>Rent:</i>	

**Student B** look at page 288.

**6. Swap roles. Do the role-play again.**

**Student A:** Now you work in the accommodation agency. This is information for you.

<i>Flat (address)</i>	13 F Church Street
<i>Number of bedrooms:</i>	2 large
<i>Other rooms:</i>	larger kitchen, large living room, 2 small bathrooms
<i>Floor:</i>	4 <sup>th</sup> floor, lift
<i>Garden:</i>	shared garden
<i>Furniture/Equipment:</i>	
<i>kitchen</i>	fridge-freezer, cooker,
<i>bedroom</i>	beds,
<i>living room</i>	sofa, 2 armchairs
<i>Public transport:</i>	near bus station
<i>Local facilities:</i>	near small local shops
<i>Rent:</i>	€200 per person per week

**7. You want to share a flat with your partner. Look at the information about the 2 flats you made up in the previous task and, with your partner, choose the best flat for you both to share.**

## Test Yourself 6

### 1. Check it. Fill in the table.

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «—» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «—»)
<i>В говорении</i>	
1. Умею описывать жилище, квартиру, объяснять, где какая мебель, как что расположено	
2. Умею задать вопросы, чтобы выяснить (уточнить), где расположено жильё, какие у него характеристики, какая мебель есть в наличии, сколько стоит аренда (покупка)	
3. Могу ответить на вопросы о доме, мебели, ее расположении	
4. Могу пригласить человека в гости, побеседовать о доме, поблагодарить, ответить на благодарность	
5. Могу участвовать в переговорах по аренде (покупке) жилья	
<i>В аудировании</i>	
1. Понимаю слова по теме «Дом», «Мебель», прилагательные, характеризующие их	
2. Понимаю вопросы о доме, могу дать на них ответы	
3. Понимаю на слух несложные рассказы о доме, описание комнаты, интерьера	
<i>В чтении</i>	
1. Понимаю основное содержание коротких несложных текстов по интересующим меня темам/проблемам, могу соотнести их с картинкой, схемой	
2. Умею извлекать значимую для меня информацию из объявлений, рекламы	
3. Понимаю текст и структуру электронного письма (e-mail)	
4. Могу прочитать несложный текст-рассуждение, сделать вывод по нему, ответить на вопросы	

Что умею делать	Оценка (от 1 до 3 или «-»)
<i>В письме</i>	
1. Умею правильно писать слова по теме	
2. Могу написать электронное письмо	
3. Могу составить письменное описание квартиры, сделать заметки о доме, стоимости, интерьере	
4. Могу написать небольшое рекламное объявление о продаже (сдаче в аренду) квартиры	
<i>В лексике</i>	
1. Могу назвать комнаты, мебель; понимаю и использую прилагательные по теме в предложениях, диалогах, монологах	
2. Могу сгруппировать слова по категориям (например: «Комнаты», «Мебель», «Кухонные принадлежности» и т. д.)	
<i>В грамматике</i>	
1. Могу правильно образовывать и использовать конструкцию There is (are) для описания комнаты, интерьера	
2. Могу правильно использовать основные предлоги места, обозначая местоположение предметов	
<b>Максимум</b>	<b>60 баллов</b>
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant.

- My flat is on the ground \_\_\_\_\_.  
a) street            b) house            c) wall            d) floor
- His house is very big. There are five \_\_\_\_\_ in it.  
a) kitchens            b) bedrooms            c) bathroom            d) windows
- There is \_\_\_\_\_ in the corner.  
a) a lamp and an armchair            b) two armchairs and a lamp  
c) two armchairs            d) some plants
- There \_\_\_\_\_ plates in the cupboard.  
a) isn't            b) aren't any            c) aren't no            d) doesn't



5. There is a big \_\_\_\_\_ in the kitchen.  
a) bed                      b) bath                      c) fridge                      d) furniture

**Максимум: 10 баллов**

**3. Translate the sentences from Russian into English.**

1. В этом многоэтажном доме 120 квартир. 2. В нашей квартире есть центральное отопление, электричество и газ. 3. Мне нравится эта лампа в углу. 4. Под столом лежит маленький коврик. 5. На стене две картины. 6. Есть ли гараж в доме? – Да. 7. Джейн живет в старом доме с красной крышей и узкой лестницей. 8. В доме очень маленькая гостиная и нет столовой. 9. Я хочу арендовать квартиру с двумя спальнями. 10. Между дверью и окном есть большая двуспальная кровать.

**Максимум: 30 баллов**

<b>Максимум за модуль 6</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 7. PLACES TO LIVE

### Задачи:

- 1) активизировать и расширять лексику по теме «Город», учиться называть различные объекты в городе;
- 2) формировать умения рассказывать о своем городе, о городах, в которых бывали;
- 3) учиться понимать информацию указателей, путеводителей, карты города;
- 4) научиться ориентироваться в городе (в том числе незнакомом).

К концу работы над модулем студенты будут

✓ *знать*:

- названия основных городских объектов, достопримечательностей;
- предлоги движения; правила образования времени Past Simple;
- социокультурную информацию об особенностях некоторых британских и американских городов;

✓ *уметь*:

- рассказывать о своем городе, о городах, в которых бывали раньше;
- ориентироваться в городе, читать вывески и указатели в городе;
- задать вопросы о городских объектах, о направлении;
- ответить на вопросы иностранца о своем городе, о том, где какие объекты находятся, как к ним пройти;

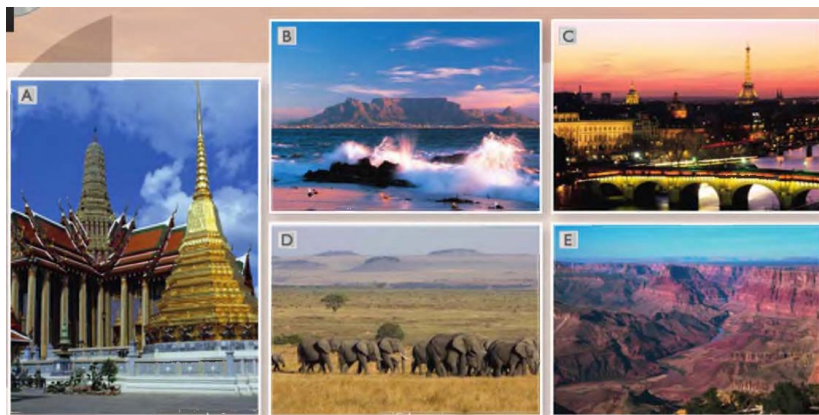
✓ *владеть*:

- а) в области лингвистической компетенции: способностью пользоваться словами и речевыми оборотами по теме «Мой город», а также в ситуации «Как пройти»; способностью понимать и правильно использовать предлоги направления; готовностью пользоваться временем Past Simple для рассказа о прошлом;
- б) в области речевой компетенции: способностью понимать обращенные реплики и вопросы в ситуациях «Как пройти», «Мой город», адекватно на них реагировать; способностью прочитать и понять карту города на английском языке, указатели, вывески, информацию в путеводителе; способностью и готовностью рассказывать о своем городе, о других городах;

в) в области социокультурной компетенции: готовностью понимать социокультурные особенности жизни в городах Великобритании и США; использовать вежливые речевые обороты в общении с незнакомцами.

### Introduction

1. Where do you prefer to live: in a big city, in a village, at the sea, etc.?
2. Work in pairs. Look at photos A – E . Where are the places? Which countries are they in?



3. Match the phrases 1-5 with photos A – E.
  - 1) It's a romantic city with a lot of art galleries.
  - 2) There are beautiful views of mountains and beaches.
  - 3) You can visit hundreds of temples and the shopping and the nightlife are great.
  - 4) The colours are amazing. It's awesome!
  - 5) It's a fantastic place to watch animals. You can see zebras, elephants, antelope, hippos and lions.

## Lesson 7.1. Places in the city

1. Tick the words you know. Consult the dictionary for the unknown words.

a square a park a market a bus station a lake a beach  
the sea a river a museum an airport mountains a road  
a café a shop a house a flat [US: an apartment] a hotel  
a restaurant a theatre a bridge a church a sports stadium  
modern buildings beautiful views

2. Look at the photos. Which things from exercise 1 can you see in the photos? Are there any things in your city?



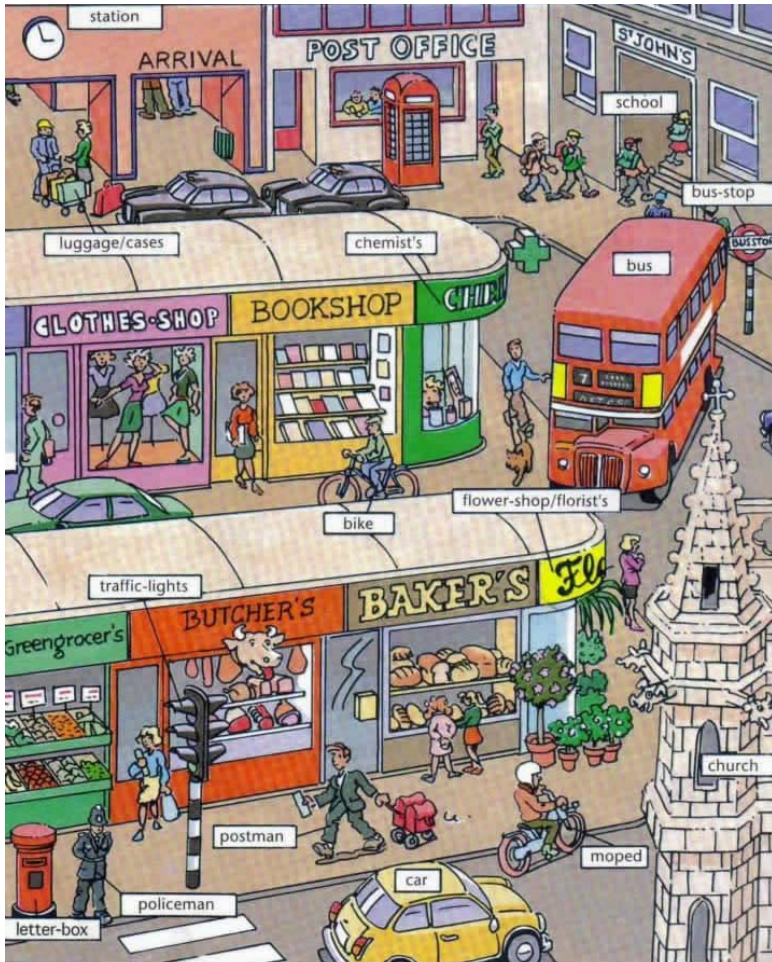
3. Put the letters in the correct order to make words.

1. aqreus
2. retahet
3. bache
4. toleh

5. virer
6. poritar
7. kela
8. metrak

4. What can you see in the street? Look at the picture below. Place the words you see in two categories.

People	Objects



**5. Here is a list of places. Use the list to answer the questions.**

the park   the art gallery   the beach   the square   the sport stadium  
the river   the palace   the museum   the shopping centre   the church

Where do you ... ?

- A. sit with a coffee and watch people walk past? *the square*
- B. see paintings?
- C. watch an athletics meeting?
- D. go shopping?
- E. see interesting old objects and learn about history?
- F. sunbathe and go swimming?
- G. sit and relax in a place with grass and trees?
- H. go on a boat trip?
- I. go to pray?
- J. visit a place where kings lived in the past?

**6. Match the words with pictures and them with the definitions.**



road   street lights   signpost   traffic lights   square   crossroad   crossing  
bus stop   roundabout   pavement

1. The object by the side of the road that shows a red or green light.
2. The place on the road where people can cross to the other side.
3. The place that cars and buses drive along.
4. The object near the pavement which shows the direction we should take.
5. The place where four roads meet.
6. The place near the road or in the park that people can walk along.
7. The flat and empty area in the centre of town where people often meet.
8. The place where people stand to wait for their bus.

9. The things that make the street brighter at night.  
10. The thing in the middle of a road that cars drive around.

**7. What do you call this place in or near the city? Give the word:**

You go there ...

- when you need to travel by an airplane to another city or country.
- to buy fresh bread and cakes.
- when you need some money. Take out your money here and you can cash a cheque.
- when you need to travel by bus to another place nearby or another town city.
- to watch movies eating popcorn and drinking Coca Cola.
- to put petrol in your car or motorbike.
- to do exercises and weight training.
- when you need to have you hair cut.
- when you are injured, need an operation or are having a baby.
- when you need to sleep when you are visiting from another city or country.

It is ...

- a shop that sells books and magazines.
- a shop that sells all types of different meat.
- a shop where you can buy cooked food drinks and cake here.
- a very large store that sells a lot of different things like men's / women's clothes, electrical goods ext.

**READING**

**8. A. Read and translate the text.**

*My Town – Newquay*

I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea

and swimming in the same activity, but you should always go with a special instructor.

If you like animals you can also visit the Blue Reef Aquarium and see lots of different fish and even sharks. You can also go horse riding on the beach or visit Newquay Zoo. There are lots of other attractions too like mini golf and bowling. Come and see for yourself.

**B. Test yourself. Complete the sentences from the text.**

1. Newquay is a ... town on the Atlantic coast in the south of England.

- A) big                      B) small                      C) nice                      D) old

2. I go ... with my friends every weekend.

- A) swimming      B) fishing                      C) surfing                      D) sailing

3. My favourite ... is Fistral Beach.

- A) street                      B) beach                      C) sports stadium                      D) place

4. If you like ... sports, you can go kayaking, water-skiing or coasteering.

- A) summer                      B) water                      C) dangerous                      D) exciting

5. You can also go ... on the beach or visit Newquay Zoo.

- A) camel riding      B) jogging                      C) horse riding                      D) for a walk

**C. Read the statements and mark them true or false.**

1. Newquay is in the south of UK.
2. There are a lot of surf schools there.
3. Coasteering is an easy kind of sport.
4. You should always go coasteering with a special instructor.
5. There are a lot of animals in the Blue Reef Aquarium.
6. You can also go horse riding in the mountains.

**LISTENING**

**9. R.21.1–21.3. A. Listen to three conversations A–C.**

**Which person talks about:**

- 1) where he/she lives now?
- 2) where his/her family lives?
- 3) where he/she goes on holiday?



**B. Look at these sentences from the conversations from exercise 9A. Which place are they about? Put A for Auckland, K for Keswick, E for Eyeries. Then, listen again and check your answers.**

1. *There is a beautiful lake near the town. A*
2. There's only one road.
3. There are a lot of things to do in the evening.
4. There is a hotel.
5. There are lots of mountains.
6. There aren't any restaurants.
7. There's a nice beach.
8. There are some cheap places to stay.
9. There isn't a park near our flat.

### **SPEAKING**

**10. Work in pairs. Answer the questions.**

- Do you live in a big city or in a small town?
- Which places are near your home?
- Which places are near your university?
- Which things are important to you where you live?
- What is your favourite place in your town? Why?

**11. Work in pairs. Imagine you are near your home or university. Describe some place and answer: what place is it?**

**Model:** *Student A: I am near our university. I see the place where you can take a bus and get home. What place is it?*

*Student B: It is a bus stop.*

**12. Tell the class about any place. Your fellow students ask questions to find out what you are going to do there.**

**Model:** *A: I am going to the supermarket.*

*B: Are you going to buy some fruit?*

**13. Tell the class about different places in your town or city:**

- places you like,
- places you dislike.

**14. Imagine you are in a town or a city abroad. What places would you like to visit and why? Discuss with your partner.**

**15. Write a description of an ideal town or a city. What places should it have?**

### WRITING

**16. Work in pairs. Read the programme information and answer the questions.**

1. How many places does this programme look at?
2. Which place do you think is number one?

***BBC 50 Places To See Before You Die***

There are so many places in the world to see, but if you want to visit fifty in your life, which do you choose? In this BBC programme, we look at five places: Bangkok, Cape Town, the Grand Canyon, the Masai Mara and Paris. Watch the programme and find out which is the number one place to see!

**17. Work in pairs and discuss. Which places in the world would you both like to visit? Make a list of five places.**

**18. Choose a favorite place: a place in the countryside, a town, a building or a room. The place can be famous or not. Look at the questions below and make notes about it:**

- Where is it?
- How often do you go there?
- What do you do there?
- Why do you like it?

**19. Read the description below and put the topics of the paragraphs in the correct order.**

- a) Why do you like it? \_\_\_\_\_
- b) What's the name of the place and where is it? \_\_\_\_\_
- c) How often do you go there and what do you do there? \_\_\_\_\_

1

My favourite place is my aunt’s flat. She lives in the centre of the city, and she doesn’t work so she’s always at home.

2

I visit her once every month or two. She cooks lunch for me, and we chat about her life and my life. After lunch I usually sleep on her sofa for an hour, or we watch TV together. I sometimes take my work with me and sit in her living room and do it, or read a book.

3

I like it because when I’m there I remember my childhood. There’s always a nice smell of her cooking. I always feel good there.

**20. Write a description of your favorite place in your town. Use three paragraphs from ex. 19.**

**CONVERSATION CORNER**

**Requests**

**Useful phrases**

*1. How to attract attention*

Phrase	Meaning
Excuse me, Sir (Madam, Miss).	Простите ( <i>при обращении к незнакомцу с целью привлечь внимание, попросить о помощи</i> )
I beg your pardon.	
Excuse me, could you help me, please?	Простите, не могли бы вы мне помочь, пожалуйста.
Will you do me a favor?	Не окажете ли услугу?
Excuse me, where is the restroom?	Извините, не подскажете где туалет?
Excuse me, what time is it?	Простите, который час?
Could you drop me downtown, please?	Не подбросите до центра?

## 2. How to show you don't understand

Phrase	Meaning
Sorry, I don't understand. Can you repeat, please?	Простите, не понимаю. Можете повторить?
Say it once more please.	Повторите, пожалуйста.
Please, speak more slowly.	Пожалуйста, говорите немного медленнее.
Please, write it here.	Напишите это здесь, пожалуйста.
May I take a look at it?	Можно взглянуть?

## 3. How to react

Phrase	Meaning
Come with me!	Пойдемте со мной!
I can show you the way.	Я могу показать дорогу (проводить вас).
Please, hurry up.	Пожалуйста, поторопитесь.
Excuse me, I don't know. / Sorry, I don't know this part of the town.	Простите, я не знаю (эту часть города).
Sorry, I'm a stranger here myself.	Извините, я сам здесь впервые (я не местный).

## TASKS

### 1. Act out short sketches

**Sketch 1. An Englishman (E) in London is waiting for a bus. A stranger (S) comes up to ask the way**

S.: Excuse me, can you say how to get to... (делает паузу, вспоминает название)?

E.: I beg your pardon (говорит с некоторым удивлением)

S.: How can I get ... Here! (показывает карту)

E.: Ah, Whitehall! That's easy. Go straight away for two blocks, then turn left, reach the first traffic-lights, cross the street...

S.: (растерянно и испуганно) Oh, Sir, sorry, I don't understand. Can you say it more slowly?

E.: (раздумывает) OK, go straight away for two blocks, turn left (говорит медленно, затем резко прерывается). Excuse me, young man (Miss),

that's my bus coming. Well, the bus reaches close to Whitehall. Come with me!  
S.: Thank you, Sir.

**Sketch 2. A police officer (PO) and a man (M) talking on the phone**

**PO:** Manchester Police Department. Can I help you?

**M:** (взволнованно, очень быстро) Officer, please, someone is following me at the corner...

**PO:** Excuse me, Sir, I don't understand you. Can you speak more slowly please?

**M:** (старается говорить спокойнее) Someone is following me!

**PO:** Is this a man or a woman?

**M:** (удивленно) I beg your pardon!

**PO:** Is this a man, Sir?

**M:** Yes! Oh, help, help!

**PO:** (встревоженно) Sir, where are you?

**M:** (почти кричит) What? Say it once more!

**PO:** (четко) Can you name the street?

**M:** (кричит) Please hurry up! Oh! Oh! (медленно и растерянно) Oooh... Ah, Harry, is that you? (удивленно-радостно)

**PO:** Sir, excuse me, can you repeat? Sir?

**M:** (смеется) Oh, Officer, it's OK. It's my cousin Harry. It's dark here. I'm sorry, it's my fault.

**PO:** (строго) Have a nice day, Sir!

**2. Act out a dialogue in the following situations**

**Situation 1.** You got lost in London. Ask a man who looks like a businessman for help.

**Situation 2.** You are at the bus-stop near our university. A foreigner comes up and asks the way to somewhere you don't understand in the beginning. Then you help him (her).

**3. Take part in the discussion on the topic «Big or small towns: where to live»**

- A.** Choose the point of view you want to support: 1) it's good to live in a big city; 2) it's not comfortable to live in a big city; 3) it's convenient to live in a small town; 4) it's boring to live in a small town.
- B.** Write down 3 sentences to support your idea.
- C.** Make 3 questions to ask those who support 3 other ideas (one question for each point of view)

- D. Present your point of view to the class, answer your opponents' questions.
- E. Listen to the opponents' ideas, ask your questions.

## Lesson 7.2. Place I was born in

1. A. Discuss in the class. Where were you born? Is it a city or a town?  
How can you describe your town? What places are there in your town?



**B. Find differences in the pictures on the previous page. Which picture reminds you of the town where you were born.**

**2. Make your own sentences using *There is/are* and the following words.**

a nice square   a beautiful park   a big market   a bus station  
a small lake   a wide beach   a calm river   an interesting museum  
high mountains   an international airport   a straight road  
a street café   a local shop   new houses   a modern hotel  
a smart restaurant   a famous theatre   a long bridge

**3. Choose the correct word in each sentence.**

1. Everest is the highest mountain in the ... .  
A) world      B) Earth      C) USA      D) Europe
2. Have you been to Detroit? It is not a very nice ... now.  
A) places      B) town      C) street      D) area
3. It is good to get away from the city and go to the ... .  
A) field      B) country      C) villages      D) museum
4. Would you rather live in a city, a small town or a ... .  
A) villa      B) village      C) hotel      D) house
5. When you leave the ... , you have to show your passport.  
A) land      B) country      C) city      D) office
6. David comes from a small ... in Wales.  
A) centre      B) town      C) square      D) airport
7. I would like to live in Paris. It is the ... of France.  
A) head      B) capital      C) department      D) restraint

## READING

4. A. Look at the photos. What do you think about these places? Is it a small town or a big city? What places can you see in the pictures?



B. Work in small groups and make a list of words and phrases that can be used for a description of a home town.

C. Lisa is from Newcastle. Do you know where it is? Read the text below and find the words from your list there.

### *My home town*

I. I was born in Newcastle, a city in the north-east of England. Newcastle is on the bank of the River Tyne. It is quite big, with a population of about 200,000 people. There is a cathedral and a university. There are five bridges over the River Tyne, which link Newcastle to the next town Gateshead, where is one of the biggest shopping centres in the world, the Metro Centre.



**II.** A few years ago, the main industries were shipbuilding and coal-mining, but now the chemical and soap industries are more important.

**III.** I moved from Newcastle ten years ago but I often return. I miss the people, who are so warm and friendly, and I miss the wild, beautiful countryside near the city, where there are so many hills and streams.

**IV.** People, who are born near the River Tyne have a special name. They are called «Geordies». I am very pleased to be a «Geordie»!

**D. What abstract of the text «My home town» includes the following statements.**

1. Now the chemical and soap industries are more important in Newcastle.
2. I moved from Newcastle ten years ago.
3. Newcastle is a city in the north-east of England.
4. «Geordie» is a special name for people, who are born near the River Tyne.
5. Newcastle is a big city.
6. There is wild, beautiful countryside near the city.

**E. Choose the correct word.**

1. Newcastle is a ... in the north-east of England.  
A) village      B) town      C) place      D) beach
2. There is a ... in Newcastle.  
A) cathedral and five libraries      B) cathedral and university  
C) cathedral and ten colleges      D) cathedral and church
3. The most important industries are ... .  
A) shipbuilding and coal-mining      B) building and light industry  
C) chemical and soap      D) tourism and trade
4. There are many ... near Newcastle.  
A) mountains and lakes      B) rivers and fields  
C) hills and streams      D) parks and beaches
5. People, who are born near the River Tyne have a .....  
A) special family      B) happy life  
C) beautiful view      D) special name

**F. Read the statements and mark them true or false. Correct the false ones.**

**Model:** *The main industry is shipbuilding. – False. Now chemical industry is more important.*

1. Newcastle is on the bank of the River Tyne.
2. There are two bridges over the River Tyne.

3. There is one of the biggest shopping centres in Gateshead.
4. People aren't warm and friendly in Newcastle.
5. People, who are born near the River Tyne are called «Geordies».

## LISTENING

5. **R.22.1–22.5.** A. Listen to five people (1–5) talking about their cities.

Which things in the box do they mention?

a palace	a bridge	a canal
a cathedral	a church	a hill
a sports stadium	a mountain	a river
a shopping centre	a square	a mosque
traditional buildings	an art gallery	a temple
beautiful views	modern buildings	a statue

1. Fabrizio from Venice, Italy
2. Yumi from Kyoto, Japan
3. Murat from Istanbul, Turkey
4. Claudia from Rio de Janeiro, Brazil
5. Marina from St Petersburg, Russia

**B. Listen again and complete the sentences.**

1. People don't have ... in Venice.  
A) cameras      B) watches      C) cars      D) glasses
2. The ... is the most famous thing in Kyoto.  
A) White Palace      B) Golden Temple  
C) Silver Tower      D) Green Garden
3. The Grand Bazaar is a very famous ... .  
A) shopping centre      B) hotel      C) restaurant      D) market
4. There are many ... round Rio de Janeiro.  
A) lakes      B) mountains      C) hills      D) rivers
5. Hermitage Museum is a fantastic ... .  
A) art gallery      B) old church  
C) beautiful palace      D) modern building

## SPEAKING

6. A. Tom's Russian friend Denis came to London. Tom wants to show his home town to Denis. Read their conversation.



**Denis:** Where are we going to?

**Tom:** I'm taking you first to Trafalgar Square. It's a centre of modern London.

**Denis:** How exciting! By the way, I heard a lot about Buckingham Palace. Shall we go there?

**Tom:** Of course! Buckingham Palace is the official residence of the Queen. Thousands of tourists from all over the world come to Buckingham Palace every day to see the traditional ceremony of Changing the Guards.

**Denis:** Which river is this?

**Tom:** This is the Thames. London stands on the river Thames. And that is the Tower Bridge, one of the London museums.

**Denis:** Are there many places of interest in London?

**Tom:** Certainly. London is one of the world's cultural centres. I will show everything you wish: the British Museum, Westminster Abbey, Big Ben.

**Denis:** Thank you. I think it is necessary to learn more about the culture of other countries.

**B. Read the statements and mark them true or false. Correct the false ones.**

1. Trafalgar Square is the centre of modern London.
2. Buckingham Palace is a famous theatre.
3. London stands on the river Thames.
4. The Tower Bridge is one of the London palaces.

**C. Act out the dialogue between Denis and Tom.**

**D. Work in pairs. Imagine you are Denis. Your friend Tom came to visit you in Russia. Show him your home town. Act out a dialogue.**

**7. Talk about your home town.**

- a) The best place for shopping/ families/ having a rest is ... .
- b) We choose ... because it is ... .
- c) A good restaurant/ hotel/ place to visit is ... .
- d) ... is/ is not very good because ... .
- e) You can try ... .
- f) Go to ... – you will really enjoy it.
- g) I recommend ... because ... .

**8. Work in pairs. Answer the questions about your home town.**

1. Can you recommend a good hotel/ shop/ museum?
2. What are the best places to visit?
3. What about restaurants/ cinemas?
4. How do I get there?
5. Is it easy to park?

## **WRITING**

**9. Write a description of your home town. First write some facts about it.**

- Where is it?
- Is it big or small?
- What buildings and industries does it have?

**Then write some personal opinion:**

- Do you like it? Why?

## PROJECT WORK

### City guide

*Situation: You and your team are going to develop a project of a city guide for foreigners.*

1. Choose what city you are going to present.
2. Find out what places of interest can be important for tourists.
3. Find or draw a map, mark down the most important places.
4. Find some photos of the city, look for information about the town.
5. Decide where it's good to start the route for the tourist, what way to go.
6. Give some recommendations for the tourists (about transport, cafés, shopping, etc.). Follow the plan.
7. Make out a presentation in any form you like.
8. Give your presentation in front of the class, answer your fellow students' questions.

## Lesson 7.3. Sightseeing. Getting around



**1. If you visit a new city or area, how do you find out information about places of interest?**

- On the internet
- From a guidebook
- From tourist information
- From people you know

**2. Underline the correct word in italics in each sentence.**

- a) You usually need a *passport*/*permission* to go from one country to another.
- b) Have you ever been to a *stranger*/*foreign* country?
- c) Europe and Asia are both *countries*/*continents*.
- d) Have you got a *map*/*plan* of Germany?
- e) Most people would like to travel *outside*/*abroad*.
- f) The Alps and the Himalayas are both mountain *areas*/*ranges*.
- g) I've always wanted to take a *trip*/*travel* to South America.

**3. Complete the gaps using the adjectives from the box (more than one variant is possible).**

comfortable	friendly	traditional	difficult	interesting	modern	attractive	
lively	fashionable	expensive	peaceful	fun	delicious	excellent	easy

***Visit our city!***

- 1. Do not miss the ... town square. You will also find many ... buildings.
- 2. This small family hotel is ... and ... .
- 3. Restaurant «Venice» is famous for its ... food and ... service.
- 4. You will find many ... shops in the town center. On Saturdays you can visit the market which is very ... .
- 5. This ... club has a ... atmosphere that you will really enjoy.
- 6. This fantastic theme park will provide a ... day for all the family.
- 7. This ... village is just five kilometers from the town center.

**4. A. Tick the words you know. Check the other words in the dictionary.**

monument	plant	forest
sculpture	library	river
shop	factory	bridge
embankment	cinema	bank (of the river)
school	lake	statue
museum	theatre	tower
alley	club	chapel
gallery	supermarket	beach
castle	mall	yacht club
palace	market	college
fortress	park	university
pond	post-office	church
hydro-electric power-station	cathedral	mountain
	hills	police-station

**B. Put the words from 4A into categories.**

<i>Historical places</i>	<i>Public places</i>	<i>Places of interest</i>	<i>Nature</i>
<i>fortress</i>	<i>university</i>	monument	river

**C. What objects from 4A are there in your town? What objects does your town (people in your town) need?**

**5. When you are in an unknown town and you have lost your way what will you do?**

- a) phone your friend                      b) ask for directions  
c) consult the guide book                d) use a navigator

**6. Read the sentences below. Which of them name directions? Complete the sentences.**

- Excuse me, how can I get to...?
- Just cross this street and...
- Is it far?
- Take the first turning on your left...
- I'm new to the area.
- Excuse me, could you tell me the way to...?
- Do you know where... is?
- Turn right and go straight on.

**7. Check the meaning of these phrases. Do you find it easy to give/follow directions?**

- It is on the right/ left.
- Go straight on.
- Turn to the right/ left.
- Take the first street on the left.
- Take the second street on the right.

**8. Choose the most suitable word or phrase for each space.**

- Excuse me, how do I ... to the bank from here? *B*  
A) find              B) get              C) come              D) see
- When you come to the end of street, turn ... .  
A) to left              B) left              C) the left              D) in left
- Could you tell me the ... to the bus station, please?  
A) road              B) direction              C) way              D) street

4. I don't know where we are. I'm completely ... .

- A) lost            B) missed            C) absent            D) unknown

5. ... next turning on the right.

- A) make            B) go            C) take            D) do

6. How ... is it from here to museum?

- A) far            B) distance            C) journey            D) much

7. Go ... at the traffic lights.

- A) over            B) straight on            C) through            D) turn

8. The cinema is ... the left.

- A) on            B) at            C) by            D) in

**9. Choose the correct preposition.**

1. Walk ... the main street until you come to the main square.

- A) along            B) into            C) out of            D) through

2. If you want to get to the main shopping area, go ... the river to the north of the city.

- A) into            B) over            C) through            D) on

3. It is a long walk ... the hill, but at the end of it you can see the whole city. It is wonderful!

- A) from            B) out of            C) up            D) into

4. There is a bus stop near the school where you can get a bus ... the town centre.

- A) down            B) over            C) to            D) on

5. The Number Six tram goes ... the door of our apartment.

- A) across            B) past            C) through            D) over

6. How long does it take to drive ... here to the coast?

- A) down            B) from            C) to            D) at

7. Most visitors park their cars outside and then walk ... the centre.

- A) along            B) into            C) over            D) out of

**10. Complete the exchanges.**

– could you tell me how to...	– how do I get to ...	– go down ...
– is this the way ...	– go straight on ...	

1. A: Excuse me, where is the post office?

B: ... this street as far as the bank.



2. A: ... get to the Royal Hotel, please?  
 B: Take the first turning on the right.
3. A: Excuse me, ... the railway station?  
 B: Turn left into Milton Street.
4. A: Excuse me, could you tell me the way to the library?  
 B: ... . It is on the left, on the corner of Thames and Cam Street.
5. A: ... to the bank?  
 B: Yes, keep going. It is next to the Town Hall.

## READING

**11. A. Look at the title of the text. What do you expect to read about?**

**Read the text and check your predictions.**

### *Building Big*

The Empire State Building is the highest building in New York. It is 443 metres high and has 103 floors. It was built in 1930, and took one year and forty-five days to complete.

The ESB is one of the largest office spaces in the world, but it also has many shops and restaurants inside. The Empire State Building has 73 super fast lifts. The fastest of the ground to the 80<sup>th</sup> floor in only 45 seconds! If you choose to walk to the top, you need to climb 1860 steps.

At the Empire State Building most visitors go straight to the Observatory on the 86<sup>th</sup> floor. The view is amazing. On a clear day you can see for miles around. Looking at the Empire State Building from a distance is also great. The top floors are decorated with beautiful lights. These change colours every day. Depending on the occasion, the building can be white, green, purple, red or orange!

If you are ever in New York, do not forget to visit the Empire State Building. It offers the best view of New York, and it is one of the city's most historic buildings.

**B. Complete the sentences.**

1. The Empire State Building is the ... building in New York.  
 A) oldest      B) highest      C) largest      D) biggest
2. The ESB is one of the largest ... spaces in the world.  
 A) shop      B) office      C) parking      D) palace

3. At the Empire State Building most visitors go straight to the ... on the 86<sup>th</sup> floor.

A) Museum      B) Restaurant      C) Observatory      D) Cinema

4. The top floors are decorated with beautiful ... .

A) lights      B) windows      C) doors      D) walls

5. If you are ever in New York, do not forget to ... the Empire State Building.

A) come      B) get      C) visit      D) go

**C. Read the statements and mark them true or false. Correct the false ones.**

1. The Empire State Building is the tallest building in America.
2. The ESB is one of the largest office spaces in the world.
3. You can get to the top of the ESB in 45 seconds.
4. Lights on the top floors of the Empire State Building change colours many times a day.

**12. A. Read the following dialogues. Where are the people? What are they looking for?**

a) **Tony:** Excuse me, is there a post office near here?

**Ann:** Yes, there is one on the corner.

**Tony:** Thank you.

**Ann:** You are welcome.

b) **Sue:** Excuse me, how can I get to the library?

**Jack:** Go down the street until you get to the traffic light. Turn right and go straight on. It is on your left next to Bill's restaurant.

**Sue:** Is it far?

**Jack:** Not really.

**Sue:** Thank you very much.

**Jack:** Do not mention it.

**B. Make your own dialogues to ask for and give directions how to get to different places in your town.**

**13. A. Read the dialogue. Where is Jane? What is she doing?**

**Instructor:** Are you ready, Jane?

**Jane:** Yes! Let`s do this.

**Instructor:** OK, go down Bridge Road towards the Park hotel.

**Jane:** OK! Should I go straight or do you want me to turn right into Apple Street?

**Instructor:** No, you can`t turn right into Apple Street and you can`t go straight. Look at the sign!

**Jane:** Oh! I can only turn left here.

**Instructor:** Very good! So, turn left into Apple Street.

**Jane:** Here we go...

**Instructor:** Perfect! Now, stop at the traffic lights because the light is red. When the light turns green, turn left into Mill Street.

**Jane:** I see.

**Instructor:** Now, park in front of the hospital.

**Jane:** But I can`t park there! Look at the sign.

**Instructor:** Excellent! turn left into Green Street and go towards the park.

**Jane:** Fine.

**B. Answer the questions.**

1. Can Jane go down Bridge Road?
2. Can Jane turn right into Apple Street?
3. Can Jane park in front of the hospital?
4. Can Jane turn left into Green Street?

**C. Find sentences which express examples of: permission, prohibition and giving directions.**

**D. Work in pairs. Imagine you are learning to drive. Act out the dialogue between you and instructor. You can start from any point in your town you want to. Use the driving directions.**

turn right/ left into ...	go down ...	go straight ...	go towards ...
	stop at the traffic lights	park in front of ...	

## LISTENING

**14. R.23.** Rosa and Marcus are taking a bus tour. Listen to the guided tour and complete the sentences with the correct numbers.

1. St Margaret's Chapel, the oldest part of the building, is nearly ... years old.

- A) 800                      B) 500                      C) 900                      D) 700

2. The Royal Mile is Edinburgh's longest street. It's ... kilometres long.

- A) 1,6                      B) 1,8                      C) 1,5                      D) 1,9

3. John Knox's house is about ... years old.

- A) 400                      B) 300                      C) 500                      D) 600

4. John Knox was a religious reformer who died in ... .

- A) 1672                      B) 1573                      C) 1582                      D) 1572

5. There are about ... paintings in the Scottish National Gallery.

- A) 3 000                      B) 4 000                      C) 2 000                      D) 5 000

6. The Gallery opens at ... o'clock.

- A) 10                      B) 9                      C) 11                      D) 10

7. Mary Queen of Scots lived in Holyrood Palace from 1561 until ... .

- A) 1577                      B) 1567                      C) 1587                      D) 1568

## SPEAKING

**15. Discuss these questions.**

1. Were you in Britain in the past? Where did you go?
2. What do you know about Britain?
3. Did you visit other countries last year? In your childhood?
4. Would you like to visit Edinburgh?
5. Which other cities in the world would you really like to visit? Why?

**16. Work in pairs. Discuss these questions.**

1. Where were you last summer/ Where did you spend your last holiday?
2. What did you do/ see there?
3. Where would you like to go on holiday this summer?
4. What places do you want to visit? Why?

17. Imagine you are on holiday in your favourite city. Make a phone dialogue with your best friend, tell him/her what you saw, where you were, what you are going/ not going to do/ see there.

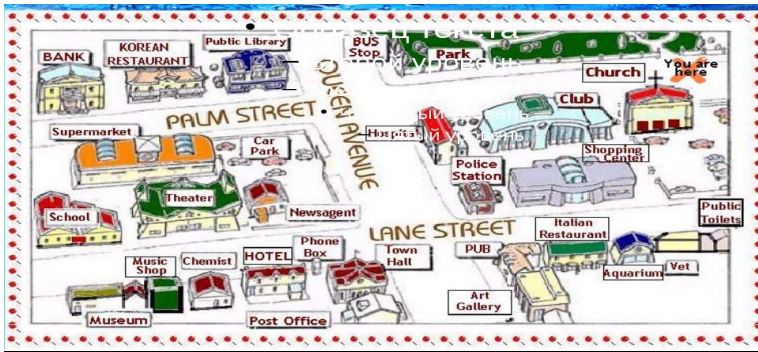
18. A. Match the words in columns A and B to make phrases.

- |                  |                    |
|------------------|--------------------|
| 1. wear          | A. the window      |
| 2. walk straight | B. the pavement    |
| 3. look          | C. the driver      |
| 4. run onto      | D. the road        |
| 5. talk to       | E. both ways       |
| 6. walk on       | F. across the road |
| 7. lean out of   | G. a seat belt     |

B. In pairs discuss what is dangerous/ safe to do in your country.

Model: It's dangerous to run onto the road.

19. Work in pairs. Look at the picture on the next page. Choose the place and ask your partner to follow your direction.



## WRITING

### 20. A. Look at the letter and fill in the missing words.

turn traffic past straight left park right

Dear Ann,

Hi! How are you? I am writing to invite you to my birthday party on Saturday!

My new address is 23, King Street. Here are the directions to my house. Drive up Queen Street as far as the post office. You can not go ... on, so turn right into Prince Street. Then ... left into Duke Road. There is a school on the ... . You can not turn left into King Street so go ... the bank and turn left into Palace Road. At the ... lights turn left again and take the first turning on the .... This is King Street. My house is opposite the library. There is a car ... next to the library where you can leave your car.

See you at the party!

Jenny.

### B. Read the text again and draw the map. Use the directions from Jenny's letter.

21. When you go sightseeing in a foreign city do you send cards or letters to your friends and relatives? What do you usually describe?

22. Read the postcard. Complete the sentences with adjectives from the box.



lovely small terrible comfortable spectacular old long good

Dear Laura,

We're having a ... time here in Scotland, but the weather is ... . We're staying in a ... hotel near a ... town called Aberfeldy. We have ... views of the mountains and forest from our bedroom. Yesterday we went to see Blair Castle. It was really ... . Today we are hoping to go for a ... walk by the lake (called a ``loch`` here). Did you have a ... time in Italy? We'll ring you next week.

Love,

Bill and Sue

**23. A. Read the letter and put the paragraphs in the right order.**

Dear Darren,

First of all, we are going to do a lot of sightseeing. We are going to see the Kremlin, Red Square, St Basil's Church, Lenin's Tomb, the Pushkin Museum of Fine Arts and the State History Museum. My sister wants to go on a day trip down the Moskva River.

I am going to take lots of interesting pictures to show you when I get back. I am also going to bring you a Matryoshka.

Mum can not wait to go shopping. She wants to visit the GUM department store, the largest department store in Russia. As for me, I am going to taste as many local dishes as possible.

Greetings from Moscow! I arrived here with my family yesterday and we are already excited! The city is terrific and there are a million things to do.

Take care,

Lucy

**B. What is Lucy's letter about? Where is her family?**

**C. Complete the sentences from the letter.**

1. Lucy and her family are ...
2. They are going to see ...
3. Lucy's sister wants to ...
4. Lucy's mother is going to ...
5. Lucy is going to bring her friend ...
6. Lucy is going to taste ...

24. Imagine you are travelling abroad and yesterday you went sightseeing in a famous city. Write a postcard to your friend.

25. You are having a party. Write a letter to a friend where the party is. Give your directions.

### CASE STUDY

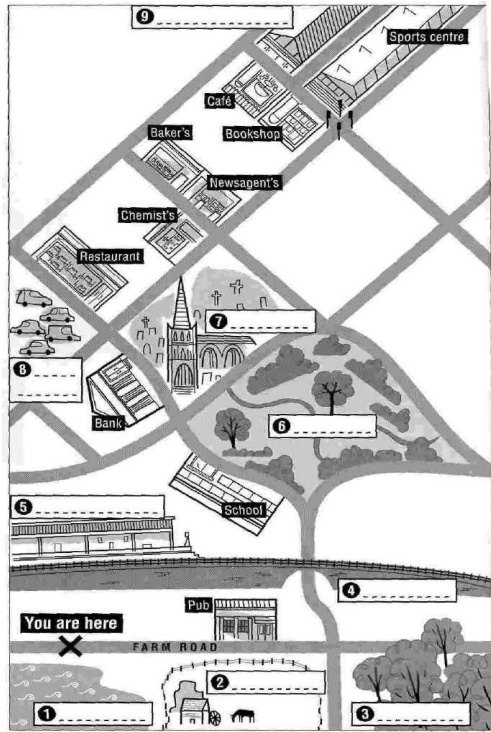
#### FINDING YOUR WAY IN A CITY

1. Look at the places in the box. Which of these places do you have in your home town. Which ones would you like to have? Tell your partner.

bookshop building site bus station carpark college gardens  
 library market post office public toilets railway station shopping  
 centre swimming pool tourist information centre zoo

2. Now look at the plan and match some of the words from task 1 to the pictures 1–9.

3. Listen to the directions and follow them. Where are you?





4. Now read the passage and fill in the words from the box into the correct places.

to	right	left	along	ahead	next to	past
----	-------	------	-------	-------	---------	------

You are at the bank. If you want to get to the baker's go \_\_\_\_\_ the road \_\_\_\_\_ the car park. Then turn \_\_\_\_\_ and go straight \_\_\_\_\_. At the chemist's turn \_\_\_\_\_ and go \_\_\_\_\_ the newsagent's. The baker's is \_\_\_\_\_ it.

5. Work with a partner.

**Student A.** You are in this city on your first visit. Decide which place you want to visit. Ask student B to explain the way to you. Follow his/her instructions carefully.

**Student B.** You live in this city. Help Student A to find the way.

6. Swap the roles.

**Student A.** Now you live in this city. Help Student A to find the way.

**Student B.** Now you in this city on your first visit. Decide which place you want to visit. Ask student A to explain the way to you. Follow his/her instructions carefully.

### Test Yourself 7

1. Check it. Fill in the table.

Put 1 if you can do it in some situations (*not very well*), put 2 if you make *some mistakes* in it, put 3 if you do it *well*. Put «→» if you cannot do it.

Что умею делать	Оценка (от 1 до 3 или «→»)
<i>В говорении</i>	
1. Умею называть объекты, достопримечательности, интересные места в городе	
2. Умею задавать вопросы, чтобы выяснить (уточнить), как пройти в определенное место, что интересного посмотреть в городе	

Что умею делать	Оценка (от 1 до 3 или «→»)
3. Могу ответить на вопросы, как пройти, что посмотреть	
4. Могу принять участие в несложной дискуссии (с подготовкой), умею высказывать свою точку зрения, отвечать на простые вопросы, задавать вопросы оппонентам	
5. Могу рассказать о своем родном (любимом) городе	
<i>В аудировании</i>	
1. Понимаю слова по теме «Город», прилагательные, характеризующие их	
2. Понимаю вопросы о городе, о направлении	
3. Понимаю на слух несложные рассказы о городе, достопримечательностях	
<i>В чтении</i>	
1. Понимаю основное содержание коротких несложных текстов по теме «Город», могу соотнести их с картинкой, схемой	
2. Умею извлекать значимую для меня информацию из вывесок, указателей, путеводителей	
3. Понимаю текст и структуру личного письма, могу выстроить текст письма в логическом порядке	
4. Могу прочитать несложный текст-рассуждение, сделать вывод по нему, ответить на вопросы	
<i>В письме</i>	
1. Умею правильно писать слова по теме	
2. Могу написать личное письмо, записку	
3. Могу составить письменное описание города, сделать заметки о том, как куда пройти	
4. Могу написать небольшую инструкцию, как сориентироваться в городе, куда пойти	

Что умею делать	Оценка (от 1 до 3 или «-»)
<i>В лексике</i>	
1. Могу назвать объекты, достопримечательности, указать на них; понимаю и использую прилагательные по теме, в предложениях, диалогах, беседах, монологах	
2. Знаю, как произносятся названия основных городов Великобритании и США, основных лондонских (ню-йоркских) достопримечательностей	
<i>В грамматике</i>	
1. Могу правильно использовать время Past Simple в утвердительной, вопросительной и отрицательной формах (с наиболее употребительными глаголами)	
2. Могу правильно использовать основные предлоги движения, обозначая направление	
<b>Максимум</b>	<b>60 баллов</b>
<b>Ваша оценка</b>	

## 2. Complete the test. Choose the best variant.

- I love my \_\_\_\_\_.  
a) street      b) home town      c) houses      d) sightseeing
- Komsomolsky \_\_\_\_\_ is the smallest in Togliatty.  
a) district      b) region      c) town      d) place
- “Koleso” is a \_\_\_\_\_ in Leningradskaya street.  
a) cinema      b) stadium      c) monument      d) theatre
- I like to walk in the park \_\_\_\_\_ my house.  
a) before      b) near      c) to      d) in
- Take the second \_\_\_\_\_ to the right at the corner.  
a) car      b) time      c) turn      d) house

**Максимум: 10 баллов**

### 3. Translate the sentences from Russian into English.

1. В нашем городе много парков, кинотеатров и музеев.
2. Извините, как пройти до центральной площади? – Идите прямо два квартала, затем поверните налево.
3. Где ближайшее почтовое отделение (почта)?
4. Самара – хорошо развитый индустриальный город.
5. Я родился в Москве в 1995 году.
6. Мы были в Москве в прошлом году.
7. Келли поехала в Вашингтон.
8. Вам понравился наш город?
9. Они видели памятник Пушкину?
10. Где кинотеатр?

**Максимум: 30 баллов**

<b>Максимум за модуль 7</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## Unit 8. SHOPPING

### Задачи:

- 1) повторить лексику и грамматику предыдущих модулей, расширить лексику по темам «Магазин», «Покупки»;
- 2) формировать умения рассказывать о своих покупках, о магазинах;
- 3) учиться понимать рекламу, ценники, информацию на упаковках, бирках, учиться понимать несложные инструкции.

К концу работы над модулем студенты будут

✓ *знать*:

- типы мест, где совершаются покупки, названия продуктовых магазинов, отделов в универмаге;
- правила образования и употребления времени Present Perfect;
- социокультурные особенности работы магазинов и совершения покупок в англоязычных странах;

✓ *уметь*:

- рассказывать о своих покупках;
- ориентироваться в магазине, читать вывески и указатели, ценники и бирки в магазине;
- искать нужный товар, ориентируясь на печатную информацию;
- задавать вопросы о товарах, их качестве, стоимости, местонахождении отделов;
- отвечать на вопросы о товарах, своих пожеланиях, местонахождении отделов;

✓ *владеть*:

- а) в области лингвистической компетенции: способностью пользоваться словами и речевыми оборотами по темам «Магазин», «Покупки», а также привлекать в данные ситуации лексику из других тем («Еда», «Одежда», «Город» и др.); пониманием особенностей использования времени Present Perfect для рассказа о недавно совершенных действиях;
- б) в области речевой компетенции: способностью понимать обращенные реплики и вопросы в ситуациях «Покупки», «Магазин», адекватно на них реагировать; способностью прочитать и понять информацию на стендах в магазинах, указатели, вывески, ценники, информацию на товарах; способностью рассказывать о своих покупках;

в) в области социокультурной компетенции: готовностью понимать социокультурные особенности совершения покупок в англоязычных странах; использовать вежливые речевые обороты в общении с незнакомцами.

### Introduction

1. Do you like shopping?
2. Look at the pictures. What are the people doing? Are they happy?



3. What things do you usually buy? Do you spend a lot of money on shopping?

## Lesson 8.1. Food shop. Buying food

### 1. Work in groups. Discuss these questions.

1. Do you like shopping? Why? / Why not?
2. When do you usually go shopping? How often?
3. Is there a food shop near your home?

### 2. Where do people buy different things? Tick the words you know. Check the other words in the dictionary.

supermarket	bookshop	bank	dry cleaner's
butcher's	chemist's (US: a pharmacy)		newsagent's
baker's	post office	greengrocer's	department store

### 3. Tick the food and drinks you usually buy.

biscuits	milk	rice	bread	sausages	eggs	cheese	vegetables
fruit	cereal	pasta	orange juice	meat	salt	sugar	chocolate

### 4. Complete each phrase with a suitable word from the box.

bar	box	bunch	carton	loaf	packet	tin
-----	-----	-------	--------	------	--------	-----

- a) Can I have a ... of biscuits, please.
- b) I'd like a ... of tomatoes.
- c) I need a ... of milk.
- d) I'd like to buy a ... of chocolate, please
- e) How much is that large ... of cereal?
- f) Can I have a ... of white bread, please.
- g) We need a ... of bananas, please.

### 5. What do you need to buy in a food shop if you:

- want to cook an apple pie
- invite some friends after lessons
- celebrate your birthday
- want to cook Sunday dinner
- decide to visit your best friend in hospital

## READING

### 6. Choose the most suitable word for each space.

#### *Shopping around*

Nowadays lots of people drive to large supermarkets to 1) D their shopping. These supermarkets have (2) ....., so you can buy several (3) .... of shopping. You can fill your (4) .... , and then push it to your car. Some people prefer to use (5) ..... shops. These small shops are usually more (6) .... than supermarkets. Some towns have an open air (7) ..... in the centre, where you can buy (8) ..... fruit and (9) ....., but you have to (10) ..... your shopping home.

- |              |             |              |             |
|--------------|-------------|--------------|-------------|
| 1) A make    | B take      | C have       | D do        |
| 2) A cars    | B car-parks | C places     | D roads     |
| 3) A bags    | B shops     | C customer   | D bargains  |
| 4) A pocket  | B bag       | C trolley    | D wallet    |
| 5) A sale    | B local     | C centre     | D various   |
| 6) A cheaper | B often     | C parking    | D expensive |
| 7) A place   | B sale      | C square     | D market    |
| 8) A cheap   | B the       | C there      | D a         |
| 9) A fishes  | B meats     | C vegetables | D green     |
| 10) A walk   | B carry     | C manage     | D with      |

### 7. A. Read the text. What is Susan going to buy?

*Susan and her friend Ann are going to do some shopping. They want to go the nearest shop. Susan doesn't like supermarkets and big shops. In small ones you get personal service.*

**Shop assistant:** Good morning, Miss Bond!

**Susan:** Good morning, Mr.Davis! This is my friend Ann.

**Shop assistant:** Glad to meet you. Welcome to my shop. I hope you will like it here and be my customer.

**Ann:** I hope so, thank you.

**Shop assistant:** Now, what can I do for you?

**Susan:** A kilo of butter, please, a dozen eggs, half a kilo of sugar, and a small tin of instant coffee.

**Shop assistant:** Anything else?



**Susan:** Yes, I'll have some juice, please. What juice have you got?

**Shop assistant:** We have pine-apple juice, orange juice, and two bottles of grape-fruit juice.

**Susan:** Please, three bottles of pine-apple juice, and two bottles of grape-fruit juice. How much is that.

**Shop assistant:** Two pounds.

Susan gave the shop assistant a five-pound note, got her change and they left the shop. Then Susan and Ann went to the greengrocer's to buy some fruit and vegetables and to the fishmonger's to buy some fish. They bought some meat at the butcher's, some bread at the baker's and a bottle of milk at the dairy's.

**B. Complete the table. What did Susan and Ann buy?**

<b>Shop</b>	<b>Goods</b>
The nearest shop	
The baker's	
The butcher's	
The dairy's	

**8. Read the dialogue. What did the customer buy?**

- Excuse me. Can I have one kilo of ground beef and ten slices of smoked ham, please?
- Sure. Here you are. Anything else?
- Could you tell me where I can find oil and instant coffee, please?
- They are in the grocery products section, over there. I can show you.
- That's OK. Thank you.
- Is there anything else you are looking for?
- Well. I need buns for sandwiches and a dozen chicken eggs.
- Right. You will find all sorts of buns in our bakery. As for the eggs, they are located in the dairy product section, on your left. Is that all, sir?
- No. Finally, I need fresh fruits and vegetables.

- OK. What would you like?
- Can I have two pine-apples, a kilo of pears, a bunch of red grapes, two kilos of tomatoes and half a kilo of onions, please?
- I'm terribly sorry but there is only one pine-apple left. Do you still want it?
- OK then. I'll take it anyway.
- How about red onions? They are just a bit more expensive than the usual ones but ideal for any salad.
- That would be great!
- OK. Here are your fruits and vegetables. I'll put them in your shopping cart. Do you need any beverages or canned food?
- No. Thanks a lot. Where shall I pay?
- The cash desks are is right at the end of the aisle.
- Thank you very much.
- You are welcome. Thank you for shopping with us. Have a good day!

## SPEAKING

**9. Make up and act out the dialogue at the shop. You need some fresh fruits and vegetables, a box of sour cream and some fish.**

## CONVERSATION CORNER

### Apologizing

#### Useful Phrases

Phrase	Meaning
Excuse me.	Извините ( <i>если привлекаешь внимание, прерываешь</i> ).
Sorry. / I'm (so) sorry	Извините ( <i>если извиняешься</i> ). Мне (так) жаль
May I bother you a moment?	Можно Вас побеспокоить на секунду?
Am I disturbing you?	Я не помешаю?
Just a minute please.	Подождите минуту, пожалуйста.

Phrase	Meaning
Excuse me, I'll be with you in just a moment.	Извините, я на секунду.
I'm sorry to have kept you waiting.	Извините, что заставил Вас ждать.
Forgive me for being inattentive.	Извините, что был невнимателен.
It was careless of me.	Я был неосторожен.
That's my fault.	Это моя вина.
I didn't mean that.	Я не хотел Вас обидеть.
Next time I'll get it right.	В следующий раз постараюсь все сделать правильно.
Never mind.	Нет, ничего.
Oh, it's nothing.	Ничего, пожалуйста.
Forget it.	Ничего.

### 1. Put the phrases below in pairs

1. This shop stays open till 11.

2. How much does it cost?

3. I'm so sorry! I've dropped the box!

4. Can I help you?

5. Excuse me, can you do me a favour?

6. Welcome to our new grocery!

7. 5 dollars 25 cents

8. Oh, really?

9. Yes, thank you. I need a new coat.

10. It's nothing. Don't worry!

11. Hello! It's so nice here.

12. Yes, how can I help you?

### 2. Act out the sketch below. Try to be emotional.

*A girl (G) and a man (M) are in a supermarket. The man has just pushed the girl.*

**G:** Oh, dear! Oh!

**M:** I'm so sorry! I hope I haven't hurt you!

**G:** Oh, no. It's quite all right.

**M:** But look, you've dropped your shopping bag.

**G:** Oh, it's nothing, it's almost empty.

**M:** Oh, well, that's good. But I can help you with your packs.

**G:** Thank you very much.

**M:** Here is your bag. But really, I apologize again!

**G:** Oh, please, don't worry. I'm OK.

**M:** Well, excuse me, I'm in a hurry. Have a good day.

**G:** You too.

### **3. Role Play**

**Situation 1:** *Jane bought a pair of high-heeled shoes. The heel broke the next day.*

#### **Role Cards:**

Card 1: Jane, 23, a client, wants to refund the bad shoes.

Card 2: Shop assistant, 31, woman, very snobbish, doesn't want to help.

Card 3: Manager, 30, man or woman, tries to solve the problem, to comfort the client.

**Situation 2:** *Mr. Bounce wants to buy a suit. He comes to the men's clothes department. The shop-assistant is busy with another client, Mr. O'Neal.*

#### **Role cards:**

Card 1: Mr. Bounce, 45, a businessman, has little time, needs a new suit.

Card 2: Mr. O'Neal, 60, retired, quite capricious, doesn't know what he wants

Card 3: Shop-assistant, man or woman, starts working with Mr. O'Neal, then helps Mr. Bounce

## **Lesson 8.2. Department store. Choosing clothes**

**1. Do you like going shopping? What do you usually buy when you go shopping? What would you like to buy?**

**Work in pairs. Write three things you can buy in: a newsagent's, a greengrocer's, a department store, a supermarket. Which of these things do you buy every week?**

2. Look at the store directory. Tick the words you know. Check new words in your dictionary.

<i>Store Directory</i>	
<b><i>Basement</i></b>	<b><i>Second floor</i></b>
Food hall	DVD/ Video/ Music
Cook and Kitchenware	Computers and Gaming
Luggage	Electrical goods
<b><i>Ground floor</i></b>	Men's clothes
Perfumery	Sports
Cosmetics	<b><i>Third floor</i></b>
Handbags	Ladies' clothes
<b><i>First floor</i></b>	Shoes
Furniture	Children's clothes
Restaurant	Jewellery
Books	

3. Match the questions in A with the answers in B.

<b>A</b>	<b>B</b>
1. Where can you take your clothes when they're dirty? <b>h</b>	<b>a)</b> a bakery
2. Where can you have a haircut?	<b>b)</b> a pharmacy
3. Where do they sell cakes and bread?	<b>c)</b> a gift shop
4. Where can you go for new jeans?	<b>d)</b> a hairdresser's
5. Where can you get a present for a friend?	<b>e)</b> a clothes shop
6. Where can you buy sausages?	<b>f)</b> a local shop
7. Where can you find everything (food, drink, newspapers and magazines) in one small shop?	<b>g)</b> a butcher's
8. Where can you buy toothpaste and medicine?	<b>h)</b> a dry cleaner's

**4. Look at the shopping list and make your sentences where you buy these things.**

**Model:** *I buy a dictionary at/in a bookshop.*

<i>Shopping list</i>
<i>Dictionary</i>
<i>Pasta</i>
<i>Envelops</i>
<i>Tissues</i>
<i>Chocolate</i>
<i>A bottle of water</i>
<i>A newspaper</i>
<i>A sofa</i>
<i>Batteries</i>
<i>A map</i>
<i>Potatoes</i>

**5. Make up five sentences about yourself.**

**Model:** *If I want to buy a pair of shoes I'll go to the shoe department/ shoe shop.*

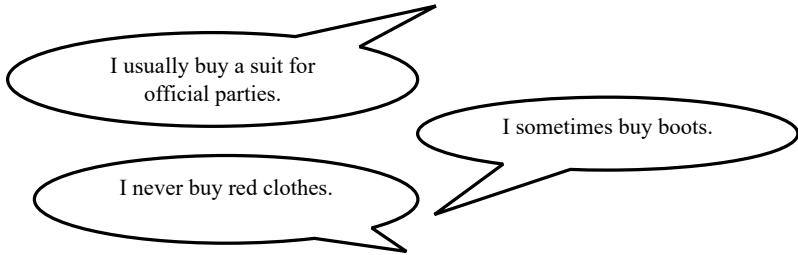
**6. Tick the sentences that are true for you. Correct the sentences if they are not true for you.**

1. I go shopping every weekend.
2. I like reading about clothes.
3. I spend very much on clothes.
4. People buy clothes to look good at work.
5. I watch programmers about clothes on TV.
6. I hate buying shoes.
7. I usually wear a pair of jeans, a T-shirt and some trainers.
8. My friends and I talk about clothes a lot.

**7. A. Write lists for you.**

1. Clothes/colours I usually buy.
2. Clothes/colours I sometimes buy.
3. Clothes/colours I never buy.

**B. Work in groups. Tell other students what clothes and what colors of clothes do you buy.**



**C. Ask your partner about clothes and colors he/she buy.**

**8. Choose the most suitable word or phrase for each space.**

1. Helen went to the shops and bought ....  
A) a trouser      B) a pair of trousers      C) two trousers      D) jean
2. David has decided to buy ....  
A) a new cloth      B) a new dress      C) new clothes      D) a clothes
3. This coat is the wrong .... It's too big.  
A) size      B) large      C) number      D) quality
4. I want to buy a new pair of .....  
A) ear-ring      B) ring      C) earrings      D) sock

**9. Complete each sentence. Use a word from the box.**

assistant   bargain   counter   customer   label   sale   size   shoplifter
---

- a) Peter bought his jacket cheap in a .....
- b) These shoes are ..... 44. Are they big enough for you?
- c) Kevin left his wallet on the .....when he paid for his trousers.
- d) The ..... says this dress is size 10, but I think it's smaller.
- e) Jane forgot to pay for the shirt, and she was arrested for being a .....
- f) I only paid \$5 for these shoes! They were a .....
- g) Emma had to wait while the assistant served another .....
- h) Helen asked the .....to help her choose a skirt.

**10. Underline the correct word *in italics* in each sentence.**

- a) *I think these trousers are the wrong size/number for me.*
- b) *Helen wants to buy/take some new shoes.*
- c) *Thank you very much. This is your recipe/receipt.*
- d) *I'd like to buy this coat, but it costs a lot of money/cash.*
- e) *I saw some red shoes in the window. Can I try/have them on?*
- f) *I'm sorry, but the shop closes/ends in five minutes.*
- g) *Could I have a small white bread/loaf, please?*
- h) *Please, name/sign on this line.*
- i) *Could you put these things in a bag/sack, please?*
- j) *Excuse me, could you tell me how much this costs/prices?*

**11. Complete the following sentences.**

- 1. Mary usually goes ... on Tuesday and on Saturday.
- 2. She likes to go to the ... because she can buy everything she needs.
- 3. We buy bread at this ... because bread here is always fresh.
- 4. Tomorrow is my friend's birthday. I'm going to the ... to buy a ... for her.
- 5. Where can I ... leather gloves? – At a leather goods ... .
- 6. She bought a very nice dress at the woman's ... department and a pair of red shoes at the ... .
- 7. Give me a ... of instant coffee, please. – Here you are. Thank you. How ... is it?
- 8. I don't like this ... . It doesn't ... me well.
- 9. Ann ... on a pair of black shoes but didn't ... them.
- 10. The raincoat was very ... but I bought it.
- 11. The blouse is very ... . Will you show me another one that will ... me?
- 12. I liked the skirt very much, but it is too ... . Have you got a bigger ... ?

**12. Choose the best reply (1–10) for each sentence (a–j).**

- |                              |   |
|------------------------------|---|
| a) Can I Help you?           | 1. Yes, the changing room is over there |
| b) Have you got size 7?      | 2. At 5.30 today                        |
| c) How much is this?         | 3. Try this larger one                  |
| d) Can I try this on?        | 4. It doesn't go with your coat.        |
| e) Do you take credit cards? | 5. I'm afraid we don't have any left    |
| f) This one doesn't fit.     | 6. No, I've spent every penny I had!    |
| g) Have you got any money?   | 7. Did you buy it here?                 |



- h) Do you like this red one?      8. No, thanks, I'm just looking  
 i) Can I return this?                9. Sorry, only cash or cheques.  
 j) What time do you close?        10. It's £8.95.

## READING

**13. Read the text. Decide which answer (A, B, C or D) best fits each space.**

### *Choosing clothes*

Choosing clothes can be difficult. Some people want to be (1) ..... , but they don't want to look exactly (2) ..... everybody else. Not all clothes are (3) ..... for work or school, perhaps because they're not (4) ..... enough, or simply not (5) ..... . It is easy to buy the (6) ..... size, and find that your trousers are too (7) ..... , especially if you're a little bit (8) ..... . Very (9) ..... clothes make you feel (10) ..... , but when they have (11) ..... in the washing machine, then you have the same problem! If you buy light (12) ..... clothes, then they might not be (13) ..... enough for winter. If your shoes are not (14) ..... , and if you aren't (15) ..... for the cold, you might look good, but feel terrible!

- |                 |              |               |               |
|-----------------|--------------|---------------|---------------|
| 1) A of fashion | B fashioned  | C fashionable | D fashion     |
| 2) A alike      | B like       | C similar     | D same        |
| 3) A fitted     | B suitable   | C comfort     | D equal       |
| 4) A formal     | B strict     | C uniform     | D suited      |
| 5) A comforting | B comfort    | C comforted   | D comfortable |
| 6) A false      | B mistake    | C wrong       | D error       |
| 7) A straight   | B close      | C stiff       | D tight       |
| 8) A slim       | B overweight | C thin        | D enormous    |
| 9) A loose      | B lose       | C loosened    | D lost        |
| 10) A thin      | B slim       | C narrow      | D spare       |
| 11) A lessened  | B reduced    | C decreased   | D shrunk      |
| 12) A of cotton | B in cotton  | C cotton      | D cottoned    |
| 13) A warm      | B cold       | C hot         | D cool        |
| 14) A tight     | B enclosed   | C firm        | D waterproof  |
| 15) A worn      | B clothed    | C dressed     | D fitted      |

**14. Read the text. Decide which answer (A, B, C or D) best fits each space.**

*Shopping in the street*

When I (1)..... shopping, I enjoy visiting street (2)..... and looking for (3)..... . I wander around looking at each (4)..... , and asking about (5)..... . Many (6)..... on sale are less (7)..... than those in high-street shops, though the (8).... is not always good. It also depends on how much you want to (9)..... . Clothes are often (10)....., but it is difficult to (11)..... them on. It's always (12)..... looking at second-hand books, because you can (13)..... a lot of money in this way. Fresh fruit and vegetables are usually good (14)....., and there is always an excellent selection. The main problem is whether you can carry home lots of (15)..... bags!

- |                       |                      |                  |                     |
|-----------------------|----------------------|------------------|---------------------|
| 1) <b>A</b> like      | <b>B</b> make        | <b>C</b> go      | <b>D</b> do         |
| 2) <b>A</b> markers   | <b>B</b> trades      | <b>C</b> shops   | <b>D</b> sales      |
| 3) <b>A</b> counter   | <b>B</b> cheaper     | <b>C</b> special | <b>D</b> bargains   |
| 4) <b>A</b> counter   | <b>B</b> table       | <b>C</b> stall   | <b>D</b> department |
| 5) <b>A</b> costs     | <b>B</b> prices      | <b>C</b> values  | <b>D</b> figures    |
| 6) <b>A</b> produces  | <b>B</b> shopkeepers | <b>C</b> offers  | <b>D</b> goods      |
| 7) <b>A</b> expensive | <b>B</b> cost        | <b>C</b> priced  | <b>D</b> cheaper    |
| 8) <b>A</b> expense   | <b>B</b> package     | <b>C</b> kind    | <b>D</b> quality    |
| 9) <b>A</b> spend     | <b>B</b> use         | <b>C</b> make    | <b>D</b> cash       |
| 10) <b>A</b> fashion  | <b>B</b> cheaper     | <b>C</b> worn    | <b>D</b> logical    |
| 11) <b>A</b> purchase | <b>B</b> carry       | <b>C</b> try     | <b>D</b> wrap       |
| 12) <b>A</b> worth    | <b>B</b> more        | <b>C</b> been    | <b>D</b> time       |
| 13) <b>A</b> borrow   | <b>B</b> spend       | <b>C</b> save    | <b>D</b> count      |
| 14) <b>A</b> health   | <b>B</b> value       | <b>C</b> time    | <b>D</b> taste      |
| 15) <b>A</b> hand     | <b>B</b> papers      | <b>C</b> more    | <b>D</b> heavy      |

**15. Use the following words to complete the text below.**

stores	presents	department (3)	invited	gloves	to buy
to meet	glad	shop assistants	counters	shopping	

I went into one of the big London ... today and enjoyed myself very much walking from one ... to another looking at various articles on the ... . I thought the ... .. were very helpful. There were hundreds of salesmen and dozen of different ... . I went from one ... to another – from umbrella to ..., up and down, in lifts and on escalators. I was surprised ... an old friend of mine whom I hadn't met for years. We talked a little and then did some ... together. I helped her ... some ... for her children. I was so ... to meet her again after twelve years and ... her to come to our place on Sunday.

#### **16. A. Read the text. What's the main idea of the text?**

##### ***Shopping***

Many people, especially women, like shopping.

We prefer to do shopping in these big self-service places called supermarkets. There you can buy almost everything you need – meat, cheese and sausage, fish, frozen food, sugar and salt, dairy products such as milk and cream, butter and sour cream. But you can buy not only foodstuff, you can also buy things which you might need in your household: soap, toothpaste and other toiletries. They also sell stationery – paper, pens and pencils, notebooks and so on. So they have almost all you need for school and university.

You can walk among the rows with a shopping basket or with a trolley, choosing things. You can take and study them, compare with others, put them back and take again later. Nobody tells you to hurry with the shopping. Finally you have to go and pay at the cash-desk.

If you need to buy clothes, for example coats, shirts, skirts, dresses, hats and others, or footwear, you can do it in small shops. I don't like them very much. For one thing, they are quite expensive places. I feel more comfortable in big departments. But the only problem is that shop-assistants often come to you and offer help. That's why by the end of your shopping you are sick and tired of saying "No, thanks, I'm just looking."

Of course, many people enjoy shopping. Many families do it at their weekends. Parents take their children, and they walk along the shopping windows of the mall, buying something, or having lunch at one of the mall's fast food restaurants. And it can last from morning till late afternoon! I should say visiting big malls is great for many people.

**B. Tick the sentences that are true. Correct the false ones.**

**Model:** *A lot of people, especially young men, like shopping. – False. Many people, especially women, like shopping.*

1. Many people prefer to do shopping in large self-service areas called shopping centers.
2. You can't buy all products you need in the supermarket but meat, cheese, sausages, fish, frozen food, sugar, salt, dairies.
3. People can't buy things which they need in the household: soap, toothpaste and other toiletries.
4. In the supermarkets one can buy stationery – paper, pens and pencils, rulers and so on.
5. People usually do not go among the cash-desks with shopping baskets, choosing things.
6. In supermarkets, salesmen often annoy you with buying something.
7. To buy clothes or shoes some people go to small shops.
8. It is great that sellers frequently come to you and suggest some help.
9. Unfortunately, by the end of shopping, people are exhausted.
10. A lot of people like to go shopping.
11. Mothers take their kids with them and go along shop windows, buying something.

**C. Fill in the gaps.**

1. In the supermarket you can buy not only foodstuff, but also things which you might need in your household: \_\_\_\_\_, toothpaste and other toiletries.

- (A) clothes      (B) food      (C) soap      (D) sugar

2. In the mall you can buy stationery – paper, pens and \_\_\_\_\_, notebooks.

- (A) ice cream      (B) pencils      (C) caramel      (D) sugar

3. If you need to buy clothes, for example coats, shirts, \_\_\_\_\_, dresses, hats and other things, or footwear, you can find it in small shops.

- (A) skirts      (B) caps      (C) scarfs      (D) bags

4. A lot of people enjoy \_\_\_\_\_.

- (A) shop      (B) department      (C) shopping      (D) departments

5. Many families do it at their \_\_\_\_\_.

- (A) weekends      (B) week      (C) weeks      (D) free-time

6. Families are walking along the galleries and \_\_\_\_\_ something, or having lunch at one of the mall's fast food restaurants.

- (A) buying (B) department (C) shopping (D) selling

7. \_\_\_\_\_ big malls is a great pleasure for many people.

- (A) buying (B) visiting (C) shopping (D) selling

8. It is unpleasant when someone from the personnel constantly \_\_\_\_\_ up to you.

- (A) comes (B) come (C) is coming (D) came

9. Families go among the rows with a \_\_\_\_\_ basket, choosing goods.

- (A) shopping (B) large (C) big (D) window

10. Finally, you have to pay for your things at the \_\_\_\_\_.

- (A) cash-desk (B) window-shopping (C) gallery

### LISTENING

17. **R. 24.1–24.5.** Anna visits five different departments. Match the recordings to the pictures.

Recording 1. Picture – \_\_\_\_

Recording 2. Picture – \_\_\_\_

Recording 3. Picture – \_\_\_\_

Recording 4. Picture – \_\_\_\_

Recording 5. Picture – \_\_\_\_



### SPEAKING

18. Think of different things you can buy or do in each shop of a department store (post office, clothes shop, pharmacy, dry-cleaner's, hairdresser's, ladies' clothes, books, shoes, children's clothes, jewellery, etc.)

**19. Complete the dialogues between Miss Smith and the shop assistant.**

**Act them out with your classmate.**

**Miss Smith:** Excuse me, can you ... .. the scarf?

**Shop assistant:** Yes, ....

**Miss Smith:** How ... .. it ?

**Shop assistant:** ...

**Miss Smith:** ...

**Shop assistant:** Thank you.

\*\*\*

**Shop assistant:** Can I ...you?

**Miss Smith:** Show me these mittens, ...

**Shop assistant:** Here ....

**Miss Smith:** Oh, they aren't warm!

**Shop assistant:** Anything else?

**Miss Smith:** No, that's all.

**20. Make up and act out a dialogue "In the clothes shop"**

**Decide what clothes are you going to buy (formal, casual etc.) Use the following phrases:**

*Can I help you?                      How much is it (are they)?*

*Here you are.                        I'd like to ....*

*Anything else?                      No, that's all.*

**21. Your family are going: a) to have a rest near the sea; b) to go to the mountains in December; c) to fly to Dubai for the week-end; d) to go to the city tour around Europe by bus in spring. Advise them clothes they have to take with them.**

**Model:** *You will need two T-shirts.*

**22. Make up and act out a dialogue. Your friend and you have to visit a department store. You have to buy the following things from your shopping list.**

- postcards
- jeans and a shirt
- stamps
- toothpaste
- bread
- sunglasses
- a camera

**23. Game time. Play the alphabet game with things you can buy.**

**Continue around the class.**

- A** I go shopping and buy an apple.
- C** I go shopping and buy an apple and some bread.
- B** I go shopping and buy an apple, some bread and a car.
- D** I go shopping ....

### **PROJECT WORK 1**

**What department store do you usually visit? Describe one and make the store directory.**

**Work in groups. Ask and answer the questions about this place:**

- how often you go shopping there
- your favorite department
- cheap or expensive goods
- how much money you usually spend there, etc.

### **PROJECT WORK 2**

**My achievements this year**

Individual or group work

*Situation: You are going to report on what important you've done this year:*

*a) in your study in general; b) in learning English; c) in other spheres.*

1. Decide if you are going to do it individually or in teams.
2. Make a revision of your achievements of the year (where you've been, whom you've met, what you've bought, what you've learnt to do).
3. Make out a presentation in any form you like (talk-show, press-conference, computer presentation, album).
4. Give your presentation in front of the class, answer your fellow students' questions.

## Lesson 8.3. Money

**1. A. Look at the way we write and say prices in British and American English. Practice saying them.**

British English		American English	
Written	Spoken	Written	Spoken
£1	a pound	\$1	a dollar
50p	fifty p	50¢	fifty cents
£1.99	one pound ninety-nine	25¢	a quarter
£16.40	sixteen pounds forty	10¢	a dime

**B. What is the exchange rate between sterling/ US dollars and your currency?**

**Model:** *There are about five ... to the dollar.*

**C. In your country, how much is ... ?**

- |                     |                     |
|---------------------|---------------------|
| – a pair of jeans   | – a hamburger       |
| – a liter of petrol | – a bottle of milk  |
| – a cup of coffee   | – a kilo of bananas |

**2. Check the meaning of these words.**

to change money    at a reasonable price    to pay by cheque/ by card  
to earn    to pay in cash    lend    to borrow    a debt

**3. Underline the correct word or phrase in each sentence.**

- a) Dora *earns/gains/wins* more money in her job than I do.
- b) The factory workers asked for a rise in their *income/reward/wages*.
- c) Paul *borrowed/lent/loaned* some money from me but didn't pay it back.
- d) I'm sorry, but we don't accept credit cards, only *cash/coins/money*.
- e) Is it all right if I pay *with cheque/by cheque/ from cheque*?
- f) We don't exchange goods unless you still have the *bill/cheque/receipt*.
- g) I'm afraid I've only got a 50 note. Do you have *change/money/rest*?
- h) I still *debt/owe/own* the bank more than 5000.



## READING

### 4. A. Read the article about Karyn. What was Karyn's problem?

Karyn lived in New York. She had a good job and she earned a good salary. But she didn't save her money. She spent it on clothes, shoes and cosmetics. Every time she went shopping she used a credit card, and soon she had a debt of \$ 20,000. Then she lost her job.

She found another job, but the salary was lower. She couldn't pay her bills. She moved to a smaller flat, bought cheaper clothes and was more careful with her money, but she still had a huge credit card debt. Then she had a brilliant idea. She started a website called *savekaryn.com* and put this letter on it.

*Hello, I need \$20,000 to pay my credit card bill. I need \$1 from 20,000 people, or \$2 from 10,000 people, or \$5 from 4,000 people. So I'm asking ... Give me \$1, give me \$5, give me \$20, if you want!*

And they did. In fact, they sent her \$13,323.08 in total, and in five months she paid her credit card bill.

### B. Are these sentences about Karyn true or false?

- |   |   |
|---|---|
| 1. She spent all her money on her family.   | 4. She started a website.                             |
| 2. She had a very big credit card debt.     | 5. People sent her money to pay her credit card bill. |
| 3. Her new job was better than her old job. | 6. She has more debts now than before.                |

### C. Put the following items in the correct order to make a summary of the article.

	a book about her experience.
2	loved shopping. She used her credit debt. Then she lost her job. She couldn't pay people for money. After five months she card a lot and soon she had a huge
1	Karyn had a good job but she paid her credit card bill. Then she wrote her bills, so she started a website and asked

### **5. A. Read the text.**

#### ***The best shopping street in the world***

No, it isn't Oxford street, the Champs-Elysees, or even Fifth Avenue.

The busiest shopping street in the world is not in London, New York, or Paris, but in Warsaw. It's called Nowy Swiat, which means New World. 14,000 Poles walk down this main street every hour.

It is a lovely place to shop. There are status palaces, attractive town houses, exclusive cafes, and high-class restaurants. The buildings aren't too tall.

There aren't any billboards or neon lights. There isn't any loud music, and there aren't many tourists. People think that Polish shops have nothing to sell, so nobody comes shopping here. The world doesn't know about this paradise for shoppers.

Nowy Swiat has a lot of small shops, specialist shops, and chic shops. It hasn't got the huge department stores that sell the same things everywhere.

If you want handmade suit, Nowy Swait is the place to go. It isn't cheap. You will pay up to \$1,000. For beautiful French baby clothes, go to petit bateau. You will pay \$50 for a pair of blue jeans for a baby. A dress for a baby girl is about \$90.

Not everything is expensive. At the shop Pantera you can buy leather goods – handbags, purses, coats, and belts. There are also book shops and record shops. And there are a lot of small boutiques that sell men's and women's clothes that aren't too expensive.

It is possible to travel the world and find the same things for sale in every country. But Warsaw is different because its shops are unique – and they're in Nowy Swiat.

### **B. Answer the questions about the text.**

1. How do we know that Nowy Swiat is the most popular shopping street?
2. Why is it such a nice place to go shopping?
3. Why don't many foreign people go to Nowy Swiat?
4. What can you buy here? What can't you buy?
5. What is expensive? What isn't expensive?
6. What is special about the shops in Nowy Swiat?

**6. A. Read the dialogue and answer the following questions:**

- What did the customer buy?
- How much is it altogether?
- How did he pay?

**Shop assistant:** Good morning. Can I help you?

**Customer:** Yes, please. How much is this handbag?

**Shop assistant:** It's six pounds.

**Customer:** And I'd like that umbrella.

**Shop assistant:** Here is a good one. It's cheap.

**Customer:** How much is it altogether?

**Shop assistant:** Eight pounds seventy-four pence. Will you pay in cash or in check?

**Customer:** In cash.

**Shop assistant:** Here is your change.

**Customer:** Thank you.

**B. Replace some details with your own information and act out the dialogue.**

**SPEAKING**

**7. A. Complete the shopping situations (a–h) with the remarks (1–8).**

- |  |   |
|--|---|
| a) I can't decide whether to buy it or not, so I think 6 | 1. Not at all, madam. It's a pleasure       |
| b) Have you got a pair like this in red?                 | 2. No thanks. I'm just looking.             |
| c) Can I pay by a credit-card?                           | 3. Could you explain how it works?          |
| d) Can I help you?                                       | 4. How would you like to pay?               |
| e) That's 45, please.                                    | 5. We're out of stock at the moment. Sorry. |
| f) Thanks very much for your help.                       | 6. I'll leave it.                           |
| g) There isn't a price label on this shirt.              | 7. Sorry, we only accept cash or cheques.   |
| h) This computer looks difficult to use.                 | 8. How much is it?                          |

**8. Ask you classmates and find 5 people who:**

- a) always pay cash when they go shopping
- b) usually know how much they have in the purse/wallet
- c) sometimes waste money
- d) save money regularly
- e) often borrow money
- f) often lend money

**9. Tick the sentences that are true for you. Correct the sentences if they are false for you and explain why. Discuss these items in the class.**

- 1. My family spends a lot of money on food.
- 2. I only go shopping when I have something to buy.
- 3. Money is the most important things in my life.
- 4. I'd like to earn a lot of money and buy everything.
- 5. It is very difficult to find a good job now.

**10. What do you think?**

- 1. What are some of the famous brands and products that you can buy in many countries of the world? Think of clothes, food, cars ...
- 2. What is the main shopping street in your town? What special can you buy there?
- 3. Do you enjoy shopping? What do you like shopping for? What don't you like shopping for?

**11. Read the dialogue. Complete the conversation with the words from the box.**

about   changing rooms   color   have   help   looking   special   try
--

**Assistant:** Can I (1) *help* you?

**Customer:** No, I'm just (2) \_\_\_\_\_, thanks.

**Assistant:** Are you looking for anything (3) \_\_\_\_\_?

**Customer:** Well, yes. I'm looking for a winter coat.

**Assistant:** What (4) \_\_\_\_\_ are you looking for?

**Customer:** Black or brown, I think.

**Assistant:** How (5) \_\_\_\_\_ this grey one?

**Customer:** Hmm, grey. I like it. Do you (6) \_\_\_\_\_ it in a small?

**Assistant:** Yes. Here you are.

**Customer:** Can I (7) \_\_\_\_\_ it on?

**Assistant:** Yes. The (8) \_\_\_\_\_ are over there.

**12. A. Read the following dialogues. What is Tina going to buy? What is Andrew going to buy?**

**1.**

**Tina:** Hello!

**Shop Assistant:** Hello, can I help you?

**Tina:** Do you have boots, please?

**Shop Assistant:** Of course, we have. Here you are.

**Tina:** They are nice! Thank you.

**Shop Assistant:** Thank you. Good-bye.

\*\*\*

**2.**

**Andrew:** Hello!

**Shop assistant:** Hello, Sir! How can I help you?

**Andrew:** Can you show me those jeans and that T-shirt?

**Shop assistant:** What size do you wear?

**Andrew:** Big one, please.

**Shop assistant:** Any problem, Sir?

**Andrew:** I'd like it a little smaller. Does it suit me?

**Shop assistant:** It's OK.

**Andrew:** How much are they?

**Shop assistant:** 20 pounds.

**Andrew:** Here you are!

**Shop assistant:** Thank you.

**Andrew:** Good bye!

**Shop assistant:** Good bye!

**B. Act out the dialogues.**

**13. Your friend and you are going shopping. You should choose clothes for your business trip/ adventure trip/ voyage/ vacations in the Arctic/ Africa. Make up a dialogue.**

**14. Work in pairs. Complete the statements with «Men» or «Women» as you think appropriate. Compare your ideas with the class.**

- a) \_\_\_\_\_ can't stand shopping.
- b) \_\_\_\_\_ don't mind spending hours on shopping.
- c) \_\_\_\_\_ spend a lot of time going from shop to shop, comparing prices and goods quality.
- d) \_\_\_\_\_ don't bother looking at price tags before buying.
- e) \_\_\_\_\_ don't waste time going shopping till they really need something to buy.
- f) \_\_\_\_\_ prefer going to the dentist's to going shopping.

**15. Work in pairs. Discuss the following issues.**

- a) Where did you buy the clothes you are wearing today?
- b) When did you last buy an item of clothing? Describe it.
- c) Where is the most expensive clothes shop in your city?
- d) Describe the most expensive item of clothing you've ever bought.
- e) Do you think it's right to spend tens of thousands of pounds on clothes and jewelry? Why / Why not?

## CASE STUDY

### BUYING NEW CLOTHES

**1. With your partner, answer the questions below.**

- 1. What clothes do you need to go to the sea side?
- 2. What clothes do you need to go hiking in the mountains in summer/winter?
- 3. What clothes do you need to go to the gym?

**2. Read the lines of conversation in a clothes shop. Who says them, the customer or the shop assistant? Write C or SA.**

- a  Can I help you?
- b  Oh yes. I like that one much better. Can I try it on?
- c  £39.99. How do you want to pay?
- d  Yes, please, I'm looking for a shirt to go with my new suit.
- e  Blue.
- f  Yes, of course. The changing rooms are over there.

g		OK. I'll take the white. How much is it?
h		Can I pay by credit card?
i		What colour are you looking for?
j		No, it isn't the right blue.
k		No, it's a bit too big. Have you got a smaller size?
l		That's the last blue one we've got, I'm afraid. But we've got it in white.
m		Well, what about this one? It's a bit darker blue.
n		What about this one? Do you like this?
o		Is the size OK?
p		Credit card's fine. Thank you very much.

**3. Work with a partner and put all the lines in the correct order.**

**4. Read the questions below and fill in the missing words. Who usually says them, the customer or the shop assistant?**

- How \_\_\_\_\_ you want to pay?
- \_\_\_\_\_ I help you?
- \_\_\_\_\_ I pay by credit card?
- \_\_\_\_\_ the size OK?
- \_\_\_\_\_ you got a smaller size?
- \_\_\_\_\_ I try it on?
- \_\_\_\_\_ you like this?
- What colour \_\_\_\_\_ you looking for?
- How much \_\_\_\_\_ it?

**5. Put the words into the correct order to make up shopping phrases.**

- jeans I'm a new pair for of looking .
- please Could help you me ?
- much How it is ?
- you Have it got blue in ?
- you Could show me dress that please ?
- for What I do can you ?
- afraid I'm don't have we now it .
- anything Do you want else ?
- in Would pay cash you ?

**6. Work individually. You plan a walk in the woods and have a picnic. You have \$300. Decide what clothes you would like to buy for the walk, what colour and size.**

**7. Work in pairs and role-play a conversation in a shop.**

**Student A.** See the task below.

**Student B.** See the task on page 289.

**Student A.** You are a customer. Get ready to ask a shop assistant (Student B) if they have the things you have decided to buy in task 6.

**8. Now swap the roles and role play the situation again.**

**Student A.** Now you are a shop-assistant. Look at the price list below and answer your partner's questions.

<i><b>SMART LOOK clothes shop</b></i>					
<i><b>Price list</b></i>					
Things	Size		Colours		Price
<i><b>Women</b></i>					
T-shirt		M	L	White, black	\$12
Sweater	–	M	L	Black, red, blue	\$30
Dress	S	–	L	White, blue, green	\$40
Skirt	S	M	–	Blue, white, green, yellow	\$15
Jeans	–	M	L	Blue, white	\$30
<i><b>Men</b></i>					
T-shirt	–	M	L	Blue, black,	\$118
Sweater	S	–	L	Grey, black, red	\$35
Shorts	S	M	–	Brown, white, purple	\$12
Jeans	S	M	L	Blue, black	\$35



## Test Yourself 8

### 1. Check it. Fill in the table.

*Put 1 if you can do it in some situations (not very well), put 2 if you make some mistakes in it, put 3 if you do it well. Put «→» if you cannot do it.*

Что умею делать	Оценка (от 1 до 3 или «→»)
<i>В говорении</i>	
1. Умею задавать вопросы о товарах, их качестве, стоимости, местонахождении отделов	
2. Умею рассказывать о своих покупках	
3. Могу ответить на вопросы о товарах, своих пожеланиях, местонахождении отделов	
4. Умею вежливо обратиться к незнакомцу, извиниться при необходимости	
<i>В аудировании</i>	
1. Понимаю слова по теме «Магазин», прилагательные, характеризующие их, глаголы	
2. Понимаю вопросы о товарах, их качестве, стоимости, местонахождении отделов	
3. Понимаю на слух объяснения продавца, объявления в магазине	
4. Понимаю на слух короткие диалоги с опорой на наглядность	
<i>В чтении</i>	
1. Могу прочитать название товара, продукта, его состав, цену	
2. Умею ориентироваться в магазине, читать вывески и указатели, ценники и бирки в магазине; искать нужный товар	
3. Понимаю тексты среднего уровня сложности, их детали, могу соотнести с нужными словами, ответить на вопросы	
4. Могу прочитать несложный текст-рассуждение, выделить проблему	

Что умею делать	Оценка (от 1 до 3 или «-»)
<i>В письме</i>	
1. Умею правильно писать слова по теме	
2. Могу записать список покупок, их количество, стоимость	
3. Могу составить описание магазина, сделать указатели о том, как куда пройти	
4. Могу написать небольшую инструкцию по составу некоторых товаров, способам их использования, ухода за ними	
<i>В лексике</i>	
1. Могу назвать отделы магазина, названия товаров в соответствии с отделом; прилагательные по теме; могу использовать слова по теме во фразах, диалогах, монологах	
2. Понимаю и использую слова по разным темам (существительные, прилагательные, глаголы, местоимения, предлоги) для решения простых коммуникативных задач, позволяющих ориентироваться в стране изучаемого языка на бытовом уровне в знакомых ситуациях	
<i>В грамматике</i>	
1. Могу правильно образовывать и использовать время Present Perfect в утвердительной, вопросительной и отрицательной формах (с наиболее употребительными глаголами)	
2. Могу комбинировать известные мне грамматические структуры для выражения простых мыслей	
<b>Максимум</b>	<b>60 баллов</b>
<b>Ваша оценка</b>	

**2. Complete the test. Choose the best variant.**

1. I enjoy \_\_\_\_\_.
- a) shop                    b) shopping            c) goes shopping    d) supermarket
2. You can buy meat and chicken at the \_\_\_\_\_.
- a) chemist's            b) grocery            c) meat shop            d) butcher's
3. Can I buy a \_\_\_\_\_ of chocolates?
- a) box                    b) pack                    c) bottle                    d) one
4. Have you got \_\_\_\_\_ money?
- a) any                    b) a                    c) many                    d) not
5. Do you pay in \_\_\_\_\_ or by a credit card?
- a) shop                    b) cash                    c) turn                    d) the room

**Максимум: 10 баллов**

**3. Translate the sentences from Russian into English.**

1. Я хочу купить пальто. 2. Какого размера эти джинсы? 3. Сколько стоит кило говядины? 4. Джон расплатился кредитной картой. 5. Мы купили 2 буханки белого хлеба и бутылку молока. 6. Где вы купили такое красивое платье? 7. Извините, но у нас нет коричневых кожаных сапог. 8. Джейн недавно купила белые шорты. 9. Какой размер вы носите? 10. Вот ваш чек.

**Максимум: 30 баллов**

<b>Максимум за модуль 8</b>	<b>100 баллов</b>
<b>Ваш итог</b>	

## PAIR WORK

### Unit 1

Lesson 1.3  
SPEAKING

**1. Student B.** You have information about Bill. Answer Student A's questions about him. Then ask Student B questions about Sabine. Begin with the question: *What is her surname?*

2.



name	Bill Frasier	Sabine
city	Chicago	
age	30	
phone number	312-555-0749	
email address	bfrasier@gmail.com	
married?	No	

### Unit 2

CASE STUDY

**Student B.**

	<b>Name</b>	Giorgio Locatelli
	<b>Job</b>	chef
	<b>Country</b>	Italy
	<b>City</b>	London
	<b>Place of work</b>	in his restaurant in London
	<b>Languages</b>	Italian, English, and French
	<b>Family</b>	married to an English woman Plaxy, two children Margherita and Jack
	<b>Free time</b>	likes walking, riding, relaxing with his family

## Unit 4

### CASE STUDY

**8. B. Student B.** This is your supply list, take the conference organiser's order and tell him/her if you can supply the food.

<b>Event Catering Company <i>Best food, best service</i></b>		
<b>Order form</b>	<b>quantity available</b>	<b>quantity ordered</b>
First course		
Tomato and cheese salad	50	
Noodle soup	50 cans	
Tomato soup	50 cans	
Main course		
Cheese salad	100	
Chicken salad (Chinese style with noodles)	30	
Beef curry (with rice)	200	
Lamb kebab (with rice and vegetables)	60	
Vegetarian curry (with rice)	40	
Vegetarian pizza (tomato, mushroom)	100	
Burger meal (chips, onion rings)	50	
Sushi meal (fish and vegetarian)	50	
Desserts		
Chocolate ice cream	40	
Apple pie	40	
Fruit salad	40	
Drinks		
Sparkling water	100	
Still water	50	
Lemonade	100	
Orange juice	50	
Apple juice	50	

## Unit 4

### CASE STUDY

9. **Student A.** This is your supply list, take the conference organiser's order and tell him/her if you can supply the food.

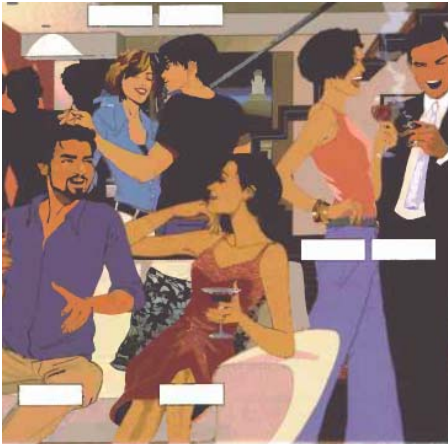
<b>Event Catering Company <i>Best food, best service</i></b>		
<b>Order form</b>	<b>quantity available</b>	<b>quantity ordered</b>
First course		
Tomato and cheese salad	40	
Noodle soup	40 cans	
Tomato soup	40 cans	
Main course		
Cheese salad	75	
Chicken salad (Chinese style with noodles)	200	
Beef curry (with rice)	30	
Lamb kebab (with rice and vegetables)	50	
Vegetarian curry (with rice)	60	
Vegetarian pizza (tomato, mushrooms)	50	
Burger meal (chips, onion rings)	50	
Sushi meal (fish and vegetarian)	100	
Desserts		
Chocolate ice cream	30	
Apple pie	50	
Fruit salad	50	
Drinks		
Sparkling water	50	
Still water	100	
Lemonade	50	
Orange juice	30	
Apple juice	30	

## Unit 5

### CASE STUDY

#### 4. Student B.

Look at the picture on the right. You are at a party where you know everybody. Listen to your friend's questions and help him/her to learn the names of the people in the room.



#### Then swap the roles.

Now look at the picture on the left. You are at your friend's party. But you don't know anybody here. Describe the people you see and ask your friend about people's names.

## Unit 6

### Lesson 6.1

#### SPEAKING

11. **Student B:** you want to rent a flat. Read the information about it and get ready to answer your partner's questions.



#### *Stunning apartment in Manhattan*

The home opens directly into a bright, open-concept living room, dining room, and kitchen. The renovated kitchen is fully equipped. The bedroom possesses a large window.

There's also one bathroom and a clever storage/sleeping loft.

The house is a pre-war co-operative that lies just one block from Central Park on the Upper East Side. The building is close to restaurants, shops, museums, cafes, and bars, and offers residents basement storage, a laundry room, and an elevator.

**Price:**

\$825,000



## Unit 6

### CASE STUDY

**6. Student B:** You work in an accommodation agency. This is information for you.

<i>Flat (address)</i>	14A Museum Avenue
<i>Number of bedrooms:</i>	2 small
<i>Other rooms:</i>	larger kitchen, large living room, dining room, bathroom
<i>Floor:</i>	ground
<i>Garden:</i>	garden
<i>Furniture/Equipment:</i>	fridge-freezer, cooker, microwave, dishwasher
<i>bedroom</i>	beds, desks, wardrobes
<i>living room</i>	sofa, table, armchair, large cupboard
<i>dining room</i>	table and 4 chairs
<i>Public transport:</i>	near train station (5 min)
<i>Local facilities:</i>	central – shops, cinemas, restaurants all near
<i>Rent:</i>	€100 per person per week

7. Swap roles. Do the role-play again.

**Student B:** You are a student and you are looking for a flat to share with a friend. Phone the accommodation agency and find out about a flat (Check when you are not sure about something.) Complete the form below.

<i>Flat (address)</i>	
<i>Number of bedrooms:</i>	
<i>Other rooms:</i>	
<i>Floor:</i>	
<i>Garden:</i>	
<i>Furniture/Equipment:</i>	
<i>kitchen</i>	
<i>bedroom</i>	
<i>living room</i>	
<i>dining room</i>	
<i>Public transport:</i>	
<i>Local facilities:</i>	
<i>Rent:</i>	

## Unit 8

### CASE STUDY

7. **Student B.** You are a shop-assistant. Look at the price list below and answer your partner's questions.

<i>SMART LOOK clothes shop</i>						
<i>Price list</i>						
Things	Size			Colours	Price	
<i>Women</i>						
T-shirt	S	–	L	White, blue, black	\$15	
<i>Sweater</i>	–	M	L	Black, red, pink	\$23	
<i>Dress</i>	S	-	L	White, orange, green	\$25	
<i>Skirt</i>	S	M	–	Red, white, green, yellow	\$18	
<i>Jeans</i>	S	-	L	Blue, black	\$25	
<i>Men</i>						
T-shirt	–	M	L	Blue, black, white	\$17	
<i>Sweater</i>	S	-	L	Grey, black, red	\$22	
<i>Shorts</i>	S	M	–	Brown, white, purple	\$18	
<i>Jeans</i>	S	M	L	Blue, black	\$25	

8. Now swap the roles and role play the situation again.

**Student B.** Now you are a customer. Get ready to ask a shop assistant (Student A) if they have the things you have decided to buy in task 6.

# GRAMMAR TRAINER

## Unit 1. TO BE

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 8.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 12–16.

### 1. Use *am, is, are*.

**Model:** This is a cat.

1. I \_\_\_\_\_ a student.
2. My father \_\_\_\_\_ not a teacher, he \_\_\_\_\_ a scientist.
3. My brother \_\_\_\_\_ a businessman. He \_\_\_\_\_ at work.
4. My sister \_\_\_\_\_ at home.
5. She \_\_\_\_\_ an actress.
6. This \_\_\_\_\_ my bag.
7. My friend \_\_\_\_\_ an engineer. He \_\_\_\_\_ at work.
8. Helen \_\_\_\_\_ an artist. Her pictures \_\_\_\_\_ on the walls.
9. He \_\_\_\_\_ a student. His family \_\_\_\_\_ in Moscow.

### 2. Complete the text what Brenda says about herself. Use *am, is or are*.

My name (1) \_\_\_\_\_ Brenda Fox. I (2) \_\_\_\_\_ 18 years old and I (3) \_\_\_\_\_ a student. My birthday (4) \_\_\_\_\_ on the first of January. I (5) \_\_\_\_\_ from California, USA. I (6) \_\_\_\_\_ American. My phone number (7) \_\_\_\_\_ 235-456-789. I live at 16 Park Street. My post code (8) \_\_\_\_\_ LA 30 SM. I've got a sister and a brother. Their names (9) \_\_\_\_\_ Gina and Paul. Gina (10) \_\_\_\_\_ 16 years old and Paul (11) \_\_\_\_\_ only three. I've also got a dog. His name (12) \_\_\_\_\_ Spot. He (13) \_\_\_\_\_ black and white. My Mum (14) \_\_\_\_\_ a doctor. She works at a hospital. My Dad (15) \_\_\_\_\_ a driver. He works in Los Angeles. We (16) \_\_\_\_\_ all friendly in our family.

### 3. Use *is, is not, are, are not*.

**Model:** Cats are not big.

1. Apples \_\_\_\_\_ black.
2. The sun \_\_\_\_\_ cold.
3. Lemons \_\_\_\_\_ yellow.
4. Peter \_\_\_\_\_ a name.
5. An elephant \_\_\_\_\_ a small animal.
6. English, Spanish and Russian \_\_\_\_\_ languages.
7. Maths \_\_\_\_\_ interesting.
8. English \_\_\_\_\_ boring.

### 4. Correct the sentences.

**Model:** Leo Tolstoy is a geographer. – Leo Tolstoy isn't a geographer. He's a writer.

1. Russia is small.
2. Egypt and China are people.
3. California is a country.
4. New York and Washington are in Canada.
5. The sun is cold.
6. Toyotas and Fords are airplanes.
7. Moscow and St Petersburg are small.
8. Cigarettes are good for people.
9. Rome is in Spain.
10. A mouse is a big animal.

## QUESTIONS WITH TO BE

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 8.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 12–16.

### 5. Use *am, is, are*.

**Model:** Is the cat black? – No, it is not.

1. \_\_\_\_\_ your mother a doctor? – Yes, she \_\_\_\_\_.
2. \_\_\_\_\_ they at home? – No, they \_\_\_\_\_ not at home, they \_\_\_\_\_ at work.
3. \_\_\_\_\_ you an engineer? – Yes, I \_\_\_\_\_.
4. \_\_\_\_\_ your sister a teacher? – No, she \_\_\_\_\_ not a teacher, she \_\_\_\_\_ a student.



**9. Fill in the gaps with the correct question word. Use *where, when, what, who, why, how*.**

- |                                    |                            |
|------------------------------------|----------------------------|
| 1. _____ is that?                  | It is a pencil.            |
| 2. _____ are those girls?          | They are my sisters.       |
| 3. _____ is your birthday?         | It is on March 15.         |
| 4. _____ are you here?             | Because I want to see you. |
| 5. _____ am I?                     | You are in Montreal.       |
| 6. _____ is on the table?          | My bag.                    |
| 7. _____ is your English teacher?  | Mr. Andrew.                |
| 8. _____ is your telephone number? | It's 022224556.            |
| 9. _____ are you?                  | I'm fine.                  |
| 10. _____ is the coffee?           | It is very hot.            |
| 11. _____ are his parents?         | They are in China.         |
| 12. _____ are you?                 | I am a mechanic.           |
| 13. _____ is John's birthday?      | It is on December 12.      |
| 14. _____ old is she?              | She is twelve years old.   |
| 15. _____ are these?               | They are cars.             |
| 16. _____ is Christmas Day?        | On December 25.            |
| 17. _____ are my notebooks?        | They are on the table.     |
| 18. _____ is that man?             | He is my brother.          |

**10. Fill in the gaps with the correct question word (*when, where, what, who*) and the correct form of the verb "to be" (*am, is, are*).**

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. A: _____ Brad Pitt?                | B: An actor.                      |
| 2. A: _____ Etna and Milan?           | B: In Italy.                      |
| 3. A: _____ a helmet?                 | B: A type of a hard hat.          |
| 4. A: _____ New Year's Day?           | B: 1st January.                   |
| 5. A: _____ Ljubljana?                | B: In Slovenia.                   |
| 6. A: _____ Berlin?                   | B: Capital city of Germany.       |
| 7. A: _____ your holidays?            | B: In summer.                     |
| 8. A: _____ Pavarotti and<br>Domingo? | B: Opera singers.                 |
| 9. A: _____ France and Italy?         | B: Countries.                     |
| 10. A: _____ the Great Lakes?         | B: Between Canada and<br>America. |

### 11. Make the questions with 'What, Who, When, Where, Why, How'.

- |              |  |
|--------------|--|
| 1. Q: _____  | A: That woman is my mother.                          |
| 2. Q: _____  | A: This film is interesting.                         |
| 3. Q: _____  | A: My father is in the car.                          |
| 4. Q: _____  | A: My hat is on the table.                           |
| 5. Q: _____  | A: Your children are at school.                      |
| 6. Q: _____  | A: I am in America now.                              |
| 7. Q: _____  | A: John is here because he wants to talk with you.   |
| 8. Q: _____  | A: Those are houses.                                 |
| 9. Q: _____  | A: My birthday is on August 22.                      |
| 10. Q: _____ | A: His telephone number is 022326745.                |
| 11. Q: _____ | A: My grandfather is in hospital because he is sick. |
| 12. Q: _____ | A: Miss Aniston is my doctor.                        |
| 13. Q: _____ | A: The concert is on Wednesday 12.                   |
| 14. Q: _____ | A: Bobby and his friends are in the garden.          |
| 15. Q: _____ | A: Tom is in the room.                               |
| 16. Q: _____ | A: New Year Day is on January 1.                     |
| 17. Q: _____ | A: Mr. Billy is my English teacher.                  |
| 18. Q: _____ | A: That woman is his sister.                         |
| 19. Q: _____ | A: This is an apple.                                 |

### PRONOUNS

#### Grammar reference:

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 128–131.

### 12. Complete the conversations. Use *I, you, he, she, it, we, they*.

**Model:** *What is your name? – I'm Alec.*

- How old are \_\_\_\_\_? – \_\_\_\_\_'m 17.
- Hi, Mr and Mrs Jones. Where are \_\_\_\_\_ from? – \_\_\_\_\_ are from Australia.
- Are \_\_\_\_\_ a teacher? – No, \_\_\_\_\_ am a doctor.
- Hi, \_\_\_\_\_ are Ivan and Olga. – Are \_\_\_\_\_ Russian?

5. Who is Lionel Messi? – \_\_\_\_\_ is a footballer.
6. Where is the Amazon? – \_\_\_\_\_ is in South America.
7. Who are Tom Hanks and Keanu Reeves? – \_\_\_\_\_ are actors.
8. What is your telephone number? – \_\_\_\_\_'s 374658922.
9. What are the Urals? – \_\_\_\_\_'re mountains.
10. Who is Keira Knightley? – \_\_\_\_\_'s an American actress.

**13. Change the bold word(s) for a pronoun *you, he, she, it, they, we.***

**Model:** *Anna and Tom* are from London. *They're from London.*

1. **Diana and I** are in room four. \_\_\_\_'re in room four.
2. **The Taj Majal** is in India. \_\_\_\_'s in India.
3. Are **Mark and James** in Italy? Are \_\_\_\_ in Italy?
4. Where is **Rosa** from? Where's \_\_\_\_ from?
5. **Mira and Rita** are Brazilian. \_\_\_\_'re Brazilian.
6. **Paul** isn't in the hotel. \_\_\_\_ isn't in the hotel.
7. **You and Sara** are in class two. \_\_\_\_'re in class two.
8. **Jim and I** are from Oxford. \_\_\_\_'re from Oxford.

**14. Complete the missing pronouns.**

I		she		it		they
	your		his		our	

**15. Give possessive pronouns for the words.**

- |                   |             |                   |
|-------------------|-------------|-------------------|
| 1. You            | <i>your</i> | 6. John           |
| 2. Mary           |             | 7. Susan and Kate |
| 3. Andy and Sally |             | 8. the dog        |
| 4. Mike           |             | 9. Jim and you    |
| 5. Mark and I     |             | 10. Helen         |

**16. Complete the sentences with possessive pronouns.**

**Model:** My friend is at home. (I)

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1. _____ bag is on the table. (he) | 5. ____ children are at school. (she) |
| 2. _____ house is very big. (they) | 6. It is _____ apple. (he)            |
| 3. _____ sister is at work. (I)    | 7. What are _____ addresses? (you)    |
| 4. _____ cat is black. (we)        | 8. _____ room is not very big. (we)   |



**17. Complete the sentences given below with the pronouns from the box:**

<i>my</i>	<i>your</i>	<i>her</i>	<i>his</i>	<i>its</i>	<i>our</i>	<i>their</i>
-----------	-------------	------------	------------	------------	------------	--------------

1. He is in \_\_\_\_\_ office.
2. The children are with \_\_\_\_\_ grandmother.
3. I like \_\_\_\_\_ new job.
4. She is with \_\_\_\_\_ boyfriend.
5. She is in \_\_\_\_\_ bedroom.
6. What is \_\_\_\_\_ telephone number?
7. Hello. \_\_\_\_\_ address is 6, Green St. Come and visit us!
8. They have 2 children. \_\_\_\_\_ son is 18 and \_\_\_\_\_ daughter is 16.

**18. Complete the sentences with the correct pronouns.**

**Model:** What are *your* names? – *I'm* John and *he* is David. *We* are from Scotland.

1. This is Tom. \_\_\_\_\_ is from France. \_\_\_\_\_ house is in Paris.
2. John and Mary are from Australia. \_\_\_\_\_ are here on holidays. \_\_\_\_\_ holidays are long.
3. This is Diana. \_\_\_\_\_ bag is on the table. \_\_\_\_\_ is a big black bag.
4. These are Charlie and Holly. \_\_\_\_\_ are married. \_\_\_\_\_ surname is Richards.
5. I'm Rosy. \_\_\_\_\_ children are not at home. \_\_\_\_\_ are with \_\_\_\_\_ grandmother.
6. Hi, children. Let's begin \_\_\_\_\_ lesson. Open \_\_\_\_\_ books at page 5.

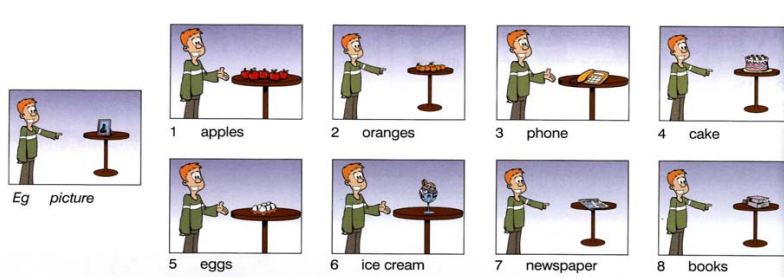
**THIS / THAT / THESE / THOSE**

**Grammar reference:**

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 215.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 158.

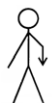
19. Make up sentences with *this, that, these, those*.

Model: *That is a picture.*



20. Make up sentences with *this, that, these, those* and the words from the boxes A and B.

Model: *This dog is hungry.*



A	B
dog, picture, flowers, boxes, apple, bag, houses, girls, exercises, pen	blue, green, new, big, young, black, difficult, beautiful, hungry, in the vase
people, student, woman, shoes, telephone, car, roses, cats	black and white, my brother, my wife, new, red, a Mercedes, a Sony, Americans

21. Translate from Russian into English using *this, these, that, those*.

1. Кто эта девочка?
2. Этот человек учитель.
3. Та женщина моя тётя.
4. Это мужчины.
5. Та книга – на столе.
6. Те ботинки чёрные.
7. Это наши студенты.
8. Тот мальчик мой сын.
9. Это куры, гуси и коровы.
10. Те машины грязные, а эти чистые.

## Unit 2. POSSESSIVES

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 177–178.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 138.

### 1. Choose the correct variant.

1. \_\_\_\_\_ are green.  
A. the eyes of Helen      B. Helen's eyes      C. Helens' eyes
2. \_\_\_\_\_ is old.  
A. My father's car      B. My fathers' car      C. The car of my father
3. \_\_\_\_\_ are dirty.  
A. The shoes of the girls      B. The girls' shoes      C. The girls shoes
4. \_\_\_\_\_ cat.  
A. Peter      B. Peters'      C. Peter's
5. Is this \_\_\_\_\_ ?  
A. Melanies' house      B. Melanie's house      C. house of Melanie
6. \_\_\_\_\_ are red.  
A. The trees leaves      B. The tree's leaves      C. The leaves of the tree

### 2. Make up sentences using the given words.

**Model:** Jack / cat – *It's Jack's cat.*

1. Kate/camera
2. my brother/car
3. his parents/holidays
4. my uncle/children
5. Paul/answer
6. the girls/parents
7. Sarah/daughter

**3. Look at the family tree and complete the sentences about the people in the family.**

<pre> graph TD     GM[George &amp; Mary] --- M1[ ]     M1 --- Martha     M1 --- Michael     M1 --- Tom     Martha --- MM[Martha &amp; Michael]     MM --- H1[ ]     H1 --- Hannah     H1 --- Rachel     H1 --- David     Tom --- TL[Tom &amp; Laura]     TL --- H2[ ]     H2 --- Laura     H2 --- Henry     Laura --- LH[Laura &amp; Henry]     LH --- B1[ ]     B1 --- Bill     B1 --- Sue         </pre>	<ol style="list-style-type: none"> <li>1. George is <i>Mary's</i> husband.</li> <li>2. Martha is ____ mother.</li> <li>3. Tom is ____ brother.</li> <li>4. Mary is ____ mother-in-law.</li> <li>5. Sue is ____ daughter.</li> <li>6. Rachel is ____ grand-daughter.</li> <li>7. Hannah is ____ cousin.</li> <li>8. Michael is ____ uncle.</li> <li>9. Bill is ____ nephew.</li> <li>10. Michael is ____ husband.</li> <li>11. Laura is ____ wife.</li> <li>12. Laura is ____ aunt.</li> </ol>
--	---

**4. Complete the sentences with the possessive form of the word in brackets.**

**Model:** *Emma's* office is near her house.

1. \_\_\_\_\_ house is in the mountains. (Roger)
2. My \_\_\_\_\_ name is Kath. (friend)
3. The \_\_\_\_\_ mouse is called Milly. (girls)
4. This \_\_\_\_\_ company is in London. (man)
5. Their \_\_\_\_\_ name is Smith. (boss)
6. My \_\_\_\_\_ names are John and George. (brothers)
7. His \_\_\_\_\_ family comes from Austria. (mother)
8. My \_\_\_\_\_ school is far away. (children)

**5. Translate into English.**

1. Это новая машина моего брата.
2. Офис моего отца находится далеко от дома.
3. Тетю Пола и Даниэля зовут Хелен.
4. Жена моего дяди очень хороший врач.
5. Где находится дом твоих родителей?
6. Дай мне номер телефона твоего отца.
7. То ключи моего отца.
8. Мамина сумка на столе.

9. Любимый цвет Лоры – синий.
10. Когда день рождения твоего друга?

## HAVE GOT

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 13–14.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 126.

### 6. Complete the sentences with the short form of *have got*.

**Model:** She 's got a nice brother.

1. You \_\_\_\_\_ lots of books on your desk.
2. They \_\_\_\_\_ a dog and two cats.
3. He \_\_\_\_\_ a nice house.
4. I \_\_\_\_\_ a large family.
5. We \_\_\_\_\_ two children.
6. It \_\_\_\_\_ two big windows.

### 7. Complete the sentences with the negative form of *have got*.

**Model:** She hasn't got a nice brother.

1. She \_\_\_\_\_ a brother.
2. I \_\_\_\_\_ time to do this work.
3. You \_\_\_\_\_ a family.
4. They \_\_\_\_\_ any pets.
5. She \_\_\_\_\_ a black bag.
6. My brother \_\_\_\_\_ a fast car.
7. My sister \_\_\_\_\_ blue eyes.

### 8. Complete the questions with *have got* and the words in brackets.

**Model:** Have you got my phone number? (you)

1. \_\_\_\_\_ a car? (your friend)
2. \_\_\_\_\_ an exam tomorrow? (they)
3. \_\_\_\_\_ a new dress? (Sylvia)
4. \_\_\_\_\_ a bicycle? (your daughter)
5. \_\_\_\_\_ a camera? (Peter)

6. \_\_\_\_\_ a job? (nephew)
7. \_\_\_\_\_ a motorbike? (his uncle)
8. \_\_\_\_\_ an English lesson on Mondays? (you)

**9. Give short answers to the questions.**

1. Have you got long hair?
2. Have you got a laptop computer?
3. Have you got brown eyes?
4. Has your father got a car?
5. Have you got a passport in your bag?
6. Has your mother got a job?
7. Have you got a lot of friends?
8. Have you got a camera?
9. Have you got a bicycle?
10. Has your uncle/aunt got any children?

**10. Study the information about Jeremy and Monica and write about things they have and haven't got.**

	<b>Jeremy</b>	<b>Monica</b>
<b>a house/ a flat</b>	a flat	a house
<b>a husband/wife</b>	–	√
<b>brothers/sisters</b>	2 brothers	a sister and a brother
<b>a car</b>	a Mercedes	–
<b>a computer</b>	√	√

**ARTICLES**

**Grammar reference:**

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 182–183.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 65.

### 11. Write *a* or *an*.

1. _____ computer	5. _____ aunt	9. _____ uncle
2. _____ apple	6. _____ man	10. _____ niece
3. _____ brother	7. _____ question	11. _____ umbrella
4. _____ mother	8. _____ bank	12. _____ orange

### 12. Write *a* or *an*.

1. My mother is \_\_\_\_\_ doctor.
2. This is \_\_\_\_\_ apple.
3. This is \_\_\_\_\_ green apple.
4. His uncle is \_\_\_\_\_ officer.
5. My cousin is \_\_\_\_\_ police officer.
6. I've got \_\_\_\_\_ brother.
7. They haven't got \_\_\_\_\_ car.
8. Michael is \_\_\_\_\_ good student.
9. Football is \_\_\_\_\_ game.
10. Gymnastics is \_\_\_\_\_ sport.

**13. In the sentences below, change the nouns for the plural making all necessary changes.**

**Model:** This is a cat. — *These are cats.*

1. My aunt is a doctor.
2. It is a black cat.
3. I have got a brother.
4. He is a good student.
5. It is a house.
6. That is an apple.
7. It's a nice little house.
8. She's got a book.

### 14. Fill in the correct article (*a/an, —*).

1. I am ... engineer.
2. ... my son is ... student.
3. He is ... good student.
4. This is ... house.
5. This is ... my pencil.
6. This is ... good book.
7. I have got... a lot of friends.
8. He has got ... child.
9. They have got ... 2 children. ... their children are ... pupils.
10. Is this ... bag? — No, it isn't ... bag, it's ... briefcase.
11. Is this ... your pencil? — No, it isn't ... my pencil, it is ... my sister's pencil.
12. Are ...those flowers?

### 15. Translate into English:

1. Это новая сумка.
2. Это моя сумка.
3. Карандаш в сумке.
4. Это молоко. Молоко на столе. Это мое молоко.
5. Это наша квартира. Квартира большая и красивая.
6. Это дерево. Оно зеленое.
7. У меня есть письмо.
8. Мы видим две газеты и журнал.
9. У меня есть новый словарь. Мне нравится мой словарь.
10. У них есть две марки.
11. Я живу на улице Оксфорд.
12. Волга – очень длинная река.
13. Это фотография моей семьи.
14. Сколько стоит эта ручка?
15. Как это звучит по-английски?

### Unit 3. THE PRESENT SIMPLE TENSE

#### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 18.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 20–25.

#### 1. Add -s or -es to the verbs in the sentences if necessary.

**Model:** He works in a bank. They live  in France.

1. I watch  TV every day.
2. She gos to work by car.
3. The film finishs at 10 o'clock.
4. We plays tennis every weekend.
5. They go  on holiday in August.
6. He speaks Italian and French.
7. She dos her homework every night.
8. We starts work at half past eight.



**2. Put the verbs from the box into the sentences using correct forms.**

fly	study	finish	eat	sell	smoke	drink	live
-----	-------	--------	-----	------	-------	-------	------

**Model:** He eats toast for breakfast.

1. I \_\_\_\_\_ coffee three times a day.
2. My father \_\_\_\_\_ a new language every year.
3. She \_\_\_\_\_ to New York once a month.
4. He \_\_\_\_\_ ten cigarettes a day.
5. They \_\_\_\_\_ in Ireland.
6. He \_\_\_\_\_ work at six o'clock.
7. I \_\_\_\_\_ fruit in a shop.

**3. Use the verbs in brackets in the correct form.**

1. My sister (to get) up at eight o'clock.
2. She (to be) a student. She (to go) to university on weekdays.
3. Jane (to be) fond of sports. She (to do) her morning exercises every day.
4. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
5. After breakfast she (to go) to school.
6. It (to take) him two hours to do his homework.
7. She (to speak) French well.

**4. Read the passage and use the verbs in brackets in the correct form.**

My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

**5. Make the sentences negative.**

**Model:** I get up at 7 o'clock. I don't get up at 7 o'clock.

1. Maria speaks four languages.
2. I like my job.
3. They meet a lot of people every day.
4. He plays the piano.
5. They live in a very big house.
6. My sister eats a lot of fruit.

7. My friend and I go to the cinema very often.
8. I sleep 8 hours a day.

**6. Write these sentences, using the negative form of the Present Simple.**

**Model:** (He/not/live/in Mexico) He doesn't live in Mexico.

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. (She/not/work/in a bank)          | 6. (My car/not/work)      |
| 2. (I/not/play/golf)                 | 7. (I/not/drink/tea)      |
| 3. (Paul/not/listen/to the radio)    | 8. (Sheila/not/eat/meat)  |
| 4. (We/not/speak/French)             | 9. (I/not/understand/you) |
| 5. (You/not/watch/TV/in the evening) |                           |

**7. Use the table to write facts about Joan. A tick (✓) means that something is true. A cross (×) means that something is not true. Use the verbs in brackets.**

	1	2	3	4
from Scotland✓	in a bank×	in a flat✓	French✓	new films×
from England×	in a shop✓	in a house×	Italian×	old films✓
<b>Model:</b> (come) <u>She comes from Scotland.</u>	<u>She doesn't come from England.</u>			
	She _____ in a bank.	She _____.	She _____ in a shop.	
1. (work)	She _____ in a bank.	She _____.		
2. (live)	She _____.	_____.		
3. (speak)	_____.	_____.		
4. (like)	_____.	_____.		

**8. Choose the correct variant.**

1. I *don't know / doesn't know* the answer.
2. Most trees *don't grow / doesn't grow* very quickly.
3. *Do / Does* Sara understand this?
4. *Do / Does* you want to talk about it?
5. I *don't think / doesn't think* he's very nice.
6. We *don't see / doesn't see* our grandparents very often.
7. They *don't live / doesn't live* very near.

9. Look at the information in the table. Complete the sentences with a frequency adverb and the verb in the present simple.

Transport Survey					
How do you get to work?					
	7/1	8/1	9/1	10/1	11/1
<b>James Steed</b>	bicycle	bus	bicycle	bicycle	bicycle
<b>Karen Shreck</b>	walk	walk	bus	walk	walk
<b>Andrea Rigg</b>	train	train	train	train	train

1. Karen usually walks (walk) to work.
2. Andrea \_\_\_\_\_ (go) by train to work.
3. Karen \_\_\_\_\_ (drive) to work.
4. James and Andrea \_\_\_\_\_ (walk) to work.
5. James \_\_\_\_\_ (cycle) to work.
6. Karen and James \_\_\_\_\_ (go) by bus to work.
7. Andrea and James \_\_\_\_\_ (drive) to work.

**10. Write sentences about you. Use a frequency adverb.**

1. (go/by bus) I never go to work by bus.
2. (drive) \_\_\_\_\_.
3. (walk) \_\_\_\_\_.
4. (go/by train) \_\_\_\_\_.
5. (get/a taxi), \_\_\_\_\_.
6. (ride/a motorbike) \_\_\_\_\_.

**11. Write the verbs in the correct form.**

1. In Russia it \_\_\_\_\_ (snow/always) in winter.
2. Venus and Serena Williams \_\_\_\_\_ (not/live) in Argentina.
3. Jon \_\_\_\_\_ (watch/usually) TV in the evening.
4. I \_\_\_\_\_ (go/sometimes) to work on Sundays.
5. Ella \_\_\_\_\_ (not/like) tea. She likes coffee.
6. Isabella \_\_\_\_\_ (read/usually) a newspaper on me train.
7. My brother \_\_\_\_\_ (go/never) to college in the mornings.
8. I \_\_\_\_\_ (not/drive) a Volvo.
9. My friends \_\_\_\_\_ (get up/always) at 11.00 am.
10. Sam \_\_\_\_\_ (have/usually) breakfast in the mornings.

**12. Write sentences form these words. Use the right form of the verb.**

1. (always / early / Sue / arrive) Sue always arrives early.
2. (to the theatre / never / they / go) They \_\_\_\_\_.
3. (work / Nicolas / hard / always) \_\_\_\_\_.
4. (like / chocolate / children / usually) \_\_\_\_\_.
5. (Brook / parties / enjoy / always) \_\_\_\_\_.
6. (often / people's names / I / forget) \_\_\_\_\_.
7. (television / Tom / watch / never) \_\_\_\_\_.
8. (usually / dinner / we / have / at 6.30) \_\_\_\_\_.
9. (Joan / always / nice clothes / wear) \_\_\_\_\_.

**13. Put the word in brackets into the correct place in the sentence.**

**Model:** I buy newspaper. (often) – *I often buy newspapers.*

1. Paul has a car, but doesn't drive it. (very often)
2. I eat in restaurants. (never)
3. They ride bicycles to work. (sometimes)
4. Mary and John meet their friends. (once a week)
5. Andy drinks a lot of tea. (always)
6. My mother watches TV in the morning. (never)
7. I play the piano after dinner. (often)
8. We work hard. (usually)
9. He has a bath. (every day)
10. She wears dresses. (seldom)
11. Michael has holidays in June and July. (always)

**14. Write questions with Do ...? and Does ...?**

1. I play tennis. How about you? *Do you play tennis?*
2. I get up early on weekdays. How about Jack?
3. My father smokes. How about your father?
4. She doesn't drink wine. How about you?
5. Sue likes Chinese food. How about Jack?
6. My brother watches TV a lot. How about your sister?
7. I always have a big breakfast. How about your family?
8. He has a computer. How about you?
9. My mom cooks well. How about your wife?

**15. Write questions out of the words.**

**Model:** (where / live / you) Where do you live?

1. (classes / when / usually / start)?
2. (why / study / they / in the evening)?
3. (your sister / like / music / what kind of)?
4. (how often / it / rains / here)?
5. (you / want / what / for breakfast)?
6. (where / live / you cousins)?
7. (how often / listen / you / to music)?
8. (when / finish / your classes)?
9. (what time / have / usually / have a shower)?
10. (go / to the gym / you / often)?

**16. Write the questions for these answers.**

1. Do you live in London? Yes, I live in London.
2. Does John play golf? No, but he plays tennis.
3. \_\_\_\_\_? Yes, I speak French.
4. \_\_\_\_\_? Yes, I like all the programmes on TV.
5. \_\_\_\_\_? Yes, he listens to the radio in the morning.
6. \_\_\_\_\_? No, but he loves cats.
7. \_\_\_\_\_? No, I don't like films.
8. \_\_\_\_\_? Yes, he has tea in the morning.
9. \_\_\_\_\_? No, but I have a bicycle.
10. \_\_\_\_\_? Yes, he plays the piano.
11. \_\_\_\_\_? No, I prefer classic music.
12. \_\_\_\_\_? Yes, I love musicals.
13. \_\_\_\_\_? Yes, I read one book every week.
14. \_\_\_\_\_? No, he doesn't smoke

**17. Give short answers to the questions below. A tick (✓) means that something is true. A cross (×) means that something is not true.**

1. Does Jane get up early on weekdays? (✓) Yes, she does.
2. Do they play tennis on Sundays? (×) No, they don't.
3. Does his father smoke? (×)
4. Do Jane and Nick like Chinese food? (✓)
5. Do you watch TV a lot? (✓)

6. Do your family have a big breakfast? (×)
7. Does your friend have a computer? (√)
8. Does his wife cook well? (×)
9. Does your partner believe in love at first sight? (×)
10. Do you sometimes cry in the cinema? (√)

## PREPOSITIONS OF TIME

### Grammar reference:

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 216–219.

### 18. Write the correct preposition.

- |                          |                        |                      |
|--------------------------|------------------------|----------------------|
| 1. <u>at</u> the weekend | 8. ___ April           | 15. ___ 10.30        |
| 2. ___ 3 o'clock         | 9. ___ 25 June         | 16. ___ midnight     |
| 3. ___ the morning       | 10. ___ Monday         | 17. ___ New Year Day |
| 4. ___ 1983              | 11. ___ Sundays        | 18. ___ the end of   |
| 5. ___ the moment        | 12. ___ Monday morning | 19. ___ Friday night |
| 6. ___ night             | 13. ___ Christmas      | 20. ___ Easter       |
| 7. ___ summer            | 14. ___ the evening    | 21. ___ weekdays     |

### 19. Write the correct preposition.

1. My birthday is \_\_\_ February.
2. My father's birthday is \_\_\_ 21 September.
3. Do you work \_\_\_ Sundays?
4. We have English classes \_\_\_ the morning.
5. I like looking at the stars \_\_\_ night.
6. Jack isn't in his office \_\_\_ the moment.
7. I always get up \_\_\_ 8 o'clock.
8. We often go on holidays \_\_\_ summer.
9. Do you sometimes go out \_\_\_ Saturday evening?
10. I seldom stay at home \_\_\_ the weekend.
11. I leave home \_\_\_ 9.30 \_\_\_ weekdays.
12. The company started \_\_\_ 1998.

## 20. Translate into English.

В прошлом месяце, в десять часов, в полночь, в этом месяце, в сентябре, в мае, в среду, в субботу, поздно вечером, на будущей неделе, в будущем году, в 1756 году, в пятницу вечером, днем, утром, ночью, в рабочие дни, в выходные, на будущей неделе, в настоящий момент, зимой, весной.

## Unit 4. PLURALS

### Grammar reference:

Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 172–175.

### 1. Write the plurals of the nouns below.

**A.** A table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a tomato, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a boy, an uncle, a husband, a knife, a box, a dress, a watch, a leaf, a fly, a wife, a half.

**B.** Child, puppy, piano, half, potato, deer, cat, foot, bus, video, cherry, fox, dog, camel, tiger, tooth, jelly, sheep, box, wolf, match, frog, parrot, fly, bee, flower, bush, leaf, tree, fairy, book, boy, disco, man, baby, tax, girl, witch, tree, chair, dish, scarf, wife, berry, woman, tomato, mouse, pencil, chair.

### 2. Practice the pronunciation.

**[z]** taxicabs, beds, dogs, balls, rooms, coins, years, lives, trees, cities, boys, days, pens, chairs, windows, doors, dogs, phones, bags, cards, computers, teachers, babies, cities, leaves, pictures, berries, dictionaries

**[s]** books, desks, cups, groups, cats, students, tents, cups, plants, shirts, lamps, ships, elephants, baskets, targets, lots, trucks, bats, clocks, bolts, cracks, gaps, works

**[əz]** classes, glasses, horses, places, sentences, faces, offices, pieces, boxes, foxes, sizes, exercises, roses, noises, dishes, bushes, matches, sandwiches, pages, ages, bridges, edges, oranges, hedges, houses

### 3. Write the plural forms of these words.

Foot, goose, man, child, deer, sheep, fish, woman, mouse, tooth, person.

**4. Write the singular of these nouns.**

Women, deer, people, geese, feet, sheep, men, children teeth, mice, fish.

**5. Write the plural forms of these words. Then put them into the right column.**

Picture, knife, bike, bush, dwarf, lion, wish, mouse, dish, chair, child, lamp, berry, loaf, town, ferry, boy, ship, toy, lolly, map, sheep, envelope, scarf, city, fairy, foot, house, leaf, man, tooth, deer, baby, witch, goose.

+s	+es	*cy → *cies	f(e) → ves	irregular
<i>pictures</i>	<i>bushes</i>	<i>ferries</i>	<i>knives</i>	<i>mice</i>

**6. Correct the sentences.**

- In the park I see a lot of beautiful flower. *flowers*
- John and Diana have 2 childs.
- I don't like mice. I'm afraid of it.
- Most of my friend are student.
- Two mens were in the car.
- Do you know these woman?
- A lot of persons know this song.
- These knifs are sharp.
- Every morning I clean my tooth.
- I usually have 2 sandwichs for breakfast.

**7. Choose the correct word.**

- A lot of tourists (*come/comes*) to this park every day.
- Some people (*is/are*) always late.
- Mice (*is/are*) small (*animal/animals*).
- Children (*like/likes*) playing with (*his/their*) (*toy/toys*).
- Sheep (*eat/eats*) grass.
- (*Those/that*) women (*is/ are*) my mother and sister.

**8. Change the nouns in the sentences below for plurals. Make all necessary changes.**

**Model:** That girl is my sister. *Those girls are my sisters.*

- This is a star.
- This is a boy.
- That is a plate.
- That is a bookshelf.
- Is this a bookcase?
- Is that a ball?



7. This man is an engineer.
8. That woman is my cousin. She is a teacher.
9. That girl is my niece. She is a student.
10. This room is very large.
11. This lady is that gentleman's wife.
12. My tooth is white.
13. A potato is a vegetable and a cherry is a fruit.
14. What is that child's name?
15. The cat has caught a mouse.
16. Is this worker an Englishman or a German? – He is a Frenchman.

## COUNTABLE AND UNCOUNTABLE NOUNS

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 169–171.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 144–147.

### 9. Write *some* or *a/an*.

- |                       |                      |                   |
|-----------------------|----------------------|-------------------|
| 1. <u>some</u> petrol | 8. ___ cup of coffee | 15. ___ salad     |
| 2. <u>an</u> apple    | 9. ___ language      | 16. ___ water     |
| 3. ___ book           | 10. ___ sausage      | 17. ___ carrot    |
| 4. ___ music          | 11. ___ sauce        | 18. ___ rice      |
| 5. ___ juice          | 12. ___ potato       | 19. ___ vegetable |
| 6. ___ bread          | 13. ___ cake         | 20. ___ orange    |
| 7. ___ coffee         | 14. ___ soup         | 21. ___ spaghetti |

### 10. Write *a/an* where necessary.

1. I like listening to \_\_\_ music.
2. I can't buy \_\_\_ food because I haven't got \_\_\_ money.
3. I want \_\_\_ glass of juice.
4. I have a lot of \_\_\_ homework.
5. Would you like \_\_\_ cup of \_\_\_ coffee?
6. I like \_\_\_ mineral water.
7. I haven't got \_\_\_ job at the moment.

8. I don't need \_\_\_ key.
9. I don't like \_\_\_ tea with \_\_\_ milk.
10. I've got \_\_\_ good idea.

**11. Write *some* or *a/an*.**

- |   |                                       |
|---|---------------------------------------|
| 1. Would you like <u>some</u> coffee?     | 8. Would you like ___ cake?           |
| 2. Would you like <u>a</u> cup of coffee? | 9. Would you like ___ slice of cake?  |
| 3. Would you like ___ cheese?             | 10. Would you like ___ glass of milk? |
| 4. Would you like ___ slice of cheese?    | 11. Would you like ___ juice?         |
| 5. Would you like ___ biscuits?           | 12. Would you like ___ apple?         |
| 6. Would you like ___ bread?              | 13. Would you like ___ apples?        |
| 7. Would you like ___ chocolate?          | 14. Would you like ___ coffee?        |

**SOME / ANY / MUCH / MANY / A LOT OF / LOTS OF**

**Grammar reference:**

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 162–165, 162–165.

**12. Write *some* or *any*.**

1. I don't have any money in my pocket, but I have *some* money in a bank.
2. Do you have \_\_\_ letters for me?
3. I never have \_\_\_ breakfast. I'm not hungry in the morning.
4. You have \_\_\_ lovely pictures in you house.
5. Are you Canadian? I have \_\_\_ good friends in Canada.
6. Don't buy \_\_\_ bread at the shops. We have a lot at home.
7. Would you like \_\_\_ cake? – Yes, please.
8. I want \_\_\_ cheese. But I don't have \_\_\_ in the fridge.
9. Gary and Alice haven't got \_\_\_ children.
10. Do you know \_\_\_ good hotels in London?
11. Don't buy \_\_\_ rice. Buy \_\_\_ spaghetti instead.
12. I'm thirsty. Can I have \_\_\_ water, please.
13. Would you like \_\_\_ milk in you coffee?
14. Do you have \_\_\_ brothers or sisters?
15. I'd like \_\_\_ chocolate cake, please.

### 13. Use *some, any, or no*.

1. Can I have \_\_\_\_\_ milk? – Yes, you can have \_\_\_\_\_.
2. Will you have \_\_\_\_\_ tea? – Yes, please. – \_\_\_\_\_ sugar? – Yes, and \_\_\_\_\_ milk, please.
3. Give me \_\_\_\_\_ books, please. – I'm afraid, we have \_\_\_\_\_ books here. But we can give you \_\_\_\_\_ magazines, instead.
4. Put \_\_\_\_\_ sugar in her tea: she does not like sweet tea.
5. He is busy. He has \_\_\_\_\_ time to go to the cinema with us.
6. Do you need \_\_\_\_\_ books to prepare for your exam?
7. Have you got \_\_\_\_\_ questions?

### 14. Are the sentences correct? Correct the incorrect ones.

**Model:** I don't have ~~many~~ food in the house. *much*

1. We don't have many information.
2. I want to have very much apples.
3. How much people do you know?
4. Older students have very many exams.
5. We don't have much apple juice.
6. Pam doesn't earn many money.

### 15. Write *much* or *many*.

**Model:** How much money?

- |                    |                       |                       |
|--------------------|-----------------------|-----------------------|
| 1. How ___ snow?   | 8. How ___ films?     | 15. How ___ time?     |
| 2. How ___ tables? | 9. How ___ buses?     | 16. How ___ times?    |
| 3. How ___ cats?   | 10. How ___ books?    | 17. How ___ cheese?   |
| 4. How ___ petrol? | 11. How ___ food?     | 18. How ___ news?     |
| 5. How ___ milk?   | 12. How ___ cups?     | 19. How ___ exams?    |
| 6. How ___ advice? | 13. How ___ watches?  | 20. How ___ children? |
| 7. How ___ sugar?  | 14. How ___ homework? | 21. How ___ friends?  |

### 16. Translate into English using *much* or *many*.

Очень много тетрадей, очень много молока, очень много воды, очень много дней, очень много газет, очень много мела, очень много снега, очень много лет, очень много картин, очень много музыки, очень много мальчиков, очень много девочек, очень много чая, очень много лимонов, очень много мяса, очень много комнат, очень много учителей, очень много работы, очень много воздуха, очень много птиц, очень много машин.

**17. Are the sentences correct? Correct the incorrect ones.**

- |                                     |  |
|-------------------------------------|--|
| 1. Do you drink much coffee?        | 6. I've got a lot of friends.            |
| 2. I drink much coffee.             | 7. Do you have many food in you          |
| 3. I don't drink many coffee.       | fridge?                                  |
| 4. We've got many friends.          | 8. I don't have much food in the fridge. |
| 5. We haven't got a lot of friends. | 9. I've got a lot of food in the fridge. |

**18. Use *much*, *many* or *a lot of*. In some sentences, 2 variants are possible.**

**Model:** I don't read very much. I haven't got *many* books.

1. I like reading. I have got \_\_\_\_\_ books.
2. Do you drink \_\_\_\_\_ coffee?
3. In the museum we can see \_\_\_\_\_ pictures.
4. It costs \_\_\_\_\_ money to travel around the world.
5. This winter we don't have \_\_\_\_\_ snow.
6. Paul spends \_\_\_\_\_ time at home.
7. The food is cheap here. We don't pay \_\_\_\_\_.
8. Hurry up! We don't have \_\_\_\_\_ time.

**Unit 5. THE PRESENT CONTINUOUS TENSE**

**Grammar reference:**

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 27–28.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 16–19.

**1. Write *-ing* form of the verbs.**

- |                        |           |           |
|------------------------|-----------|-----------|
| 1. walk <i>walking</i> | 7. listen | 13. do    |
| 2. have                | 8. watch  | 14. put   |
| 3. read                | 9. run    | 15. ride  |
| 4. stop                | 10. say   | 16. drive |
| 5. use                 | 11. swim  | 17. think |
| 6. wear                | 12. come  | 18. drink |

## 2. Write sentences that are true for you.

**Model:** speaking English *I'm speaking English.*

- |                             |                              |
|-----------------------------|------------------------------|
| 1. wearing a suit           | 6. doing an English exercise |
| 2. wearing trainers         | 7. drinking coffee           |
| 3. listening to the teacher | 8. cooking dinner            |
| 4. sitting in my bedroom    | 9. feeling tired             |
| 5. working with a friend    |                              |

## 3. Use the verbs in the Present Continuous tense.

**Model:** The cat (lie) on the sofa. *The cat is lying on the sofa.*

1. The boys (to run) about in the garden.
2. They (not to play) football.
3. I (to do) my homework.
4. I (not to watch) TV.
5. John and his friends (to go) to the library.
6. They (not to go) to school.
7. Ann (to sit) at her desk.
8. She (not to study) geography.
9. A young man (to stand) at the window.
10. He (not to smoke) a cigarette.

## 4. Look at the picture and correct the sentences about it.



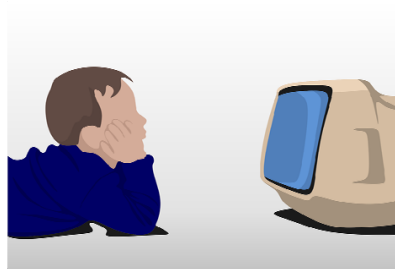
1. The boy is wearing a jacket.
2. The girl is wearing glasses.
3. The girl is holding a cat.
4. The boy is holding a book in his hand.
5. The children are sitting.
6. The children are looking at each other.
7. The children are wearing jeans.
8. The children are talking to their teacher.

5. Look at the people in the pictures. Describe them. What are they wearing? What are they doing? Write some sentences about them.

A



B



6. Put the words in the correct order to make questions in the Present Continuous.

**Model:** you / what / are / doing /? *What are you doing?*

1. cooking / are / you / what /?/?
2. tonight / out / you / going / are /?/?
3. playing / we / time / tennis / what / are /?/?
4. crying / daughter / why / is / your /?/?
5. dinner / are / Ken / and / Ellen / for / coming /when /?/?
6. jeans / wearing / Joan / why / today / is /?/?
7. what / studying / you / language / are /?/?
8. the sofa / who / on / is lying /?/?
9. about / they / are / what / talking /?/?

7. Complete the questions using Present Continuous. Then give short answers. A tick (✓) means that something is true. A cross (×) means that something is not true.

**Model:** \_\_\_\_\_ the family (have) breakfast? (×) *Is the family having breakfast? – No, it isn't.*

1. \_\_\_\_\_ the old man (walk) about the room? (✓)
2. \_\_\_\_\_ the dog (lie) on the floor? (×)
3. \_\_\_\_\_ you (have) a break? (×)
4. \_\_\_\_\_ they (drink) coffee? (✓)
5. \_\_\_\_\_ your father (sleep) now? (✓)
6. \_\_\_\_\_ the children (play) football? (×)

7. \_\_\_\_ his grandfather (work) in the garden? (×)  
 8. \_\_\_\_ your nephew (wear) glasses? (√)

**8. Translate into English using the Present Continuous tense.**

1. Я пишу. 2. Тэд и Майкл играют в футбол. 3. Моя сестра спит.  
 4. Энн играет на гитаре. 5. Мы сидим за столом. 6. Он не читает.  
 7. Мы не играем в футбол. 8. Она не поет. 9. Твоя бабушка не идет  
 в магазин. 10. Они не идут в школу. 11. Папа пьет кофе? 12. Ты спишь?  
 13. Они играют во дворе? 14. Она работает? 15. Что делает твоя тетя?  
 16. Где играют дети? 17. Почему ты улыбаешься? 18. Куда они идут?

**VERBS NOT USED IN CONTINUOUS**

**Grammar reference:**

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 26.

**9. Put a tick (√) next to a correct sentence, and a cross (×) next to a wrong sentence. Correct the wrong ones.**

**Model:** She's liking pop music. × – *She likes pop music.*

- |                                  |                                |
|----------------------------------|--------------------------------|
| He's learning French.            | I'm thinking it's a good idea. |
| They're enjoying the film.       | 'Huge' is meaning 'very big'.  |
| She's believing he's right.      | Mick is knowing Jane.          |
| John's thinking about my idea.   | She's hating classical music.  |
| He's having lunch at the moment. | We're loving ice-cream.        |
| She's eating a banana.           |                                |

**10. Translate the sentences using the correct form of the verbs.**

1. Думаю, что вы правы. 2. У меня есть новая машина. 3. Я знаю много английских слов. 4. Я ненавижу зиму. 5. Я думаю (=размышляю) о моей работе. 6. Я предпочитаю носить джинсы. 7. Джек занят, у него урок английского. 8. Я не понимаю вас. 9. Мне нужны новые туфли. 10. Где он? – Он разговаривает по телефону. 11. Я хочу купить новый костюм.

## THE PRESENT CONTINUOUS AND THE PRESENT SIMPLE TENSES

### Grammar reference:

Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 31–32.

### 11. Choose the correct form of the verb.

1. *I have / I'm having* a shower every morning.
2. Look! *It's raining / It rains*. We can't go to the beach.
3. What *are you doing / do you do*? *Are you going / Do you go* out?
4. Where *are you usually going / do you usually go* on holiday?
5. What *is she wearing / does she wear* today?
6. What *are you doing / do you do* under the table? – *I'm trying / I try* to find my pen.
7. What *are you doing / do you do*? – I'm a pilot.

### 12. Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

**Model:** I leave (leave) home at 7 o'clock every morning.

1. She usually \_\_\_\_\_ (work) in the office in London, but at the moment she \_\_\_\_\_ (do) a course in Bristol.
2. Linda \_\_\_\_\_ (wash) her hair every day.
3. He \_\_\_\_\_ (travel) a lot in his job.
4. Excuse me. I \_\_\_\_\_ (think) you \_\_\_\_\_ (sit) in my seat.
5. \_\_\_\_\_ (you / listen) to the radio very often?
6. Don't talk to me now. I \_\_\_\_\_ (write) an important letter.
7. She usually \_\_\_\_\_ (wear) a suit to work, but today she \_\_\_\_\_ (wear) a dress.
8. It often \_\_\_\_\_ (rain) here in autumn, but it \_\_\_\_\_ (not/rain) now.
9. Ann \_\_\_\_\_ (speak) English very well.
10. Where's John? – He's busy. He \_\_\_\_\_ (talk) on the phone.



13. This is Anna's first letter in English to David. There are some mistakes in it. Find and correct the incorrect verb forms. Put a tick (✓) next to the correct ones.

Dear David,

I **live** ✓ \_\_\_\_\_ in a large flat in Rome. I'm **having** have two sisters. Their names are Rosa and Maria. We **are getting up** (1) \_\_\_\_\_ at seven o'clock every morning, and we **have** (2) \_\_\_\_\_ coffee and a small breakfast. I **leave** (3) \_\_\_\_\_ the flat at eight and walk to the university. I **am finishing** (4) \_\_\_\_\_ classes at five every day, and I **arrive** (5) \_\_\_\_\_ home at six. This month I **work** (6) \_\_\_\_\_ very hard for my first exams.

At the moment, I **eat** (7) \_\_\_\_\_ breakfast in the kitchen of our flat, my mother **drinks** (8) \_\_\_\_\_ coffee, and my sisters **are reading** (9) \_\_\_\_\_.

On Sunday afternoons I **am playing** (10) \_\_\_\_\_ with my friends, or **go** (11) \_\_\_\_\_ to the cinema. Today I'm going to see a new English film! Sometimes I **am watching** (12) \_\_\_\_\_ American films on TV, but I'm **not understanding** (13) \_\_\_\_\_ the words! **Are you liking** (14) \_\_\_\_\_ films?

With best wishes.

Anna

14. Write the sentences using the Present Simple or the Present Continuous.

**Model:** (Usually she/work/at the office, but this week she/work/at home)  
*Usually she works at the office, but this week she's working at home.*

- |  |  |
|--|--|
| 1. (You/not/eat/very much at the moment. Are you ill?) | 5. (you/watch/TV at the moment?)           |
| 2. (She/know/three words in Italian!)                  | 6. (I/not/remember/the name of the hotel.) |
| 3. (I/take/the bus to work now, but usually I/walk.)   | 7. (She/speak/three languages.)            |
| 4. (I/study/Japanese. It's very difficult.)            | 8. (The sun/shine/. It's a beautiful day!) |

**15. Complete the sentences with *am/is/are* or *do/don't does/doesn't*.**

**Model:** Excuse me, do you speak English?

1. Where's Kate? – I \_\_\_\_\_ know.
2. Where \_\_\_\_\_ you come from? – Japan.
3. What \_\_\_\_\_ you watching? – A comedy.
4. What \_\_\_\_\_ your brother do? – He's a police officer.
5. How much \_\_\_\_\_ your boots cost?
6. \_\_\_\_\_ you know that man? – No, I \_\_\_\_\_.
7. \_\_\_\_\_ Tom having a shower at the moment? – Yes, he \_\_\_\_\_.
8. When \_\_\_\_\_ your mother finish work every day?
9. What \_\_\_\_\_ Paul doing in the kitchen? \_\_\_\_\_ he cooking? – No, he \_\_\_\_\_. He \_\_\_\_\_ having coffee.
10. Sam \_\_\_\_\_ like orange juice.

**Unit 6. THERE IS / THERE ARE**

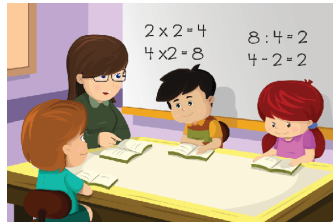
**Grammar reference:**

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 84.

**1. Look at the picture and complete the sentences with *there is* or *there are*.**

**Model:** There is a teacher in the classroom.

1. \_\_\_\_\_ a blackboard in the classroom.
2. \_\_\_\_\_ four books in the classroom.
3. \_\_\_\_\_ a desk in the classroom.
4. \_\_\_\_\_ a girl in the classroom.
5. \_\_\_\_\_ two boys in the classroom.
6. \_\_\_\_\_ some chairs in the classroom.
7. \_\_\_\_\_ a teacher and some children in the classroom.
8. \_\_\_\_\_ some chairs and a desk in the classroom.



**2. Write sentences about your classroom.**

### 3. Fill in some or any.

**Model:** Are there any children in the park?

1. There are \_\_\_\_\_ flowers in the garden.
2. There isn't \_\_\_\_\_ bread in the cupboard.
3. There is \_\_\_\_\_ lemonade in the bottle.
4. Are there \_\_\_\_\_ eggs on the table?
5. There isn't \_\_\_\_\_ meat in the shop.
6. There are \_\_\_\_\_ apples on the tree.
7. There is \_\_\_\_\_ milk in the bottle.
8. There isn't \_\_\_\_\_ food in the fridge.
9. There is \_\_\_\_\_ water in the glass.
10. Is there \_\_\_\_\_ tea in the teapot.
11. Are there \_\_\_\_\_ children in the room?
12. There aren't \_\_\_\_\_ cars in the street.



**4. Look at the picture of an office. Are the sentences below true or false?**

1. There is a laptop on the desk.
2. There are some people in the office.
3. There is a mirror on the wall.
4. There are some flowers on the desk.
5. There is an umbrella in the office.
6. There is a book on the desk.
7. There are some chairs in the office.
8. There is a clock on the wall.
9. There is a bag on a chair.
10. There is a hat on the desk.

**5. Look at the picture again. Complete the questions and answers below.**

**Model:** Is there a desk? – Yes, *there is*.

1. \_\_\_\_\_ there any cups? – No, \_\_\_\_\_.
2. \_\_\_\_\_ the laptop? – It is on the desk.
3. \_\_\_\_\_ an umbrella? – Yes, \_\_\_\_\_.
4. \_\_\_\_\_ any magazines? – No, \_\_\_\_\_.
5. \_\_\_\_\_ any flowers? – \_\_\_\_\_, \_\_\_\_\_.
6. \_\_\_\_\_ armchairs? – \_\_\_\_\_, \_\_\_\_\_.
7. \_\_\_\_\_ the clock? – It's on the wall.

**6. Look at the picture of a room. Then make up questions about it using the words below and answer them.**

**Model:** a carpet? – *Is there a carpet? – Yes, there is.*

1. a lamp?
2. an arm chair?
3. a coffee table?
4. a TV set?
5. curtains?
6. a vase?
7. a book case?
8. windows?
9. a wardrobe?
10. a picture?
11. cushions?



**7. Now write what there is and what there isn't it in the room.**

*There is a coffee table. There ...*

## PREPOSITIONS OF PLACE

### Grammar reference:

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 222–231.

### 8. Where is the cat? Fill in the correct prepositions from the box?

<i>behind</i>	<i>between</i>	<i>in</i>
<i>near</i>	<i>on</i>	<i>above</i>
<i>next to</i>	<i>under</i>	<i>in front of</i>



a) The ball is \_\_\_ the box. b) The ball is \_\_\_ the box. c) The ball is \_\_\_ the box.



d) The ball is \_\_\_ the box. e) The ball is \_\_\_ the box. f) The ball is \_\_\_ the box.



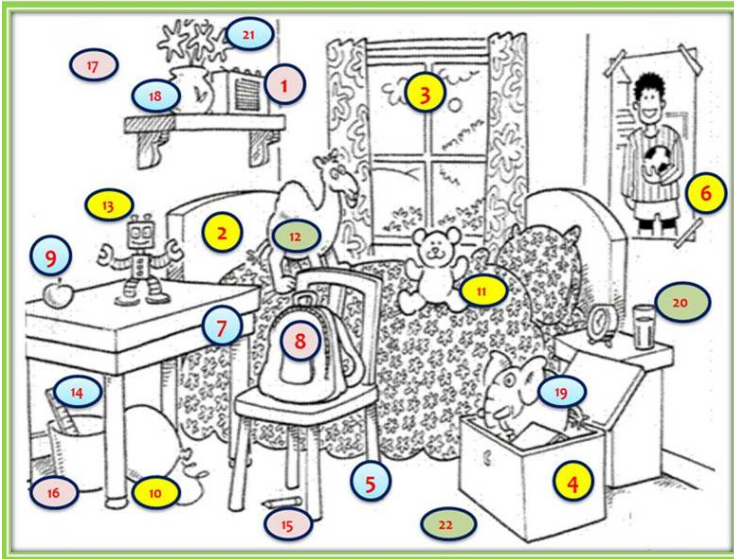
g) The ball is \_\_\_ the box. h) The ball is \_\_\_ the box. i) The ball is \_\_\_ the box.

9. Look at the picture and fill in the correct prepositions into the sentences.



1. There is a chair \_\_\_ the table.
2. There is a vase \_\_\_ the table.
3. There is a book \_\_\_ the lamp.
4. There is a lamp \_\_\_ the lamp and the book.
5. There is a ball \_\_\_ the table.
6. There is a carpet \_\_\_ the table.
7. There is an armchair \_\_\_ the table.
8. There are two cushions \_\_\_ the armchair.
9. There is a cat \_\_\_ the armchair.
10. There is a table \_\_\_ the chair and the armchair.
11. There is a clock \_\_\_ the table.

10. Look at the picture and write sentences about it.



**Model:** 1. There is a radio on the shelf.

11. Look at the pictures and write sentences about the differences between them.



**Model:** In picture A there are apples on the table, but in picture B there is a book there.

12. Use *on, in* or *into*.

1. Where is the book? – It is \_\_\_ the table.
2. Where is the tea? – It is \_\_\_ the cup.
3. Put the plates \_\_\_ the table.
4. Put the book \_\_\_ the bag.
5. There is a beautiful picture \_\_\_ the wall.
6. He went \_\_\_ the room.
7. I like to sit \_\_\_ the sofa \_\_\_ my room.
8. Mother is cooking dinner \_\_\_ the kitchen.
9. She went \_\_\_ the room and sat down \_\_\_ the sofa.
10. There are many people \_\_\_ the park today.
11. We went \_\_\_ the garden and sat down \_\_\_ a bench.
12. The teacher hung a picture \_\_\_ the blackboard.

13. Translate into English using *there is* or *there are*.

1. На стене висит картина.
2. На полу лежит толстый ковер.
3. На земле лежит снег.
4. В этом стакане сок.
5. В кармане лежит ручка.
6. Над столом висит лампа.
7. В углу комнаты стоит комнатный цветок.
8. На окнах висят синие шторы.
9. Около кровати стоит тумбочка.
10. На столе стоит ваза с цветами.

11. В квартире есть 3 комнаты, кухня и балкон.
12. Под столом стоит компьютер, а на столе – монитор.

**14. Translate into English paying attention to the difference in meaning.**

- 1     А. Учитель стоит у доски.  
       В. У доски стоит учитель.
- 2     А. В чашке чай.  
       В. Чай в чашке.
- 3     А. На столе стоят три тарелки.  
       В. Три тарелки стоят на столе.
- 4     А. Медведи были в лесу.  
       В. В лесу были медведи.
- 5     А. Катя в комнате.  
       В. В комнате люди.
- 6     А. Дети во дворе.  
       В. Во дворе дети.
- 7     А. В этом стакане сок.  
       В. Сок в том стакане.
- 8     А. Под столом сидит кот.  
       В. Кот под столом.
- 9     А. Дом находится между банком и почтой.  
       В. Между банком и почтой находится дом.

**Unit 7. THE PAST SIMPLE TENSE. VERB TO BE (WAS / WERE)**

**Grammar reference:**

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 10.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 30.

**1. Write *was* or *were*.**

**Model:** Today I am happy but yesterday I was sad.

1. Now Jane is at home but last week she \_\_\_\_\_ on holiday.
2. Today it's raining but yesterday it \_\_\_\_\_ sunny.
3. Today Mr Brown is at work but yesterday he \_\_\_\_\_ ill.



4. These days there are houses here but a hundred years ago there \_\_\_ trees.
5. Today I feel fine but yesterday I \_\_\_ in bed all day.
6. Today is Sunday and we are at home, but yesterday we \_\_\_ at school.
7. This summer we are staying at home but last summer we \_\_\_ in Greece.
8. Today Tina and Jack are tired because yesterday they \_\_\_ at the gym.

**2. Write sentences about yesterday using the words in brackets.**

**Model:** She is at home today. Yesterday (at the office). Yesterday she was at the office.

1. Nick is at the gym now. Yesterday at this time (in bed).
2. Jack and Kate are at the restaurant. Yesterday (at the theatre).
3. Sue is at work now. Yesterday at this time (at the station).
4. Today the weather is nice. Yesterday (bad).
5. Mr and Mrs Hall are in the park. Yesterday at this time (at dinner).
6. Today is Monday. Yesterday (Sunday).

**3. Mary spent last weekend in Madrid. Ask her some questions using the words in brackets.**

**Model:** (your hotel/good?) Was your hotel good?

1. (your room/comfortable?)
2. (the weather/nice?)
3. (the streets/full of people?)
4. (the shops/expensive?)
5. (the city/exciting at night?)
6. (the museums/interesting?)
7. (the people/friendly?)

**4. Think about cities at the beginning of the 20<sup>th</sup> century and now. What are the differences? Write sentences using *there was* or *there were* and the words in brackets.**

**Model:** (green trees) There were not many green trees in the cities at the beginning of the 20<sup>th</sup> century.

- |                           |                        |
|---------------------------|------------------------|
| 1. (high buildings)       | 5. (active night life) |
| 2. (fast cars)            | 6. (crime)             |
| 3. (horses)               | 7. (friendly people)   |
| 4. (underground stations) |                        |

## THE PAST SIMPLE TENSE. REGULAR VERBS

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 20–21.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 32–35.

**5. Put the verbs below into the Past Simple. Then read them aloud paying attention to the pronunciation of *-ed*.**

- |                   |            |           |            |
|-------------------|------------|-----------|------------|
| 1. walk <u>ed</u> | 8. work    | 15. kiss  | 22. look   |
| 2. love           | 9. stay    | 16. play  | 23. visit  |
| 3. like           | 10. wait   | 17. start | 24. call   |
| 4. study          | 11. clean  | 18. water | 25. post   |
| 5. stop           | 12. return | 19. tidy  | 26. watch  |
| 6. prefer         | 13. iron   | 20. wash  | 27. arrive |
| 7. invite         | 14. open   | 21. climb | 28. cook   |

**6. Complete the sentences. Use the words from the box in the Present Simple and the Past Simple.**

ask	rain	wait	stay
cook	shave	walk	work
dream	smile	watch	listen

**Model:** It often *rains* in the morning. It *rained* yesterday.

1. I \_\_\_\_\_ to school every morning. I \_\_\_\_\_ to school yesterday morning.
2. Sue often \_\_\_\_\_ questions. She \_\_\_\_\_ a question in class yesterday.
3. I \_\_\_\_\_ a film on TV last night. I usually \_\_\_\_\_ TV in the evening because I want to improve my English.
4. Mike \_\_\_\_\_ his own dinner yesterday evening. He \_\_\_\_\_ his own dinner every evening.
5. I usually \_\_\_\_\_ home at night because I study. I \_\_\_\_\_ home last night.

6. Our teacher often \_\_\_\_\_ in class. She \_\_\_\_\_ at the lesson yesterday.
7. I have a job at the library. I \_\_\_\_\_ at the library every evening. I \_\_\_\_\_ at the library last night.
8. When I am asleep, I often \_\_\_\_\_. I \_\_\_\_\_ about my family last night.
9. Linda usually \_\_\_\_\_ for the bus at a bus stop in front of her house. She \_\_\_\_\_ for the bus there yesterday morning.
10. Rick doesn't have a beard anymore. He \_\_\_\_\_ five days ago. Now he \_\_\_\_\_ every morning.
11. We often \_\_\_\_\_ to music on our way to the university. We \_\_\_\_\_ to music yesterday.

**7. Use *yesterday* or *last*.**

**Model:** I dreamed about you *last* night.

1. I was downtown \_\_\_\_\_ morning.
2. Two students were absent \_\_\_\_\_ Friday.
3. Ann wasn't at home \_\_\_\_\_ night.
4. Ann wasn't at home \_\_\_\_\_ evening.
5. Carmen was out of town \_\_\_\_\_ week.
6. I visited my aunt and uncle \_\_\_\_\_ autumn.
7. Roberto walked home \_\_\_\_\_ afternoon.
8. My sister arrived in Miami \_\_\_\_\_ Sunday.
9. We watched TV \_\_\_\_\_ night.
10. Yoko arrived in Los Angeles \_\_\_\_\_ summer.

**8. Complete the sentences. Use *ago*.**

**Model:** I'm in class now, but I was at home *two hours ago*.

1. I'm in class today, but I was absent from class \_\_\_\_\_.
2. I was in (name of a city) \_\_\_\_\_.
3. I was in elementary school \_\_\_\_\_.
4. There is a park in this city. I was at the park \_\_\_\_\_.
5. I was at home in bed \_\_\_\_\_.
6. It rained in this city \_\_\_\_\_.
7. I used my computer \_\_\_\_\_.
8. I played football/volleyball/basketball \_\_\_\_\_.

## THE PAST SIMPLE TENSE. IRREGULAR VERBS

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 20–21.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 32–35.

### 9. Put a tick (✓) next to the correct forms of the Past Simple, and correct the incorrect ones.

walked	drinked	went	played	writed	swam
taked	wrote	cooked	gived	spent	finded
drank	asked	flew	made	sended	buyed
gave	meted	took	left	found	wined
met	passes	stoped	followed	sent	eated
won	cryed	comed	drove	bought	brought
leaved	swimmmed	cried	stopped	ate	crossed

### 10. Complete the sentences using the Past Simple form of the verbs in brackets.

**Model:** We *went* (go) on holiday to Scotland last year.

1. I \_\_\_\_\_ (take) a taxi from the airport to the city centre.
2. The man in the shop \_\_\_\_\_ (say) something to the woman.
3. I \_\_\_\_\_ (write) a letter to my friend 3 days ago.
4. They \_\_\_\_\_ (leave) home 10 minutes ago.
5. I \_\_\_\_\_ (meet) him in the street last week.
6. She \_\_\_\_\_ (buy) her a dress last week.
7. We \_\_\_\_\_ (spend) two weeks in Greece last summer.
8. He \_\_\_\_\_ (go) to the University every day last week.
9. My little sister \_\_\_\_\_ (break) a glass last night.
10. I \_\_\_\_\_ (have) coffee and toast for breakfast this morning.
11. She \_\_\_\_\_ (wear) jeans to work yesterday.

### 11. Make the sentences negative.

**Model:** She went to a party yesterday evening. She didn't go to a party yesterday.

1. We saw our friends yesterday.
2. They got up late yesterday morning.
3. You played tennis.
4. I had a big breakfast.
5. He did a lot of housework at the weekend.
6. Last week I stayed in a hotel in Paris.
7. We watched a film on TV yesterday evening.

**12. Complete the sentences about Betsy's yesterday using the Past Simple. A tick (✓) means that something is true. A cross (×) means that something is not true.**

**Model:** get up late (✓) Betsy got up late yesterday.

have a big breakfast (×) She didn't have a big breakfast.

- |                        |                           |
|------------------------|---------------------------|
| 1. play tennis (×)     | 7. see some friends (✓)   |
| 2. go to college (✓)   | 8. watch TV (✓)           |
| 3. go shopping (×)     | 9. work at a computer (✓) |
| 4. stay at home (✓)    | 10. cook a meal (×)       |
| 5. buy some food (×)   | 11. went to bed early (×) |
| 6. listen to music (×) |                           |

**13. Use the phrases from the previous task to make true sentences about your yesterday.**

### 14. Write questions with *Did* \_\_\_\_\_?

**Model:** I had a good weekend. How about you? – Did you have a good weekend?

1. I played tennis. How about you?
2. I went out yesterday afternoon. How about you?
3. I enjoyed the party. How about you?
4. I finished my project yesterday. How about you?
5. I slept well last night. How about you?
6. I had a Maths class two days ago. How about you?
7. I got up at 6 o'clock yesterday. How about you?
8. I studied French at school. How about you?

**15. Make questions. Use *where, when, what time, or why.***

**Model:** Where did you go yesterday? – To the zoo. (I went to the zoo yesterday.)

1. \_\_\_\_\_ – Last month. (Jason arrived in Canada last month.)
2. \_\_\_\_\_ – At 7.05. (My plane arrived at 7.05.)
3. \_\_\_\_\_ – Because I was tired. (I stayed home last night because I was tired.)
4. \_\_\_\_\_ – At the library. (I studied at the library last night.)
5. \_\_\_\_\_ – Because it's dark in here. (I turned on the light because it's dark in here.)
6. \_\_\_\_\_ – To Greece. (Sara went to Greece for her holidays.)
7. \_\_\_\_\_ – Around midnight. (I finished my homework around midnight.)
8. \_\_\_\_\_ – Five weeks ago. (I came to this city five weeks ago.)
9. \_\_\_\_\_ – In her room. (Kate is in her room.)
10. \_\_\_\_\_ – To the park. (I went to the park yesterday afternoon.)
11. \_\_\_\_\_ – Because he was ill. (Bobby was in bed because he was ill.)
12. \_\_\_\_\_ – Two days ago. (Sara got back from Brazil two days ago.)

**16. Translate into English.**

1. Я видел Мэри вчера на вечеринке.
2. В выходные я навестил дядю и тетю.
3. Вчера погода была хорошей, и мы пошли в парк.
4. Вчера я закончил делать домашнее задание в полночь.
5. Рита не сдала экзамен две недели назад.
6. Меня не было вчера на работе, потому что я был болен.
7. Мы ничего не купили в магазине в воскресенье.
8. На прошлой неделе я не ездил в Лондон.
9. Ты вчера купил молока? – Нет.
10. Тебе понравилась вечеринка? – Да.
11. Вы были в Канаде в прошлом году? – Нет.
12. Ты вчера хорошо спал? – Да.
13. Ты ходил в кино на прошлой неделе? – Нет.
14. Вчера было хо-

лодно? – Да. 15. Как часто у вас были занятия по английскому в прошлом месяце? 16. Когда он ездил в Нью-Йорк? 17. Почему он вчера опоздал? 18. Где вы жили в прошлом году?

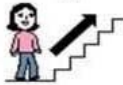

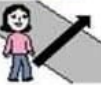
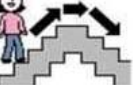
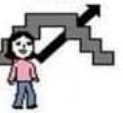
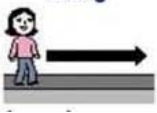


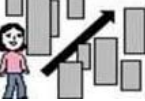
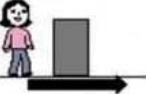

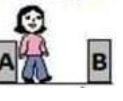
### PREPOSITIONS OF MOVEMENT

#### Grammar reference:

Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 222–231.

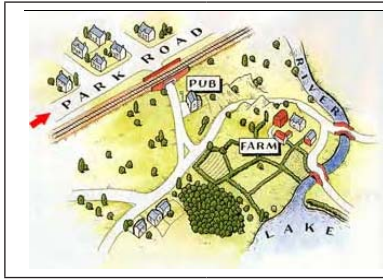
#### 17. Match the prepositions from the box to the pictures.

<i>out of</i>	<i>up</i>	<i>over</i>	<i>down</i>
<i>under</i>	<i>round/around</i>	<i>into</i>	<i>past</i>
<i>through</i>	<i>along</i>	<i>from ... to ...</i>	<i>across</i>

			
a.	b.	c.	d.
			
e.	f.	g.	h.
			
i.	j.	k.	l.

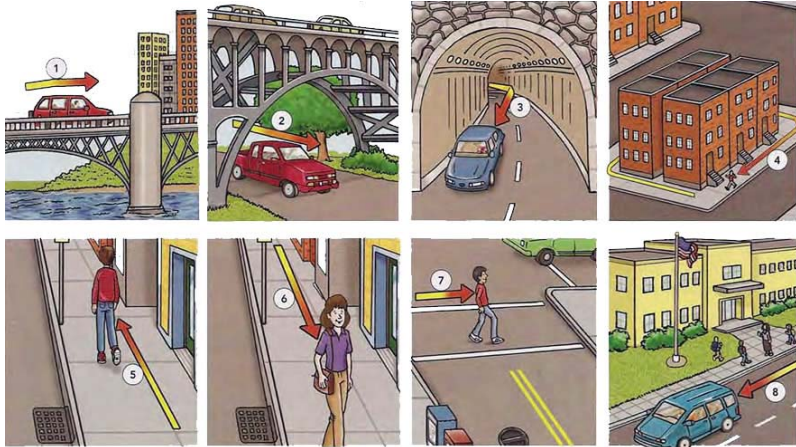
#### 18. Study the map and fill in the missing words from the box.

down	along	under	left
past	right	turn	on



'Drive \_\_\_ Park Road and turn \_\_\_\_\_. Go \_\_\_ the bridge and \_\_\_ the pub. Turn \_\_\_ at the hill, then drive \_\_\_ the hill to the river. \_\_\_ right after the farm and the lake is \_\_\_ the right. It takes twenty minutes.'

**19. Look at the pictures and complete the directions. Begin with *Go ...***







**Model:** *Go over the bridge.*

**20. Complete the sentences using appropriate prepositions.**

**Model:** The dog swam across the river.

1. A book fell ___ the shelf.	
2. A plane flew ___ the village.	
3. A woman got ___ the car.	
4. A girl ran ___ the road.	



5. Suddenly a car came ____ the corner.	
6. They drove ____ the village.	
7. The moon travels ____ the earth.	
8. They got ____ the house ____ a window.	

### 21. Translate into English. Pay attention to the words in bold.

Гонка началась у мэрии. Бегуны пробежали **от** мэрии, **через** площадь **к** реке. Затем они пробежали **по** мосту и дальше приблизительно 200 метров **прямо по** дороге **вдоль** реки. После этого они бежали **мимо** театра и **на** холм. Там они **свернули направо** около замка и пробежали **вниз** по холму. Затем они пробежали **через** туннель **под** рекой и закончили гонку у станции.

## Unit 8. THE PRESENT PERFECT TENSE

### Grammar reference:

1. Дроздова Т.Ю., Берестова А.И., Маилова В.Г. English grammar: Reference and Practice : учебное пособие. – Изд. 9-е, испр. и доп. – СПб. : Антология, 2005. – С. 42–43.
2. Murphy R. Essential grammar in use. Cambridge. Cambridge University Press, 2007. – P. 40–49.

### 1. Make up sentences using the Present Perfect tense.

**Model:** (he/clean his shoes) *He has cleaned his shoes.*

1. (she/open the door)
2. (he/answer the phone)
3. (they/go to bed)
4. (he/have a shower)
5. (my sister/buy a new flat)
6. (the picture/fall from the wall)
7. (my son/lose his key)
8. (his mother/cook dinner)

## 2. Make the sentences negative.

**Model:** She has seen her sister. She hasn't seen her sister.

1. We have finished our work.
2. They have bought a new house.
3. They have phoned the doctor.
4. The have gone to the cinema.
5. You have taken a photograph.
6. They have had breakfast.
7. He has lost his passport.
8. I have bought a ticket.

## 3. Rewrite the sentences with yet.

**Model:** Sarah and Tom want to have lunch. They haven't had it yet.

1. Mary wants to wash her hair.
2. Mr and Mrs Norris plan to see Buckingham Palace.
3. John wants to have a shower.
4. Bill and I plan to move house next week.
5. My aunt wants to give me a birthday present.
6. I want to talk to the boss.

## 4. Make up questions in the Present Perfect.

**Model:** (you/see/John?) Have you seen John?

1. (you/be/to Canada?)
2. (they/cook/our breakfast?)
3. (Jane/make/any mistakes?)
4. (we/visit/all the museums?)
5. (she/do/ her shopping?)
6. (he/eat/the banana?)
7. (she/go/to bed?)
8. (you/finish/your work?)

**5. Give short answers to the questions below. A tick (✓) means that something is true. A cross (×) means that something is not true.**

**Model:** Have they finished their work? (×) No, they haven't.

1. Has she chosen a new dress? (✓)
2. Have they sold all apples? (✓)
3. Have they opened the new shop in your street? (×)

4. Have you bought a ticket? (√)
5. Have they paid for the dinner? (×)
6. Has she done her shopping? (×)
7. Has he tried the jacket on? (×)
8. Have you been to the new department store? (√)

**6. Rewrite the questions using *ever*.**

**Model:** Have you eaten elephant meat? – Have you ever eaten elephant meat?

1. Have you bought a newspaper?
2. Have you flown a plane?
3. Have you spoken to a celebrity?
4. Have you been to Egypt?
5. Have you driven a car?
6. Have you cooked meat?
7. Have you made a parachute jump?
8. Have you played tennis?

**7. Use the words to write questions with *yet*, then write answers with *just*.**

**Model:** you/tidy your room? Have you tidied your room yet? – Yes, I've just tidied it.

1. Ann/speak to the bank manager?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ to him.
2. Mark/make a cup of tea?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ one.
3. do/your homework?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ it.
4. Mr Jones/read the report?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ it.
5. you/call a taxi?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ one.
6. they/have lunch?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ it.
7. you/have a shower?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ it.
8. she/see Jack?  
A. \_\_\_\_\_ ? B. Yes, \_\_\_\_\_ him.





16. Do your family have a big breakfast?  
 A. Yes, we do.                      B. Yes, we are.                      C. Yes, we have.
17. I like looking at the stars \_\_\_\_ night.  
 A. in                                      B. at                                      C. on
18. I leave home \_\_\_\_ 9.30 \_\_\_\_ weekdays.  
 A. at/on                                  B. on/at                                  C. at/in
19. Mice \_\_\_\_\_ small \_\_\_\_\_.  
 A. is/animal                              B. are/animal                              C. are/animals
20. I haven't got \_\_\_\_ job at the moment.  
 A. a    B. the    C. -
21. Would you like \_\_\_\_ milk in you coffee?  
 A. a    B. some    C. any
22. John and his friends \_\_\_\_\_ to the library every week.  
 A. go    B. goes    C. are going
23. Mick \_\_\_\_\_ Jane.  
 A. is knowing                              B. know    C. knows
24. Where \_\_\_\_\_ on holiday?  
 A. are you usually going    B. are you usually go                      C. do you usually go
25. What \_\_\_\_\_ today?  
 A. is she wearing                          B. she is wearing                          C. does she wear
26. There is \_\_\_\_\_ milk in the bottle.  
 A. any    B. some    C. a
27. There isn't \_\_\_\_\_ food in the fridge.  
 A. any    B. some    C. a
28. Mother is cooking dinner \_\_\_\_ the kitchen.  
 A. in    B. at    C. on
29. She went \_\_\_\_ the room and sat down \_\_\_\_ the sofa.  
 A. in/on    B. into/in    C. into/on



# KEYS

## TEST YOURSELF keys

### Test Yourself 1. Task 2

1C      2A      3D      4B      5A

### Test Yourself 2. Task 2

1D      2C      3B      4A      5B

### Test Yourself 3. Task 2

1A      2C      3D      4B      5A

### Test Yourself 4. Task 2

1B      2D      3D      4A      5D

### Test Yourself 5. Task 2

1D      2B      3A      4A      5D

### Test Yourself 6. Task 2

1D      2B      3A      4B      5C

### Test Yourself 7. Task 2

1B      2A      3D      4B      5C

### Test Yourself 8. Task 2

1B      2D      3A      4A      5B

## GRAMMAR TRAINER keys

### Unit 1. TO BE

#### 1.

1. am	4. is	7. is/is
2. is/is	5. is	8. is/are
3. is/is	6. is	9. is/is

#### 2.

1. is	5. am	9. are	13. is
2. am	6. am	10. is	14. is
3. am	7. is	11. is	15. is
4. is	8. is	12. is	16. Are



**3.**

- |            |        |           |              |
|------------|--------|-----------|--------------|
| 1. are not | 3. are | 5. is not | 7. is not/is |
| 2. is not  | 4. is  | 6. are    | 8. is not/is |

**QUESTIONS WITH TO BE**

**5.**

- |                |             |            |          |
|----------------|-------------|------------|----------|
| 1. Is/ is      | 3. Are/am   | 5. Are/are | 7. Is/is |
| 2. Are/are/are | 4. Is/is/is | 6. Is/is   |          |

**8.**

- |          |          |         |         |           |
|----------|----------|---------|---------|-----------|
| 1. Where | 3. When  | 5. Who  | 7. What | 9. Where  |
| 2. Who   | 4. Where | 6. What | 8. What | 10. Where |

**9.**

- |         |          |         |           |          |           |
|---------|----------|---------|-----------|----------|-----------|
| 1. What | 4. Why   | 7. Who  | 10. How   | 13. When | 16. When  |
| 2. Who  | 5. Where | 8. What | 11. Where | 14. How  | 17. Where |
| 3. When | 6. What  | 9. How  | 12. Who   | 15. What | 18. Who   |

**10.**

- |              |            |             |             |               |
|--------------|------------|-------------|-------------|---------------|
| 1. Who is    | 3. What is | 5. Where is | 7. When are | 9. What are   |
| 2. Where are | 4. When is | 6. What is  | 8. Who are  | 10. Where are |

**11.**

- |                                   |  |
|-----------------------------------|--|
| 1. Who is that woman?             | 11. Why is your grandfather in hospital? |
| 2. What is this film like?        | 12. Who is Miss Aniston?                 |
| 3. Where is your father?          | 13. When is the concert?                 |
| 4. Where is your hat?             | 14. Where are Bobby and his friends?     |
| 5. Where are my children?         | 15. Where is Tom?                        |
| 6. Where are you?                 | 16. When is New Year Day?                |
| 7. Why John is here?              | 17. Who is Mr. Billy?                    |
| 8. What are those?                | 18. Who is that woman?                   |
| 9. When is your birthday?         | 19. What is this?                        |
| 10. What is his telephone number? |  |

## PRONOUNS

### 12.

you, I	you, I	he	they	they
you, they	we, they	it	it	she

### 13.

1. we	3. they	5. they	7. you
2. it	4. she	6. he	8. w

### 16.

1. His	3. My	5. Her	7. your
2. Their	4. Our	6. his	8. Our

### 17.

1. his	3. my	5. her	7. our
2. their	4. her	6. your	8. their, thei

### 18.

1. He, his	3. Her, her	5. My, they, my
2. they, their	4. they, their	6. our, your

## Unit 2. POSSESSIVES

### 1.

1. B	2. A	3. B	4. C	5. B	6. C
------	------	------	------	------	------

### 3.

1. Mary's	7. Bill and Sue's
2. Hannah, Rachel and David's	8. Bill and Sue's
3. Laura and Michael's	9. Michael and Tom's
4. Martha and Henry's	10. Martha's
5. Laura and Henry's	11. Henry's
6. George and Mary's	12. Hannah, Rachel and David's

### 4.

1. Roger's	5. boss's
2. friend's	6. brothers'
3. girls'	7. mother's
4. man's	8. children's

## HAVE GOT

### 6.

- |  |                                     |
|--|-------------------------------------|
| 1. You've <b>got</b> lots of books on your desk. | 4. I've <b>got</b> a large family.  |
| 2. They've <b>got</b> a dog and two cats.        | 5. We've <b>got</b> two children.   |
| 3. He's <b>got</b> a nice house.                 | 6. It's <b>got</b> two big windows. |

### 7.

- |   |   |
|---|---|
| 1. She <b>hasn't got</b> a brother.           | 5. She <b>hasn't got</b> a black bag.       |
| 2. I <b>haven't got</b> time to do this work. | 6. My brother <b>hasn't got</b> a fast car. |
| 3. You <b>haven't got</b> a family.           | 7. My sister <b>hasn't got</b> blue eyes.   |
| 4. They <b>haven't got</b> any pets.          |   |

### 8.

- |  |  |
|--|--|
| 1. <b>Has your friend got</b> a car?       | 5. <b>Has Peter got</b> a camera?                    |
| 2. <b>Have they got</b> an exam tomorrow?  | 6. <b>Has (the) nephew got</b> a job?                |
| 3. <b>Has Sylvia got</b> a new dress?      | 7. <b>Has his uncle got</b> a motorbike?             |
| 4. <b>Has your daughter got</b> a bicycle? | 8. <b>Have you got</b> an English lesson on Mondays? |

### 12.

- |       |       |      |      |       |
|-------|-------|------|------|-------|
| 1. a  | 3. a  | 5. a | 7. a | 9. a  |
| 2. am | 4. an | 6. a | 8. a | 10. a |

### 13.

- |                            |                                  |
|----------------------------|----------------------------------|
| 1. My aunts are doctors.   | 5. These are houses.             |
| 2. These are black cats.   | 6. Those are apples.             |
| 3. I have got brothers.    | 7. These are nice little houses. |
| 4. They are good students. | 8. They've got books.            |

### 14.

1. an	3. a	5. -	7. -	9. - / - / -	11. - / - / -
2. - / a	4. a	6. a	8. a	10. a / a / a	12. -

## THE PRESENT SIMPLE TENSE

### 2.

1. drink	2. studies	3. flies	4. smokes	5. live	6. finishes	7. sell
----------	------------	----------	-----------	---------	-------------	---------

### 3.

1. gets	2. is / goes	3. is / does	4. has	5. goes	6. takes	7. speaks
---------	--------------	--------------	--------	---------	----------	-----------

**4. Read the passage and use the verbs in brackets in the correct form.**

My working day **begins** at seven o'clock. I **get up**, **switch** on the radio and **do** my morning exercises. It **takes** me fifteen minutes. At half past seven we **have** breakfast. My father and I **leave** home at eight o'clock. He **takes** a bus to his office. My mother **is** a doctor, she **leaves** home at nine o'clock. In the evening we **gather** in the living-room. We **watch** TV and **talk**.

**6.**

- |   |                             |
|---|-----------------------------|
| 1. She doesn't work in a bank.            | 6. My car doesn't work.     |
| 2. I don't play golf.                     | 7. I don't drink tea.       |
| 3. Paul doesn't listen to the radio.      | 8. Sheila doesn't eat meat. |
| 4. We don't speak English.                | 9. I don't understand you.  |
| 5. You don't watch the Tv in the evening. |                             |

**8.**

- |                |               |               |       |
|----------------|---------------|---------------|-------|
| 1. don't know  | 2. don't grow | 3. Does       | 4. Do |
| 5. don't think | 6. don't see  | 7. don't live |       |

**Unit 3. THE PRESENT SIMPLE TENSE**

**9.**

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 2. always goes  | 4. never walk   | 6. sometimes go |
| 3. never drives | 5. often cycles | 7. never drive  |

**11.**

- |                 |                    |                  |                |                    |
|-----------------|--------------------|------------------|----------------|--------------------|
| 1. always snows | 3. usually watches | 5. doesn't like  | 7. never goes  | 9. always get up.  |
| 2. don't live   | 4. sometimes       | 6. usually reads | 8. don't drive | 10. usually has go |

**12.**

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 2. They never go to the theater.    | 6. I often forget people's names.  |
| 3. Nicolas always works hard.       | 7. Tom never watches TV.           |
| 4. Children usually like chocolate. | 8. Usually we have dinner at 6:30. |
| 5. Brook always enjoys parties.     | 9. Joan always wears nice clothes. |

**13.**

1. Paul has a car, but doesn't drive it very often.
2. I never eat in restaurants.
3. Sometimes They ride bicycles to work.
4. Once a week Mary and John meet their friends.
5. Andy always drinks a lot of tea.
6. My mother never watches TV in the morning.
7. Often I play the piano after dinner.
8. Usually We work hard.
9. He has a bath every day.
10. She seldom wears dresses.
11. Michael always has holidays in June and July.

**15.**

- |                                      |  |
|--------------------------------------|--|
| 1. When do you usually start?        | 6. Where do your sisters live?             |
| 2. Why do they study in the evening? | 7. How often do you listen to music?       |
| 3. Does your sister like music?      | 8. When do you finish your classes?        |
| 4. Does it often rain here?          | 9. What time do you usually have a shower? |
| 5. What do you want for breakfast?   | 10. Do you often go to the gym?            |

**16.**

- |  |                             |
|--|-----------------------------|
| 3. Do you speak French?                        | 9. Do you have a car?       |
| 4. Do you like the programs on TV?             | 10. Does he play the piano? |
| 5. Does he listen to the radio in the morning? | 11. Do you prefer rock?     |
| 6. Does he love the dogs?                      | 12. Do you love musicals?   |
| 7. Do you like films?                          | 13. Do you often read?      |
| 8. Does he have tea in the morning?            | 14. Does he smoke?          |

**PREPOSITIONS OF TIME**

**18.**

- |       |       |       |        |        |        |        |
|-------|-------|-------|--------|--------|--------|--------|
| 1. at | 4. in | 7. in | 10. on | 13. at | 16. at | 19. on |
| 2. at | 5. at | 8. in | 11. on | 14. in | 17. on | 20. at |
| 3. in | 6. at | 9. on | 12. on | 15. at | 18. at | 21. on |

**19.**

- |       |       |       |             |
|-------|-------|-------|-------------|
| 1. in | 4. in | 7. at | 10. at      |
| 2. on | 5. at | 8. in | 11. at / on |
| 3. on | 6. at | 9. on | 12. in      |

**Unit 4. PLURALS**

**6.**

- |             |                      |          |           |                |
|-------------|----------------------|----------|-----------|----------------|
| 1. flowers  | 3. mouse             | 5. men   | 7. people | 9. teeth       |
| 2. children | 4. friends, students | 6. women | 8. knives | 10. sandwiches |

**7.**

1. come   2. are   3. are, animals   4. like, their, toys   5. eat   6. those, are

**8.**

- |   |   |
|---|---|
| 1. These are stars                                | 10. These rooms are very large.                                   |
| 2. These are boys                                 | 11. These ladies are those gentlemen's wives                      |
| 3. Those are plates                               | 12. My teeth are white  |
| 4. Those are bookshelves                          | 13. Potatoes are vegetables and cherries are fruit.               |
| 5. Are these bookcases?                           | 14. What are those children's names?                              |
| 6. Are those balls?                               | 15. Cats have caught mice   |
| 7. These men are engineers.                       | 16. Are these workers Englishmen or Germans? – They are Frenchmen |
| 8. Those women are my cousins. They are teachers. |   |
| 9. Those girls are my nieces. They are students   |   |

**10.**

1. -   2. -/-   3. a   4. -   5. a/-   6. -   7. a   8. a   9. a

**11.**

- |         |         |         |          |          |
|---------|---------|---------|----------|----------|
| 1. some | 4. a    | 7. some | 10. a    | 13. some |
| 2. a    | 5. some | 8. a    | 11. some | 14. some |
| 3. some | 6. some | 9. a    | 12. an   |          |

**SOME / ANY / MUCH / MANY / A LOT OF / LOTS OF**

**12.**

- |        |         |              |               |          |
|--------|---------|--------------|---------------|----------|
| 1. any | 4. some | 7. some      | 10. any       | 13. some |
| 2. any | 5. some | 8. some, any | 11. any, some | 14. any  |
| 3. any | 6. any  | 9. any       | 12. some      | 15. some |

**13.**

- |               |                     |                   |        |
|---------------|---------------------|-------------------|--------|
| 1. some, some | 2. some, some, some | 3. some, no, some |        |
| 4. no         | 5. no               | 6. any            | 7. any |

**14.**

1. We don't have ~~many~~ information. 4. +  
much 5. +
2. I want to have ~~some~~ more apples. 6. Pam doesn't earn ~~many~~ money.  
Much much
3. How ~~much~~ people do you know?  
many

**15.**

- |         |         |          |          |          |
|---------|---------|----------|----------|----------|
| 1. Much | 5. Much | 9. Many  | 13. Many | 17. Much |
| 2. Many | 6. Many | 10. Many | 14. Much | 18. Much |
| 3. Many | 7. Much | 11. Much | 15. Much | 19. Many |
| 4. Much | 8. Many | 12. Many | 16. Many | 20. Many |
|         |         |          |          | 21. Many |

**17.**

- |             |             |         |
|-------------|-------------|---------|
| 1. +        | 4. A lot of | 7. Much |
| 2. A lot of | 5. Many     | 8. +    |
| 3. Much     | 6. +        | 9. +    |

**18.**

- |                    |             |                    |                    |
|--------------------|-------------|--------------------|--------------------|
| 1. A lot of        | 3. A lot of | 5. Much / a lot of | 7. Much            |
| 2. Much / a lot of | 4. A lot of | 6. A lot of        | 8. Much / a lot of |

## Unit 5. THE PRESENT CONTINUOUS TENSE

### 3.

- |                       |                       |                     |                       |                       |
|-----------------------|-----------------------|---------------------|-----------------------|-----------------------|
| 1. are<br>running     | 3. am doing           | 5. are going        | 7. is sitting         | 9. is standing        |
| 2. are not<br>playing | 4. am not<br>watching | 6. are not<br>going | 8. is not<br>studying | 10. is not<br>smoking |

### 6.

- |  |                                     |
|--|-------------------------------------|
| 1. What are you cooking?                         | 6. Why is Joan wearing jeans today? |
| 2. Are you going out tonight?                    | 7. What language are you studying?  |
| 3. What time are we playing tennis?              | 8. Who is lying on the sofa?        |
| 4. Why is your daughter crying?                  | 9. What are they talking about?     |
| 5. When are Ken and Ellen coming<br>for dinner?' |                                     |

## VERBS NOT USED IN CONTINUOUS

### 9.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. √                        | 7. I think it's a good idea.   |
| 2. √                        | 8. 'Huge' means 'very big'.    |
| 3. She believes he's right. | 9. Mick knows Jane.            |
| 4. √                        | 10. She hates classical music. |
| 5. √                        | 11. √                          |
| 6. √                        |                                |

## THE PRESENT CONTINUOUS AND THE PRESENT SIMPLE TENSES

### 11.

1. I have.
2. It's raining
3. What are you doing / Are you going
4. do you usually go
5. is she wearing
6. are you doing / I'm trying
7. do you do



## 12.

1. She usually **works** in the office in London, but at the moment she **is doing** a course in Bristol.
2. Linda **washes** her hair every day.
3. He **travels** a lot in his job.
4. Excuse me. I **think** you **are sitting** in my seat.
5. **Do you listen** to the radio very often?
6. Don't talk to me now. I **am writing** an important letter.
7. She usually **wears** a suit to work, but today she **is wearing** a dress.
8. It often **rains** here in autumn, but it **is not raining** now.
9. Ann **doesn't speak** English very well.
10. Where's John? – He's busy. He **is talking** on the phone.

## 13.

Dear David,

I live  $\surd$  in a large flat in Rome. I'm **having** *have* two sisters. Their names are Rosa and Maria. We **are getting up** (1) **get up** at seven o'clock every morning, and we **have** (2)  $\surd$  coffee and a small breakfast. I **leave** (3)  $\surd$  the flat at eight and walk to the university. I **am finishing** (4) **finish** classes at five every day, and I **arrive** (5)  $\surd$  home at six. This month I **work** (6) **am working** very hard for my first exams.

At the moment, I **eat** (7) **am eating** breakfast in the kitchen of our flat, my mother **drinks** (8) **is drinking** coffee, and my sisters **are reading** (9)  $\surd$ .

On Sunday afternoons I **am playing** (10) **play** with my friends, or **go** (11)  $\surd$  to the cinema. Today I'm going to see a new English film! Sometimes I **am watching** (12) **watch** American films on TV, but I'm **not understanding** (13) **don't understand** the words! **Are you liking** (14) **Do you like** films?

With best wishes.

Anna

**14.**

1. You are not eating very much at the moment. Are you ill?
2. She knows three words in Italian!
3. I am taking the bus to work now, but usually I walk.
4. I study Japanese. It's very difficult.
5. Are you watching TV at the moment?
6. I don't remember the name of the hotel.
7. She speaks three languages.
8. The sun is shining. It's a beautiful day!

**15.**

1. Where's Kate? – I don't know.
2. Where do you come from? – Japan.
3. What are you watching? – A comedy.
4. What does your brother do? – He's a police officer.
5. How much do your boots cost?
6. Do you know that man? – No, I don't.
7. Is Tom having a shower at the moment? – Yes, he is.
8. When does your mother finish work every day?
9. What is Paul doing in the kitchen? Is he cooking? – No, he isn't. He is having coffee.
10. Sam doesn't like orange juice.

**Unit 6. THERE IS / THERE ARE**

**1.**

- |              |             |              |              |
|--------------|-------------|--------------|--------------|
| 1. There is  | 3. There is | 5. There are | 7. There is  |
| 2. There are | 4. There is | 6. There are | 8. There are |

**3.**

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. Some | 3. Some | 5. Any  | 7. Some | 9. Some | 11. Any |
| 2. Any  | 4. Any  | 6. Some | 8. Any  | 10. Any | 12. Any |

**4.**

- |          |          |          |         |           |
|----------|----------|----------|---------|-----------|
| 1. True  | 3. False | 5. True  | 7. True | 9. False  |
| 2. False | 4. True  | 6. False | 8. True | 10. False |

8.

- a. In                      c. In front of    e. Between      g. Next to      i. Behind  
b. On                     d. Near            f. In front of    h. Above

9.

1. Next to    3. Near      5. Under    7. Near      9. Behind    11. Above  
2. On        4. Between    6. In front of    8. On        10. Between

10.

1. There is a radio on the shelf                      12. There is a camel on the bed  
2. There is a bed between the walls                13. There is a robot on the table  
3. There is a window behind the bed                14. There is a ruler in the bucket  
4. There is a box next to the                            15. There is a pencil under the chair  
    nightstand    16. There is a bucket under the table  
5. There is a chair next to the table                 17. There is a wall next to the bed  
6. There is a poster on the wall                        18. There is a shelf on the wall  
7. There is a table next to the wall                  19. There is an elephant in the box  
8. There is a schoolbag on the chair                 20. There is a glass on the  
9. There is an apple on the table                     nightstand  
10. There is a balloon under the table               21. There is a vase on the shelf  
11. There is a teddy bear on the bed                 22. There is a floor under the box

11.

1. On            3. On            5. On            7. On; in        9. Into; on      11. In; on  
2. In            4. In            6. Into           8. In            10. In            12. On

**Unit 7. THE PAST SIMPLE TENSE. VERB TO BE (WAS / WERE)**

1.

1. Was                      3. Was                      5. Was                      7. Were  
2. Was                      4. Were                      6. Were                      8. Were

2.

1. Yesterday **he was in bed** at this time.  
2. Yesterday **they were at the theatre**.  
3. Yesterday **she was at the station** at this time.  
4. Yesterday **it was bad**.  
5. Yesterday **they were at dinner** at this time.  
6. Yesterday **it was Sunday**.

3.

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. Was your room comfortable?       | 5. Was the city exciting at night? |
| 2. Was the weather nice?            | 6. Were the museums interesting?   |
| 3. Were the streets full of people? | 7. Were the people friendly?       |
| 4. Were the shops expensive?        |                                    |

**THE PAST SIMPLE TENSE. REGULAR VERBS**

6.

- |                   |                   |                   |                      |
|-------------------|-------------------|-------------------|----------------------|
| 1. walk; walked   | 4. cooked; cook   | 7. work; worked   | 10. shaved; shaves   |
| 2. asks; ask      | 5. stay; stayed   | 8. dream; dreamed | 11. listen; listened |
| 3. watched; watch | 6. smiles; smiled | 9. waits; waited  |                      |

7.

- |              |              |         |              |          |
|--------------|--------------|---------|--------------|----------|
| 1. yesterday | 3. last      | 5. last | 7. yesterday | 9. last  |
| 2. last      | 4. yesterday | 6. last | 8. last      | 10. last |

8.

1. I'm in class today, but I was absent from class **2 days ago**.
2. I was in (name of a city) **London several days ago**.
3. I was in elementary school **3 years ago**.
4. There is a park in this city. I was at the park **20 minutes ago**.
5. I was at home in bed **1 hour ago**.
6. It rained in this city **5 hours ago**.
7. I used my computer **45 minutes ago**.
8. I played football/volleyball/basketball **5 years ago**.

**THE PAST SIMPLE TENSE. IRREGULAR VERBS**

10.

- |         |          |           |          |          |          |
|---------|----------|-----------|----------|----------|----------|
| 1. took | 3. wrote | 5. met    | 7. spent | 9. broke | 11. wore |
| 2. said | 4. left  | 6. bought | 8. went  | 10. had  |          |

**11. Make the sentences negative.**

1. We did not see our friends yesterday.
2. They did not get up late yesterday morning.
3. You did not play tennis.
4. I did not have a big breakfast.
5. He did not do a lot of housework at the weekend.

6. Last week I did not stay in a hotel in Paris.
7. We did not watch a film on TV yesterday evening.

**12.**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. She didn't play tennis.        | 7. She saw some friends.       |
| 2. She went to college yesterday. | 8. She watched TV.             |
| 3. She didn't go shopping.        | 9. She worked at a computer.   |
| 4. She stood at home yesterday.   | 10. She didn't cook a meal.    |
| 5. She didn't buy some food.      | 11. She didn't go to bed early |
| 6. She didn't listen to music.    |                                |

**15.**

- |  |  |
|--|--|
| 1. When did Jason arrive?              | 7. What time did you finish your homework? |
| 2. What time did your plan arrive?     | 8. When did you come to this city?         |
| 3. Why did you stay at home yesterday? | 9. Where was Kate?                         |
| 4. Where did you study last night?     | 10. Where you go yesterday afternoon?      |
| 5. Why did you turn on the light?      | 11. Why Bobby was in bed?                  |
| 6. Where did Sara go for her holyday?  | 12. When did Sara get back from Brazil?    |

**PREPOSITIONS OF MOVEMENT**

**17.**

- |           |          |            |                 |
|-----------|----------|------------|-----------------|
| a. up     | d. over  | g. into    | j. past         |
| b. down   | e. under | h. out of  | k. round/around |
| c. across | f. along | i. through | l. from         |

**18.**

'Drive along Park Road and turn right. Go under the bridge and past the pub. Turn left up the hill, then drive down the hill to the river. Turn right after the farm and the lake is under the right. It takes twenty minutes.'

**20.**

- |           |                         |
|-----------|-------------------------|
| 1. off    | 5 from round the corner |
| 2. over   | 6. through              |
| 3. out of | 7. around               |
| 4. across | 8. into, through        |

## Unit 8. THE PRESENT PERFECT TENSE

### 1.

- |                               |  |
|-------------------------------|--|
| 1. She has opened the door.   | 5. My sister has bought a new flat.      |
| 2. He has answered the phone. | 6. the picture has fallen from the wall. |
| 3. They have gone to bed.     | 7. My son has loosed his key.            |
| 4. He has had a shower.       | 8. His mother has cooked dinner.         |

### 4.

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1. Have you been to Canada?         | 5. Has she done her shopping?   |
| 2. Have they cooked our breakfast?  | 6. Has he eaten the banana?     |
| 3. Has Jane made any mistakes?      | 7. Has she gone to bed?         |
| 4. Have we visited all the museums? | 8. Have you finished your work? |

### 5.

- |                   |                |                   |                  |
|-------------------|----------------|-------------------|------------------|
| 1. Yes, she has   | 3. No, they    | 5. No, they       | 7. No, he hasn't |
| 2. Yes, they have | haven't        | haven't           | 8. Yes, I have   |
|                   | 4. Yes, I have | 6. No, she hasn't |                  |

## THE PAST SIMPLE AND THE PAST PERFECT TENSES

### 8.

1. I have already done my homework. Now I can go for a walk.
2. I did my homework yesterday.
3. He has just come home.
4. He came home a minute ago.
5. Nick played football yesterday.
6. She has already come from school. Now she is doing her homework.
7. I read this book last year.
8. I have read this book this year.
9. I have never been to Washington.
10. Have you ever been to New York?
11. Have you ever seen the eruption of a volcano?
12. I haven't eaten today.
13. He didn't eat yesterday.
14. Did you play the piano yesterday?
15. Have you played the piano today?

## CHECK YOURSELF

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. A  | 11. A | 21. B | 31. B |
| 2. C  | 12. A | 22. A | 32. C |
| 3. A  | 13. A | 23. C | 33. B |
| 4. B  | 14. C | 24. C | 34. C |
| 5. C  | 15. A | 25. A | 35. A |
| 6. B  | 16. A | 26. B | 36. B |
| 7. B  | 17. B | 27. A | 37. C |
| 8. C  | 18. A | 28. A | 38. C |
| 9. B  | 19. C | 29. C | 39. A |
| 10. B | 20. A | 30. C | 40. C |

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