

Essential Course of English

Book I

**Topical Texts,
Grammar, Lexical Exercises**

*Compiled
by*

**Oxana Golubovschi
Alina Mardari
Lilia Herta
Olesea Bucuci
Tatiana Portaresco**

Coordinator

PhD, Ana Budnic

Essential Course of English: Topical Texts, Lexical – Grammar Exercises/comp.: Oxana Golubovschi [et al.]; coord.: Ana Budnic. – Chişinău: S.n., 2013 (Tipogr.UPS “ Ion Creangă”). – ISBN 978-9975-46-165-8.

Book 1. – 2013. – 300p. – ISBN 978-9975-46-166-5.

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PREFACE

English Essential Course is the book designed and presented for 1st year learners of the English language at teacher training universities. This practical course consists of 10 sections provided with Selected Texts, Grammar and Vocabulary Exercises. Collected exercises and activities will help learners to enlarge their vocabulary, to sort out the essential literary and linguistic data as well as to develop the learners' power of their spontaneous speech.

The aim of the book is to help learners understand English grammar structures, topical vocabulary and pronunciation rules through comprehensive theory tables and functional examples.

The book adheres to the principle that every structure should first be heard, then practised in oral and finally, in written form. The book encourages learners to speak before writing, and allows them to practise English structures through a variety of enjoyable and useful activities.

The book consists of 10 units, each focusing on a particular grammar and vocabulary topic. A typical unit contains:

- presentation of grammar structures by means of visual prompts.
- simple, concise explanations of the grammar structures.
- examples in everyday conversational English, together with a few expressions showing slightly more formal use.
- exercises practising the new grammar and vocabulary structures, to help learners use correct, appropriate patterns in everyday situations.
- speaking and writing activities - to practise the new grammar and vocabulary structures in oral and written form.

By the end of the academic course the learners will enlarge their vocabulary by reading the topical texts, will be able to write summaries, solve puzzles, share feelings, ideas about an experience they have in common, express their views and attitudes, likes and dislikes which will bring to a greater awareness of their values and aims in life.

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UNIT I

LESSON 1

GRAMMAR:

1. Subject Personal Pronouns

We can use subject personal pronouns before a verb instead of the noun or the name of a person. These are:

Singular	Plural
I	
You	We
He	You
She	They
It	

Personal pronouns represent specific people or things. We use them depending on:

- number: singular (e.g.: **I**) or plural (e.g.: **we**)
- person: 1st person (e.g.: **I**), 2nd person (e.g.: **you**) or 3rd person (e.g.: **he**)
- gender: male (e.g.: **he**), female (e.g.: **she**) or neuter (e.g.: **it**)
- case: subject (e.g.: **we**) or object (e.g.: **us**)

We use personal pronouns in place of the person or people that we are talking about.

e.g. My name is Josef but when I am talking about myself I almost always use "I" or "me", not "Josef". When I am talking direct to you, I almost always use "you", not your name. When I am talking about another person, say John, I may start with "John" but then use "he" or "him". And so on.

We use **he** for a man or a boy. We use **she** for a woman or a girl. We use **it** for a thing or an animal when we do not know its sex. When we talk about our pets or animals whose sex we know we can use **he** or **she**. In the plural we use **they** for people, animals, plants and things.



I (first person singular)



He (third person singular male)



you (second person singular)



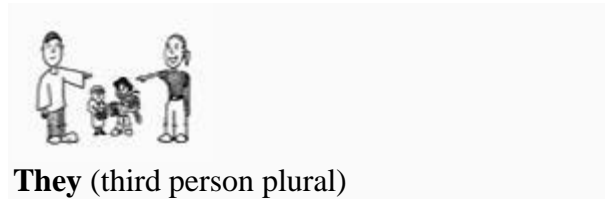
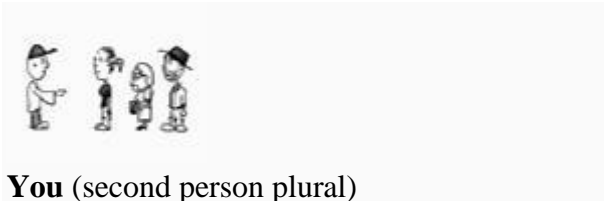
It (third person singular inanimate)



She (third person singular female)



We (first person plural)



2. Possessive Adjectives

Singular	Plural
My	
Your	Our
His	Your
Her	Their
Its	

Possessive adjectives modify the noun following it in order to show possession. Possessive adjectives show: a) that something belongs to somebody, and b) the relationship between two or more **people**. We put possessive adjectives before nouns.

3. The Verb "to be"

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I am	I'm	I am not	I'm not	Am I?
You are	You're	You are not	You aren't	Are you?
He is	He's	He is not	He isn't	Is he?
She is	She's	She is not	She isn't	Is she?
It is	It's	It is not	It isn't	Is it?
We are	We're	We are not	We aren't	Are we?
You are	You're	You are not	You aren't	Are you?
They are	They're	They are not	They aren't	Are they?

Short Answers

Short answers are answers to questions which begin with the verb form *is/are*. In short answers we do not repeat the whole question. We only use *Yes* or *No*, the subject pronoun and the verb form *is (isn't); are (aren't)*.

Am I / Are you tall? Yes, I am. No, I'm not.

Is he / she / it in the garden? Yes, he / she / it is. No, he / she / it isn't.

Are we / you / they students? Yes, we / you / they are. No, we / you / they aren't.

4. Numerals 1-12

Cardinal	Ordinal
one [wʌn]	the first [fɜːst]
two [tuː]	the second ['sekənd]
three [θriː]	the third [θɜːd]
four [fɔː]	the fourth [fɔːθ]
five [faɪv]	the fifth ¹ [fɪfθ]
six [sɪks]	the sixth [sɪksθ]
seven ['sevn]	the seventh ['sevnθ]
eight [eɪt]	the eighth [eɪtθ]
nine [naɪn]	the ninth [naɪnθ]
ten [ten]	the tenth [tenθ]
eleven [ɪ'levn]	the eleventh [ɪ'levnθ]
twelve [twelv]	the twelfth [twelfθ]

13—19

Cardinal	Ordinal
thirteen ['θɜː'tiːn]	the thirteenth ['θɜː'tiːnθ]
fourteen ['fɔː'tiːn]	the fourteenth ['fɔː'tiːnθ]
fifteen ['fɪftiːn]	the fifteenth ['fɪftiːnθ]
sixteen ['sɪks'tiːn]	the sixteenth ['sɪks'tiːnθ]
seventeen ['sevn'tiːn]	the seventeenth ['sevn'tiːnθ]
eighteen ['eɪ'tiːn]	the eighteenth ['eɪ'tiːnθ]
nineteen ['naɪn'tiːn]	the nineteenth ['naɪn'tiːnθ]

20—100

Cardinal	Ordinal
twenty ['twentɪ]	the twentieth ['twentɪθ]
twenty-one ['twentɪ 'wʌn]	the twenty-first ['twentɪ'fɜːst]
twenty-two ['twentɪ 'tuː]	the twenty-second ['twentɪ'sekənd]
thirty ['θɜːtɪ]	the thirtieth ['θɜːtɪθ]
forty ['fɔːtɪ]	the fortieth ['fɔːtɪθ]
fifty ['fɪftɪ]	the fiftieth ['fɪftɪθ]
sixty ['sɪkstɪ]	the sixtieth ['sɪkstɪθ]
seventy ['sevnɪ]	the seventieth ['sevnɪθ]
eighty ['eɪtɪ]	the eightieth ['eɪtɪθ]
ninety ['naɪntɪ]	the ninetieth ['naɪntɪθ]
a (one) hundred ['hʌndrəd]	the hundredth ['hʌndrədθ]

101	—	one hundred and one
245	—	two hundred and forty-five
359	—	three hundred and fifty-nine
712	—	seven hundred and twelve
2 018	—	two thousand and eighteen
8 541	—	eight thousand five hundred and forty-one
3 400 936	—	three million four hundred thousand nine hundred and thirty-six

Grammar Exercises:

Exercise 1. Use the appropriate subject pronouns to rewrite the following sentences:

1. Mrs. Chart is very beautiful. 2. Dr. Phil is a famous person. 3. Fred and Bernie are good friends. 4. Is James good at basketball? 5. Maria plays tennis. 6. Andy and I are cousins. 7. Wendy and Robin are good at maths. 8. Mount Everest is very high. 9. Mrs. Rogala has 23 students. 10. Is the TV too loud? 11. How are Jessie and James? 12. The weather is very hot today. 13. Bruce, Arnold and I are good friends. 14. Are you and Mr. Parker related? 15. The cat looks very friendly.

Exercise 2. Fill in the gaps as in the example:

Long form

- I ...*am*... a student.
- We _____ from Spain.
- He _____ not a doctor.
- You _____ a singer.
- She _____ an actress.
- It _____ a watch.
- They _____ not painters.
- I _____ not tall.

Short form

- I .. *'m*... a student.
- We _____ from Spain.
- He _____ a doctor.
- You _____ a singer.
- She _____ an actress.
- It _____ a watch.
- They _____ painters.
- I _____ tall.

Exercise 3. Now, fill in *is/isn't, are/aren't*:

1. Paul _____ from England. He _____ from China. He _____ 34 years old. He _____ a writer. 2. Rosa _____ from Italy. She _____ 15 years old. She _____ 30 years old. She _____ an actress. She _____ a writer. 3. Chin and Mei _____ from China. They _____ from Italy. They _____ 25 years old. They _____ teachers.

Now, write about yourself: I.....

Exercise 4. Write the *possessive adjectives*:

- You _____
- Mary _____
- Andy and Sally _____
- Mike _____
- Mark and I _____
- John _____
- Susan and Kate _____
- Helen _____
- The dog _____
- Jim and you _____.

Exercise 5. Replace the noun with a personal pronoun:

- 1 Mike is ten years old. _____ is ten years old.
- 2 Tim and I are friends. _____ are friends.
- 3 Elena is a teacher. _____ is a teacher.
- 4 The house is old. _____ is old.
- 5 Cara and Pedro are from Spain. _____ are from Spain.
- 6 The boys are in the kitchen. _____ are in the kitchen.

Exercise 6. Write in words the following cardinal and ordinal numerals:

3, 9, 11, 12, 14, 15, 19, 33, 44, 60, 99, 100.
1st, 3rd, 5th, 9th, 19th, 2nd, 4th, 8th, 12th, 20th

Exercise 7. Write in words:

Model: $13 + 45 = 58$ (Thirteen plus forty-five is fifty-eight). $50 - 31 = 19$ (Fifty minus thirty-one is nineteen). $15 \times 2 = 30$ (Fifteen multiplied by two is thirty). $30 : 2 = 15$ (Thirty divided by two is fifteen).

$46 + 18 = 64$	$4 + 40 = 44$	$30 : 5 = 6$	$10 : 5 = 2$
$15 - 8 = 7$	$10 + 8 = 18$	$5 \times 5 = 25$	$6 \times 8 = 48$
$80 - 30 = 50$	$79 - 50 = 29$	$9 \times 9 = 81$	$6 \times 6 = 36$
$9 + 11 = 20$	$99 + 1 = 100$	$10 : 2 = 5$	$27 : 3 = 9$

Exercise 8. Write *he, she, it, we, you* or *they*:

1. Helen _____
2. Sam _____
3. Father _____
4. Mother _____
5. Father and Mother _____
6. Ann and Tom _____
7. Clowns _____
8. Pen _____
9. Tom and I _____
10. Car _____
11. Dogs _____
12. You and Jane _____
13. ball _____
14. plane _____
15. sister _____
16. brother _____
17. school _____
18. apples _____
19. book _____
20. Nick and I _____
21. Children _____
22. Feet _____
23. Guitar _____
24. Mary _____.

Exercise 9. Replace the personal pronouns by possessive adjectives:

1. Where is (I) book?
2. Here is (we) teacher.
3. She goes to school with (she) brother.
4. (They) father works in a car factory.
5. (You) laptop is very expensive.
6. (He) favourite hobby is tennis.
7. (I) husband and I want to go to Paris.
8. We want to see (it) historical monuments.
9. Leila likes (she) dog !
10. (It) name is Bobby.

Exercise 10. Write the correct possessive adjective:

1. Two students didn't do _____ mathematics homework.
2. I have a car. _____ car is black.
3. We have a dog. _____ name is Pancho.
4. Nancy is from England. _____ husband is from Australia.
5. Farid and Nadia go to a high school. _____ little brother goes to primary school.
6. Mr O'Brian has a van. _____ van is very old.
7. We go to a high school. _____ high school is fantastic.
8. I like singing. _____ mother sings with me.
9. François and Alain are French. _____ family are from France.
10. Mary likes _____ grandmother. She often visits her.

Exercise 11. Complete with the subject personal pronoun:

1. My name is Sue. (Sue) am English. And this is my family. 2. My mum's name is Angie. (Angie) _is from Germany. 3. Bob is my dad. (My dad) _ is a waiter. 4. On the left you can see Simon. (Simon) _is my brother. 5. (Sue and Simon) _ are twins. 6. Our dog is a girl, Judy. (Judy) is two years old. 7. (Sue, Simon, Angie and Bob) live in Canterbury. 8. (Canterbury) _ is not far from London. 9. My grandparents live in London. (My grandparents) _often come and see us. 10. What can _ tell me about your family?

Exercise 12. Correct the sentences:

1. Mrs. Smith is strict. I don't like him. 2. Ana isn't good at Maths. I never copy from she. 3. We have a computer at home, but I don't use me. 4. My teachers are very good. I like they. 5. I'm not happy with the children. They don't listen to I.

Exercise 13. Write the appropriate possessive adjectives:

1. She is _ mother. (I) 2. They are _ children. (we) 3. It is _ pajamas.(he) 4. It is _ duck. (I) 5. It is _ Shampoo. (they) 6. It is _ pink car. (She) 7. He is _ new friend. (he) 8. They are _ friends. (they) 9. She is _ mother (She) 10. We are _ family. (She) 11. It is _ dog.(he) 12. It is _ fast car.(we) 13. I 'm _ sister.(she) 14.It is _ new mobile phone. (He) 15. They are _ best friends (we) 16. She is _ cousin. (She) 17. They are in room. (they) 18.You are in _ house. (We) 19. He is with _ friends. (he) 20. We are brothers. (they) 21. They are in _ car.(he) 22. She is _ last chance.(I) 23. He is _ father.(I) 24. You are in _ hotel.(We) 25. It is _ old chair.(she) 26. It is _ food.(It) 27. It is _ cheap television.(He) 28. He is _ better option.(She)

Exercise 14. Make sentences with 'be' using the short forms (choose positive, negative or question):

Model: (he / be / French) He is French.

1. (we / not / be / cold). 2. (he / be / a footballer?). 3. (where / be / John?) 4. (we / be / German). 5. (he / not / be / a journalist). 6. (we / not / be / singers). 7. (you / be / a nurse?). 8. (they / be / from Libya). 9. (where / be / David?). 10. (how / be / your mother?). 11. (we / be / thirsty). 12. (how long / be / the film?). 13. (how often / be / you in London?). 14. (he / be / handsome). 15. (I / not / be / English). 16. (you / not / be / a doctor). 17. (she / not / be / Italian). 18. (he / be / my brother). 19. (you / not / be / Egyptian).

NICE TO MEET YOU GREETINGS AND INTRODUCTIONS

• Greetings

Hello, .../ Hi, ...
Good morning/ afternoon/ evening.
Good/ Nice to see you again.
I'm glad/ happy/ pleased to see you.

▪ Good-byes

Good bye/ Bye/ I'll say good bye/ See you later/
See you soon.
I must go now.

How are you?	- Fine, thanks. And you?
How have you been?	- Very well. And you?
How are things?	- Not too bad, thanks.
How is your girlfriend?	- She's fine

Introductions

▪ *Dialogue 1*



A - Hi! **My name's** Carmen.
What's your name?
B - **I'm Paula.**
A - Are you a new student?
B - Yes, I am. I'm from Brazil.
And where are you from?
A - I'm from Spain.
B - **Nice to meet you.**
A - Nice to meet you, too.

Study toolbox

Expressions to introduce yourself:

- My name is ...
- I'm...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...
- ...
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...

▪ *Dialogue 2*



Mike: Hi! Don.
Don: Hi! Mike. Who's your friend?
Mike: **Have you met Tina before?**
Don: No, I don't think so.
Mike: Don, this is my friend Tina.
Tina, this is my colleague Don.
Don: Hello Tina, **it's nice to meet you.**
Tina: It's nice to meet you, Don.

Study toolbox

Here are expressions to introduce others:

- Cesar, please meet Nicolas.
- Cesar, have you met Nicolas?
- I'd like you to meet Ana.
- I'd like to introduce you to Karina.
- Karina, this is Rebecca. Rebecca this is Maria.

Study toolbox

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

Exercise 1. Complete the dialogue. Practice in groups of three:

1. _____, this is _____.
_____, this is _____. Hello _____.
Hello _____. Nice to meet you.

2. Judy : Hello. My name's Judy Koblenz.
Robert : Hello. I'm Robert Smith. Nice to meet you.
Judy : And you.

Exercise 2. Practice in pairs. Say your first name and surname.

A Hello. My name's _____.

B Hello. I'm_ . Nice to meet you.
 A And you.

Exercise 3. Practice the following dialogues:

1. **Pablo:** Hi, Ben. How are you?
Ben: Fine, thanks, Pablo. And you?
Pablo: I'm OK, thanks.
2. **Ben:** Hello, Mika. How are you?
Mika: Very well, thank you. How are you?
Ben: Fine.

Exercise 4. Complete the conversations. Read and check. Practice the conversations:

1. A Hello. My name's Ana.
 _____ your name?
 B _____ Mario.

2. A Max, _____ is Carla.
 B Hi, Carla.
 C Hello, Max. _____ to meet you.

3. A Hi, Eda. _____ are you?
 B Fine, thanks, David.
 And _____ ?
 A _____ well, thanks.

Formal and Informal Greetings

Formal Greetings

- Good morning
- Good afternoon
- Good evening
- How do you do?
- How are you?

Formal Responses

- Good morning
- Good afternoon
- Good evening
- Very well, thank you

Formal closings

- It has been a pleasure, goodbye
- Thank you for your time, goodbye

Informal Greetings

- Hello
- Hi
- How are you doing?
- How have you been?
- How are things going?

Informal Responses

- Hello/Hi
- Hi
- Fine, thanks and you?
- Great, thanks

Informal closings

- I have to go now, bye
- I'll see you later/around, bye
- Have a nice day, bye

Exercise 5. Good morning! Complete the conversations.

Goodbye! Good night! Good morning! Good afternoon!

1 A Good morning!
B Good morning!
What a lovely day!



2 A _____
B Hello. A cup of tea, please.



3 A _____
B Bye! See you later!



4 A _____
B Good night! Sleep well!



A VISIT

W: Hello, Betty!

B: Good afternoon, Mr. White!

W: Is Doctor Sandford in?

B: No, he isn't. Doctor Sandford is still in the hospital.

W: Is Mrs. Sandford at home?

B: No, she isn't. Mrs. Sandford is out. She is in the park with Benny, and old Mrs. Sandford is not well.

W: Oh, that's a pity! What's the matter? It isn't the flu, is it?

B: Oh, no, it's a bad cold, she's better today.

W: Is she in bed?

B: No, she isn't. Come in, Mr. White, and have a talk with Mrs. Sandford. She is always glad to see you.

W: Perhaps, some other day, Betty!

B: I'm so sorry Mr. Sandford isn't at home yet.

W: That's all right. Remember me to Mrs. Sandford.

B: Yes, Mr. White.

W: So long then, Betty!

B: So long, Mr. White. On Saturday Mr. Sandford is at home after four.

Vocabulary

to be in *e. g.* Is Dr. Sandford in? *Ant.* **to be out** *e. g.* Mrs. Sandford is out.; **not to be well** = to be unwell; to feel bad *e. g.* Mrs. Sandford is not well. I feel bad today.; **That's a pity!** **What's the matter?** What is it? **flu** *n*; **It's a bad cold.** **She is in bed.** **in bed, by bus, to school** (use without the article); **to have a talk; to have a smoke; to have a swim; to be glad** *e. g.* She is glad to see you.; **perhaps some other day; to be sorry** *e. g.* I'm sorry, he is out.; **Remember me to Mrs. Sandford.**; **and** *conj.*; **bag** *n*; **book** *n*; **bus** *n*; **Bye!**; **camera** *n*; **car** *n*; **coffee** *n*; **computer** *n*; **cup** *n*; **day**; **English** *adj., n*; **everyday** *adj.*; **fine** *adj.*; **first name** *n.*; **Good afternoon!**; **Good morning!**; **Good night!**; **Goodbye!**; **How are you?**; **Nice to meet you.**; **Have a nice day!**; **See you later!**; **hello;** **house** *n*; **lovely** *adj.*; **my**; **name** *n*; **OK** *adj.*; **phone** *n.*; **photograph**; **please;** **sandwich** *n*; **Sleep well!**; **surname** *n*; **tea** *n*; **television** *n*; **thank you;** **thanks;** **today** *n*; **very well;** **what?;** **with** *prep*; **your.**

Conversational Phrases

Approval: Well, yes. Right! Good, isn't it? Yes, I see. Quite! Nice, isn't it? Yes, very likely. That's right. Wonderful! Splendid! Fine! First-rate! Excellent! Magnificent! Fantastic! That's a good idea!

Disapproval: Pity! That's a pity! What a pity! What a shame! Awful! (What) nonsense! No wonder! How very strange!

Exercise 6. Memory Work: The possessive adjectives poem

My hat, it has three corners.

Three corners has **my** hat.

And had it not three corners,

It would not be **my** hat.

Your hat, it has three corners.

Three corners has **your** hat.

And had it not three corners,

It would not be **your** hat.

His hat, it has three corners.

Three corners has **his** hat.

And had it not three corners,

It would not be **his** hat.

Her hat, it has three corners.

Three corners has **her** hat.

And had it not three corners,
It would not be **her** hat.
Our hats, they have three corners.
Three corners have **our** hats.
And had they not three corners,
They would not be **our** hats.
Your hats, they have three corners.
Three corners have **your** hats.
And had they not three corners,
They would not be **your** hats.
Their hats, they have three corners.
Three corners have **their** hats.
And had they not three corners,
They would not be **their** hats.

Exercise 7. Answer the following questions:

1. Is Doctor Sandford in? 2. Where is he? 3. Is Mrs. Sandford at home? 4. Is Mrs. Sandford in the park with Benny? 5. She isn't in the garden, is she? 6. Old Mrs. Sandford isn't ill, is she? 7. Is she in bed? 8. She is better today, isn't she? 9. Is Mr. Sandford at home after four on Saturday? 10. Is he at home after four or at half past four on Saturday?

Exercise 8. a) Let the members of the class ask and answer questions as in the model. Give a short answer using contracted forms. Add a sentence of your own:

Model: Is your sister a student?
No, she isn't. She is still a pupil.

b) Respond to the negative sentence of your fellow-student as in the model. Use contracted forms. Work in pairs.

Model: His father isn't a doctor.
No, he isn't. He is an officer.

Exercise 9. a) Give questions to the following sentences:

1. On Saturday Mr. Sandford is at home after four. 2. My brother is still at the office. 3. Mr. Smith is a good doctor. 4. My mother is glad to see you.

b) Each sentence describes a certain situation in a concise way. Some points of the situation are already known to you. Find out some more details about the situation by asking questions. Work in pairs. Use conversational phrases expressing approval and disapproval where possible.

Model: Mrs. Sandford is in the park.
Nice, isn't it? Is she alone there?
No, she isn't.
With whom is she there?
With Benny, her son, you know.
Yes, I see.

Exercise 10. Translate the following into English:

1. Ce s-a întâmplat? – John este bolnav. 2. Stă la pat? – Da, dar astăzi i s-a făcut mai bine. 3. Tom este acasă? – Nu. El vine de obicei acasă la ora 5. 4. Sâmbătă eu vin acasă la 4. 5. Unde se află Benny? - Este în parc. 6. Ce profesie are el? Este medic. 7. Medicul Sandford este acasă? – E încă la spital. 8. Benny se află în parc, nu-i așa? 9. Când ei vin acasă sâmbătă? La ora 6. 10. Ei sunt întotdeauna bucuroși să vă vadă. 11. Ce păcat, ea este încă în pat.

Exercise 11. Use the expressions and make a dialogue:

Hi./ Nice to meet you./How is your family?/ Goodbye/ Have a nice evening/ See you next week/ Goodbye/ Have a nice day.

Exercise 12. Build short conversations. Use the vocabulary of this lesson and the conversational phrases.

Exercise 13. Translate the following into English:

1. Ea este medic? - Da, ea este un medic bun. 2. Ea are 17 ani, nu-i așa? - Da. 3. Fratele tău are 14, nu-i așa? - Da. 4. El are 14 ori 15 ani? - El are 14 ani. 5. Aceasta este o minge mică, nu-i așa? - Da. 6. Creionul este mic ori mare? - El este mare. 7. Ei nu sunt ocupați, nu-i așa? - Nu, ei nu sunt. 8. El este ocupat, nu-i așa? - Da, el este ocupat. 9. El nu este acasă, nu-i așa? - Nu, el nu este acasă. 10. El este acasă, nu-i așa? - Da, el este acasă. 11. Aceasta este o servietă de piele, nu-i așa? – Da, este o servietă de piele. 12. Acest text este ușor ori greu? - Este ușor. 13. Acest text nu este greu, nu-i așa? - Da este. 14. Acuma este ora 11, nu-i așa? - Da. 15. Este acuma ora 11 ori 12? - Este ora 11. 16. Acuma nu este ora 12, nu-i așa? - Nu, nu este ora 12. 17. Este frig. 18. Este frig? 19. Este frig, nu-i așa? 20. Este frig ori cald în sală? - Este frig. 21. În sală nu este cald, nu-i așa? - Da, nu este cald. 22. Ia această hartă (lampă, stilou, caiet, hârtie). 23. Nu lua mingea (serviet mea, creionul meu, patinele mele, lucrurile mele). 24. Nu merge acasă singură. 25. Este întuneric. Du-te acasă.

Exercise 14. Listening exercise:

a) What are the kinds of questions you ask when meeting someone for the first time? Would you ask different questions depending on the age, social status, and gender of the person to whom you are speaking? Write down your ideas before you listen to the conversation.

b) Listen to the tape and answer the questions:

1. Where does this conversation most likely take place?

A. at a park B. at a school C. at a birthday party D. at a music recital

2. What is the girl's name?

A. Kathy B. Karen C. Nancy D. Nanny

3. Where does the girl probably live now?

A. in Scotland B. in France C. in England D. in the United States

4. What does the girl's father do for a living?

A. He is a travel agent B. He is a professor C. He is computer programmer
D. He is a French teacher

5. What is one thing NOT mentioned about the girl's family?

A. why her parents lived in England for several years
B. where her mother works at the present time

- C. where the girl grew up
- D. how old the girl was when she moved to her present location

Exercise 15. Group work:

Introduce yourself to three other people in your class; use the vocabulary of the lesson.

Lesson 2.

Grammar:

1. Demonstrative pronouns

	near	far
singular	this	that
plural	these	those

Demonstrative pronouns demonstrate (verb): to show; to indicate; to point to.

A demonstrative pronoun represents a thing or things:

- near in distance or time (this, these)
- far in distance or time (that, those)

Demonstrative pronouns are those that identify or point to a thing or things and occasionally persons. They can be both singular and plural and they refer to nouns that are either nearby or far away in time or space. What does that mean exactly? First of all, there are only four demonstrative pronouns – *this*, *that*, *these*, *those*. *This* and *that* refer to singular nouns and *these* and *those* identify plural nouns. The singular *this* and the plural *these* refer to a person or thing near the speaker. The singular *that* and the plural *those* refer to a person or thing far away from the speaker.

Let's look at some examples to get a clearer picture of this.

Examples of Demonstrative Pronouns:

- This is ridiculous. (*This* refers to an object or event close to the speaker.)
- That is ridiculous. (*That* refers to an object or event farther away in space or time.)
- These are ridiculous. (*These* refer to objects close to the speaker.)
- Those are ridiculous. (*Those* refer to objects farther away in space and time.)

2. Plural of Nouns

Most nouns form their plural by adding *-s*. e.g.: *A car – two cars*.

Nouns ending in *-s*, *-ss*, *-sh*, *-ch*, *-x*, *-o*, take *-es* in the plural:

E.g. bus - buses, dress - dresses, brush - brushes, torch - torches, box - boxes, tomato - two tomatoes etc.

But some nouns ending in *-o* take only *-s*: e.g. *radio - radios, piano - pianos, photo - photos, rhino - rhinos, hippo - hippos, video - videos, etc.*

Nouns ending in a **vowel** + *y* take *-s* in the plural. e.g.: *A boy – two boys*

Nouns ending in a **consonant** + *y*, drop the *-y* and take *-ies* in the plural. e.g. *strawberry -*

strawberries.

Nouns ending in **-f or -fe**, drop the f or -fe and take **-ves** in the plural. *E.g. leaf – leaves, wolf – wolves*

But some nouns ending in **-f or -fe** take only **-s**. *e.g. roof - roofs, giraffe - giraffes, cliff-cliffs, etc.*

Adjectives do not take **-s/-es** in the plural.

Irregular Plurals

Some nouns are irregular.

e.g.: Child-children, man –men, woman-women, goose-geese, tooth-teeth, foot-feet, ox-oxen, mouse-mice, sheep-sheep, deer-deer.

Pronunciation

The suffix of the plural form is pronounced:

/s/ when the noun ends in:

/f/, /k/, /p/, /t/ or /θ/ sound.

cliffs, books, shops, cats, myths, etc.

/iz/ when the noun ends in:

/s/, /ks/, /j/, /tj/, /dz, /z/ or /ʒ/ sound.

buses, foxes, brushes, torches, bridges, roses, mirages, etc.

/z/ when the noun ends in any other sound.

rooms, boys, pears, leaves, lemons, pianos, etc.

Countable - Uncountable Nouns

Countable nouns are nouns which can be counted (*e.g. one apple, two apples, etc.*) and can be in the singular or the plural. We put **a** before the noun in the singular when it begins with a consonant sound (b, d, p, etc.) and **an** when it begins with a vowel sound (a, e, i, o, u). *e.g. a flower – two flowers, an apple – two apples.*

Uncountable nouns are nouns which cannot be counted and they usually have no plural. These nouns include:

food: *cheese, butter, meat, salt, pepper, bacon, bread, chocolate, honey, jam, etc.*

liquids: *coffee, milk, water, tea, wine, lemonade, petrol, oil, etc.*

material; *gold, iron, silver, wood, paper, etc.* abstract nouns: *beauty, love, happiness, etc.*

others: *hair, money, news, snow, furniture, weather, advice, etc.*

We use **some** with uncountable nouns and not **a/an**. We also use some with countable nouns but only in the plural.

Some uncountable nouns can be made countable by using the following words in front of them: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet, etc.*

e.g. A jar of marmalade, a bottle of beer, a piece of pie, a loaf of bread, a cup of coffee, a bar of chocolate, a glass of milk, a kilo of meat, a carton of milk, a bowl of soup, a can of fruit juice, a jug of orange juice, a slice of bread, a tin of fish, a packet of spaghetti.

3. Definite & Indefinite Articles

The Indefinite Article "A/An"

The indefinite article **a/an** is used before singular countable nouns. We use **a** before nouns which begin with a consonant sound and **an** before nouns which begin with a vowel sound.

e.g. **a** dolphin, **a** university (consonant sound), **a** house (consonant sound); *an* elephant, *an* umbrella (vowel sound), *an* hour (h is silent).

We use A/An

- with singular countable nouns when we want to say what somebody/something is or what someone's job is.
e.g. It is a dog. She is a doctor.

We don't use A/An

- with uncountable or plural nouns. We can use **some** instead.
e.g. some chocolate, some eggs
- in front of an adjective when there is no noun after it. But when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound.
e.g. It is a car. It is fast. It is a fast car. It is also an expensive car.

The Definite article "The"

The definite article **the** is used with singular or plural nouns.

e.g. the girl, the men, the house.

We use The:

- with nouns when we are talking about something specific, for example when the noun is mentioned for a second time or is already known. In other words, when we can answer the question "Who?" or "Which?".
*e.g. I can see a car. **The** car is red. (Which car? The specific car which we see.)*
- with nouns which are unique.
*e.g. **the** earth, **the** sky, **the** sun, **the** Parthenon, **the** Taj Mahal*
- before the names of rivers, seas/oceans, mountain ranges, deserts and groups of islands/states.
*e.g. **the** Nile, **the** Mediterranean, **the** Atlantic, **the** Alps, **the** Sahara, **the** Bahamas, **the** USA*
- before the names of musical instruments.
*e.g. **the** piano, **the** guitar, **the** violin*
- before nationalities and names of families.
*e.g. **the** Chinese, **the** Italians, **the** Smiths, **the** Browns*
- before the words morning, afternoon, evening.
*e.g. I go to school in **the** morning.*

We don't use The:

- with plural nouns when we talk about them in general.
e.g. Lions are wild animals. (Which lions? Ait lions in general.)
- before proper nouns.
e.g. This is Jane
- before names of meals (breakfast, lunch, dinner, etc.) and games/sports (golf, tennis, basketball, etc.).
e.g. Tennis is an exciting sport
- with the words **this/that/these/those**. *e.g. **this** car, **those** bicycles NOT: This the car*
- with the words school, church, bed, hospital, prison, home when we refer to the purpose for which they exist.
*e.g. John goes to **school** at 8:30 in the morning. (=John is a student.)*

Pronunciation:

The is pronounced // before words which begin with a consonant sound

e.g. (*the glass, the baby*).

The is pronounced // before words which begin with a vowel sound

e.g. (*the egg, the apple*).

Grammar Exercises:

Exercise 1. Use 'this' or 'these':

1. Is _____ my drink?
2. _____ aren't my trainers.
3. Is _____ an interesting museum?
4. _____ are new bikes.
5. _____ is my house.
6. _____ is a hill.
7. _____ are donkeys.
8. What is _____?
9. Hi, Jane! _____ is Michael.
10. _____ is James' bike.
11. _____ are his children.
12. _____ are his sister's children.
13. _____ is Pete.
14. _____ is my restaurant.
15. _____ are my jewels.
16. _____ is the church of my town.
17. _____ are my father's books.
18. _____ is Ajax's stadium.
19. _____ is my bag.
20. Is _____ my TV?
21. Are _____ your watches?
22. I like _____ clown.
23. _____ boys are American.
24. _____ is my money.

Exercise 2. Use 'that' or 'those':

1. _____ a big supermarket.
2. _____ are her CDs.
3. Are _____ your books?
4. _____ is a big shop.
5. _____ is John's house.
6. _____ is a mountain.
7. _____ are horses.
8. What are _____?
9. We can do better than _____.
10. No, _____ is not mine.
11. Did you win? _____ is amazing.
12. Hello, who is _____ speaking, please?
13. Hello, is _____ you John?
14. Is _____ a Dutch ship?
15. _____ is a Spanish woman.
16. _____ is my friend's house.
17. _____ is my mother's car.
18. Who is _____ knocking at the door?
19. _____ are turtles.
20. _____ are their lunches.
21. _____ is my cat.
22. _____ blouse is beautiful.
23. Look at _____!
24. Can you see _____ horses?
25. These are bigger than _____.

Exercise 3. Write the plural form of the following nouns. Transcribe them:

College, writer, family, wife, child, mouse, parrot, house, bird, man, goose, woman, leaf, roof, day, son-in-law, turkey, swine, box, dish, sheep.

Exercise 4. Give the following sentences in the plural:

Model: This is a pen. These are pens.

1. This is a box.
2. This is a spoon.
3. That is a fork.
4. This is a park.
5. That is a garden.
6. This is a desk.
7. That is a door.
8. This is my bird.
9. That is his dog.
10. That is her daughter.

Exercise 5. Sometimes you don't add -s or -es to a noun to make it plural. Read each sentence. Figure out the plural of the word in parenthesis and write it on the line:

1. Mrs. Jones has two _____ . (child)
2. A flock of _____ just flew overhead. (goose)
3. Three _____ scurried through the kitchen. (mouse)
4. Mother cut the sandwich into two _____. (half)
5. The dental hygienist cleaned my _____. (tooth)
6. The _____ at the bus stop had umbrellas. (woman)
7. Grandpa sharpened the _____ in the kitchen. (knife)
8. Those _____ were making a lot of noise.

(person) 9. Mama bought two ____ of bread. (loaf) 10. The _____ were fixing the hole in the street. (man) 11. I heard a pack of _____ in the forest. (wolf) 12. The farmer had a dozen _____. (sheep)

Exercise 6. Write each word in its plural form in the correct column:

Child, book, coin, diary, bus, bush, man, mouse, pen, city, class, dictionary, foot, berry, church

-s	-es	-ies	irregular

Exercise 7. Put the correct indefinite articles:

1) John has _____ old bike. 2) She's cooking _____ cake. 3) Can I have _____ apple? 4) Emily needs new desk in her room. 5) Susan has _____ aunt in London. 6) We are listening to _____ English CD.

Exercise 8. Complete the sentences with *a*, *an* or *the*:

1) There's _____ supermarket in Centre Street. 2) _____ pen is on my table. 3) We have _____ cat and _____ dog. 4) _____ garden is very nice. 5) She's _____ hairdresser. 6) Tom is _____ architect. 7) Can I have _____ bottle of water? 8) _____ sandwiches are very good. 9) Eric works in _____ factory. 10) She's _____ English teacher.

Exercise 9. Use 'this' or 'these':

1. _ is my desk. 2. _ are my pets. 3. _ is Pete's house. 4. It's raining again. _ is awful. 5. Hello Kath, _ is Bob. 6. _ is my friend, Paul. 7. _ cake tastes delicious. 8. I don't like ___ one. 9. _ apples look good. 10. I'll take _ grapes. 11. _ books belong to Linda. 12. Jack brought _ trousers. 13. ___ hamburgers taste good. 14. Have you seen ___ movie? 15. ___ are good times. 16. Do you like ___ shirts? 17. ___ is much heavier than that. 18. _ is unbelievable. 19. Is _ John's house. 20. Do you like _____ flowers? 21. _____ book is great. 22. _____ is an apple pie. 23. Do you like _____ shoes? 24. I like _____ picture. 25. What is the answer to _____ questions.

Exercise 10. a) Underline the demonstrative pronouns in the following sentences:

1. Paul bought those for two dollars. 2. These are the best shoes I have ever worn. 3. Can you believe that? 4. This is what I meant. 5. I can see that this is what you want. 6. Those are terrible jokes. 7. That is the way the cookie crumbles. 8. You can't have that because it's mine. 9. This is a strange play. 10. This is wonderful. 11. These are trying times.

b) Find the demonstrative pronouns in the following sentences and put an S for singular and a P for plural:

1. I like those. 2. That is fantastic. 3. Bring me that pencil. 4. These are fun games. 5. _ I can't believe this. 6. _ These are the best of times. 7. _ That is my best friend. 8. _ Give me that! 9. ___ That is the greatest news. 10. _ I can't see that. 11. _ I ate those.

MEETING PEOPLE

Alex meets a group of foreign students

Alex: **Excuse me**, what country are you from?

Voitek: I'm from Poland.

Alex: Do you live in Warsaw?

Voitek : No, I don't. I live in a small town in the North of Poland. Let me **introduce** you to my friend Lucy.

Alex: **I am ever so glad to meet you.**

Voitek : Lucy is from **France**, from **Paris**. **She is French**. By the way, do you speak French?

Alex: I am afraid I don't. I speak only two foreign languages, English and **Spanish**. **And I prefer** to speak Spanish, as I know it much better than English.

Voitek : Oh, that's fine! Lucy speaks Spanish rather well. Her mother is from **South America**. **As for me** I can't speak Spanish but I understand nearly everything. Lucy and I are **pen-friends**.

Alex: Would you like **to join** me and my fellow-students? We can have a good time together.

Voitek: That'd be lovely.

Alex: Come on, then

Vocabulary

Foreign; foreign language; Excuse me! (Apology used before troubling smb.) *e. g.* Excuse me! May I ask you a question? Excuse my back!; **Sorry! (I beg your) Pardon!** (Apologies used after doing smth. wrong.) *e. g.* Sorry, I didn't mean to hurt you. Mind: **/Sorry! /Pardon!** (Asking to repeat smth.) *e. g.* Sorry! (Pardon!) Which street did you say?; **introduce** *vt e. g.* He introduced a new method of working; **to introduce smb. to smb.** *e. g.* Will you introduce me to your sister? Let me introduce myself. (Note: **to acquaint smb. with smb. (or smth.)** *e. g.* Mr. Hill acquainted Eric with his work; **to get acquainted with smb.** *Syn. to meet (col)* *e. g.* We got acquainted last year. This is John Smith, Ann. - Oh, glad to meet you. I've heard so much about you. Meet my sister Helen.; **I am ever so glad to meet you.; prefer; as for me; pen-friends; to join smb.; come on; jogging; camping;**

originally (*adverb*) *e.g.* My mom is originally from a small town in Texas.; **currently** (*adverb*) *e.g.* She is currently working as a server at a restaurant.; **attend** (*verb*) *e.g.* I want to attend a school near my family; **junior** (*noun*): third-year student *e.g.* He is only a junior, so he has another year to graduate; **major in** (*verb*) *e.g.* I'm thinking about majoring in restaurant and hotel management; **cashier** (*noun*): *e.g.* Kathy found a job as a cashier at a restaurant; **grocery store** (*noun*): supermarket *e.g.* My brother works full time as the manager of a grocery store; **hang out** (*phrasal verb*): spend time with, socialize *e.g.* We usually hang out with friends after school.

Cardinal points: the North, the South, the West, the East.

Continents: Europe, Asia, Africa, America, Australia [0:s'trellj=], the Antarctic.

Oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean.

Seas: the Black Sea, the Baltic Sea.

Rivers: the Thames, the Mississippi.

Islands: Great Britain, Ireland.

Chains of mountains: the Urals, the Alps.

The Commonwealth of Independent States (CIS) consists of former Soviet Republics.
They are: Russia (Moscow), Ukraine (Kiev), Belarus (Minsk), Uzbekistan (Tashkent), Kazak(h)stan (Alma-Ata), Georgia (Tbilisi), Azerbaijan (Baku), Moldova (Kishinev), Kirghizia (Bishkek), Tadjikistan (Dushanbe), Armenia (Erevan), Turkmenistan, Turkmenia (Ashgabat or Ashkhabad).

Country	Nationality	Official Language(s)
Australia	Australian	English
Austria	Austrian	Austrian
Belgium	Belgian	French or Flemish
Brazil	Brazilian	Portuguese
Britain	British	English
Canada	Canadian	English or French
China	Chinese	Mandarin
Denmark	Danish	Danish
Egypt	Egyptian	Arabic
England	English	English
Finland	Finnish	Finnish
France	French	French
Germany	German	German
Greece	Greek	Greek
Hungary	Hungarian	Hungarian
Italy	Italian	Italian
Japan	Japanese	Japanese
Korea	Korean	Korean
Mexico	Mexican	Spanish
Northern Ireland	Irish	English
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Romania	Romanian	Romanian
Scotland	Scottish	English or Gaelic
South Africa	South African	Afrikaans English
Southern Ireland	Irish	English
Spain	Spanish	Spanish
Sweden	Swedish	Swedish
Switzerland	Swiss	French / German / Italian
The Netherlands	Dutch	Dutch

Turkey	Turkish	Turkish
The UK	British	English
The USA	American	English
Wales	Welsh	English or Welsh

Country	Capital City
Australia	Canberra
Austria	Vienna
Belgium	Brussels
Brazil	Brasilia
Britain	London
Canada	Ottawa
China	Beijing
Denmark	Copenhagen
Egypt	Cairo
England	London
Finland	Helsinki
France	Paris
Germany	Berlin
Greece	Athens
Hungary	Budapest
Ireland (Northern)	Belfast (regional capital)
Ireland (Southern)	Dublin
Italy	Rome
Japan	Tokyo
Korea	Seoul
Mexico	Mexico City
Northern Ireland	Belfast
Poland	Warsaw
Portugal	Lisbon
Romania	Bookrest
Scotland	Edinburgh (regional capital)
South Africa	Cape Town
Southern Ireland	Dublin
Spain	Madrid
Sweden	Stockholm

Switzerland	Bern
The Netherlands	Amsterdam
Turkey	Ankara
The USA	Washington
Wales	Cardiff (regional capital)

The adjectives of nationalities are built with the addition of the suffixes “-ian, -an, -n, -ish, -ese, -i, -ch, -er” to the names of the countries, or with changing the final vowel. Here are the models; the change in the root is indicated with blue colour and the stressed syllable (in the list) with bold letters:

- Egypt - Egyptian
- Chile - Chilean
- Algeria -Algerian
- Spain -Spanish
- China - Chinese
- Iraq - Iraqi
- France - French
- Iceland - Icelander
- Argentina - Argentine

How to ask about somebody’s nationality:

- Where do you come from?
- Where are you from?
- What nationality are you?

How to answer:

- I come from Algeria.
- I am from Algeria.
- I am Algerian

Notice: Nationality adjectives start with a capital letter.

My Friend Peter

My friend's name is Peter. Peter is from Amsterdam, in Holland. He is Dutch. He is married and has two children. His wife, Jane, is American. She is from Boston in The United States. Her family is still in Boston, but she now works and lives with Peter in Milan. They speak English, Dutch, German and Italian! Their children are pupils at a local primary school. The children go to school with other children from all over the world. Flora, their daughter, has friends from France, Switzerland, Austria and Sweden. Hans, their son, goes to school with students from South Africa, Portugal, Spain and Canada. Of course, there are many children from Italy. Imagine, French, Swiss, Austrian, Swedish, South African, American, Italian, Spanish and Canadian children all learning together in Italy!

Exercise 1. Multiple-choice comprehension check questions:

1. Where is Peter from?
a. Germany b. Holland c. Spain d. Canada

2. Where is his wife from?
a. New York b. Switzerland c. Boston d. Italy
3. Where are they now?
a. Madrid b. Boston c. Milan d. Sweden
4. Where is her family?
a. American b. England c. Holland d. Italy
5. What are the children's names?
a. Greta and Peter b. Anna and Frank c. Susan and John d. Flora and Hans
6. The school is:
a. international b. big c. small d. difficult

Exercise 2. True or false:

1. Jane is Canadian.
2. Peter is Dutch.
3. There are many children from different countries at the school.
4. There are children from Australia at the school.

Exercise 3. Build short conversations. Use the vocabulary of this lesson and conversational phrases.

Exercise 4. Answer the following questions:

1. What traditional holidays in our country do you know?
2. Is there a New-Year tree at your place at that time?
3. When do we celebrate Mother's Day?
4. How do you mark this day in your family?
5. Which is the traditional holiday of teachers in our country?
6. When is your birthday?
7. Do you always invite guests to your birthday party?
8. There is a tradition in some countries to put candles on the birthday cake so that people can see how old you are. How do you like this tradition?
9. Do you put candles on your birthday cake? Why?

Exercise 5.

a) Respond to the following sentences. Express your surprise or doubt as in the models:

Model 1: This is a good car.

Is it?

Model 2: This isn't a good car.

Isn't it?

1. This is a light room.
2. This is a big dog.
3. This is a dark garden.
4. This isn't a bad book.
5. This is a nice animal.
6. This isn't a good shop.
7. This isn't a big city.
8. This is a long sentence.
9. This isn't a thick exercise-book.
10. This is a difficult test.
11. This is an interesting story.
12. This isn't a bad idea.
13. This isn't a clever answer.
14. This isn't a small park.

b) Go on with the exercise until everyone has participated. Work in pairs.

Exercise 6. Translate the following sentences in Romanian:

1. This shirt is old.
2. This city is large and that city is small.
3. This car is new and that car is old.
- 4.

This is a new textbook. 5. This textbook is good. 6. These are French students.

Exercise 7. Complete the following chart.

	<u>ME</u>	<u>CLASSMATE 1</u>	<u>CLASSMATE 2</u>
What's your name?			
How old are you?			
What's your address?			
Male or female?			
Marital status (single, married, divorced, separated)			
Place of birth. Where were you born?			
Date of birth When were you born?			
What's your telephone number?			

Exercise 8. Read and translate the following text:

This is John Smith. He's Colombian but he lives in Brazil. He is a prisoner. Mr Smith is 33 years old. He doesn't work or study. Mr Smith cannot read or write but he can play the guitar very well. He plays the guitar every day at 6:30 pm after dinner. The other prisoners all like his music. Mr Smith likes POP ROCK but he doesn't like SAMBA. Mr Smith likes Brazilian food and drinks...He loves brown chocolate but he doesn't like white chocolate. His room number in the prison is 333 on the 3rd floor. People call Mr Smith "The Music Man". Mr Smith is a happy prisoner. He wakes up at 5:15am and has breakfast; he eats very much!!! He has black coffee and bread in the morning but he doesn't eat fruit or drink milk. He smokes very much!!!

Exercise 9. Read this information about a man who wants to open a bank account. Fill the information on the application in the spaces provided:

Gordon Brown wants to open a bank account for himself and his family. He was born in Scotland, but now he and his family live in London at 11 Dowdy St. His wife is called Margaret, and she is 45 years old - the same age as Gordon. Their two children, Tony and Roger, are at university.

APPLICATION

First name:	Gordon
Family name:	1.
Age:	2.
Country of birth:	3.
Address:	4.
Wife's name:	Margaret
Number of children:	5.

Exercise 10. Listen to the conversation and answer the questions. Then listen again and repeat (T 1.1):

1. What is the man's name?
A. Craig B. Greg C. Gary
2. Where was the man born?
A. Arizona B. Kansas C. Colorado
3. Which sentence best describes his university studies?
A. He is a third-year student B. He is majoring in Spanish C. He really enjoys his studies
4. Where does the man work?
A. at a bookstore B. at a restaurant C. at a supermarket
5. What is one thing the man likes to do in his free time?
A. reading B. jogging C. camping

Lesson 3.

Grammar: 1. Possessive Case of Nouns

The **possessive case** of a noun or pronoun shows ownership or association. Nearly all nouns and indefinite pronouns show possession by ending with the *s* sound. This is spelled with an **apostrophe** plus an **s**.

adding 's	of phrase
usually used for people	usually used for things
Ronny's brother	the name of the school

the room of my sister — my sister's room
 the son of my friend — my friend's son
 the answer of the student — the student's answer the
 works of Marx — Marx's works
 the books of the students — the students' books
 the flat of my mother-in-law — my mother-in-law's flat

e. g. My **brother's** flat is large. The **girl's** lace is pretty.
 These are **Byron's** poems.
 The **students'** answers are correct. My **daughter-in-law's** room is small.

1) Possessive case of a singular noun that does not end in *s* is formed by adding an **apostrophe** and **s**:

e. g.: The **teacher's** pen is missing. One of **Italy's** best is pizza. My favorite color is same as **Ana's**.

2) Possessive case of a singular noun that ends in *s* is formed by adding an **apostrophe** and **s**, or an **apostrophe only**:

e. g.: **Kris's** new bag is expensive. (or **Kris'** new bag) The **bus's** tires are flat. (or **bus'** tires) **Dolores's** class is Biology. (or **Dolores'** class)

3) Possessive case of a plural noun that does not end in s is formed by adding an **apostrophe** and **s**:
*e.g.:The **children's** favorite food is spaghetti.The **men's** basketball team is ready.**People's** choice is you.*

4) Possessive case of a plural noun that ends in s is formed by adding an **apostrophe only**:
*e.g.:The **boys'** average is slightly higher than the **girls'**.The **managers'** meeting is cancelled.The **doctors'** symposium is on Friday.*

5) Possessive case of multiple nouns showing individual possession is formed by adding an **apostrophe** and **s** to each possessing noun:
*e.g.:**John's, Ben's and Kaye's** artworks are equally beautiful.*

6) Possessive case of multiple nouns showing joint possession is formed by adding an **apostrophe** and **s** to the last possessing noun:
*e.g.:Ken and **Mary's** joint savings account is with a rural bank.*
 The possessive case is also known as the **genitive case**.

3. Degrees of Comparison of Adjectives

Comparative	taller younger prettier		than	her friend. her sister. her brother,
	more	beautiful tired		
She is				

Superlative	the tallest the oldest the busiest		of all the students in her group.
	the most	beautiful capable active	
She is			

Degrees of Comparison are used when we compare one person or one thing with another. There are three Degrees of Comparison in English. They are:

1. Positive degree. 2. Comparative degree. 3. Superlative degree.

Let us see all of them one by one. 1. Positive degree. When we speak about only one person or thing, We use the Positive degree.

e.g.:

- *This house is big. In this sentence only one noun "The house" is talked about.*
- *He is a tall student.*
- *This flower is beautiful. He is an intelligent boy.*

Each sentence mentioned above talks about only one noun.

The second one in the Degrees of Comparison is... 2. Comparative degree. When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

e.g.:

a. *This house is bigger than that one. (Comparative degree). This house is not as big as that one. (Positive degree).* The term "bigger" is comparative version of the term "big". Both these sentences convey the same meaning.

b. *This flower is more beautiful than that. (Comparative). This flower is not as beautiful as that. (Positive).* The term "more beautiful" is comparative version of the term "beautiful". Both these sentences convey the same meaning.

c. *He is more intelligent than this boy. (Comparative). He is not as intelligent as this boy. (Positive)* The term "more intelligent" is comparative version of the term "intelligent". Both these sentences convey the same meaning.

d. *He is taller than Mr. Hulas. (Comparative) He is not as tall as Mr. Hulas. (Positive)*

The term "taller" is comparative version of the term "tall". Both these sentences convey the same meaning.

When we compare more than two persons or things with one another, we use all the three Positive, Comparative and Superlative degrees.

e.g.:

a. *This is the biggest house in this street. (Superlative) This house is bigger than any other house in this street. (Comparative) No other house in this street is as big as this one. (Positive)*

The term "biggest" is the superlative version of the term "big". All the three sentences mean the same meaning.

b. *This flower is the most beautiful one in this garden. (Superlative) This flower is more beautiful than any other flower in this garden. (Comparative) No other flower in this garden is as beautiful as this one. (Comparative)*

The term "most beautiful" is the superlative version of the term "beautiful". All the three sentences mean the same meaning.

c. *He is the most intelligent in this class. (Superlative) He is more intelligent than other boys in the class. (Comparative) No other boy is as intelligent as this boy. (Positive)*

The term "most intelligent" is superlative version of the term "intelligent". Both these sentences convey the same meaning.

d. *He is the tallest student in this class. (Superlative) He is taller than other students in this class. (Comparative) No other student is as tall as this student. (Positive)*

The term "tallest" is superlative version of the term "tall".

Adjectives of one syllable

Adjectives of one syllable add -er and -est. Adjectives ending on 'e' just add -r and -st. Some adjectives double the final consonant.

Adjective	Comparative	Superlative
small	smaller	smallest
warm	warmer	warmest
old	older	oldest
nice	nicer	nicest
big	bigger	biggest

Adjectives of two syllables

Some adjectives of two syllables add -er and -est. Adjectives ending in 'y' use -ier and -iest. Adjectives ending in -ful, -less, -ing, -ed use more and most. Some other adjectives of two syllables use more and most (modern, famous, normal, correct, ...).

Adjective	Comparative	Superlative
narrow	narrower	narrowest
happy	happier	happiest
useful	more useful	most useful
boring	more boring	most boring
modern	more modern	most modern

Adjectives of three or more syllables

Adjectives of three or more syllables use more and most.

Adjective	Comparative	Superlative
beautiful	More beautiful	most beautiful
dangerous	more dangerous	most dangerous
exciting	more exciting	most exciting

Irregular adjectives

You will have to learn these by heart.

Adjective	Comparative	Superlative
good (well)	better	best
bad	worse	worst
little	less	least
much, many	more	most
far	farther/further	farthest/furthest
late	later	last, latest
old	older, elder	oldest, eldest

4. Present Simple

The simple present tense in English is used to describe an action that is regular, true or normal. We

use the present tense:

1. For repeated or regular actions in the present time period.

- *I **take** the train to the office.*
- *The train to Berlin **leaves** every hour.*
- *John **sleeps** eight hours every night during the week.*

2. For facts.

- *The President of The USA **lives** in The White House.*
- *A dog **has** four legs.*
- *We **come** from Switzerland.*

3. For habits.

- *I **get up** early every day.*
- *Carol **brushes** her teeth twice a day.*
- *They **travel** to their country house every weekend.*

4. For things that are always / generally true.

- *It **rains** a lot in winter.*
- *The Queen of England **lives** in Buckingham Palace.*
- *They **speak** English at work.*

Verb Conjugation & Spelling

We form the present tense using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

- *go – goes*
- *catch – catches*
- *wash – washes*
- *kiss – kisses*
- *fix – fixes*
- *buzz – buzzes*

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

- *marry – marries*
- *study – studies*
- *carry – carries*
- *worry – worries*

NOTE: For verbs that end in a vowel + Y, we just add -S.

- *play – plays*
- *enjoy – enjoys*
- *say – says*

Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT **To Be and Modal verbs** (can, might, should etc.).

- *Affirmative: You speak French.*

*Negative: You **don't** speak French.*

You will see that we add **don't** between the subject and the verb. We use **Don't** when the subject is **I, you, we** or **they**.

- *Affirmative: He speaks German.*

*Negative: He **doesn't** speak German.*

When the subject is **he, she** or **it**, we add **doesn't** between the subject and the verb to make a negative sentence. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

Negative Contractions

Don't = Do not

Doesn't = Does not

I **don't** like meat = I **do not** like meat.

There is no difference in meaning though we normally use contractions in spoken English.

Word Order of Negative Sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using **Don't** or **Doesn't**.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like etc.	

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without **TO** before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: *to have, to eat, to go, to live, to speak* etc.

Examples of Negative Sentences with **Don't** and **Doesn't**:

- *You **don't** speak Arabic.*
- *John **doesn't** speak Italian.*
- *We **don't** have time for a rest.*
- *It **doesn't** move.*
- *They **don't** want to go to the party.*
- *She **doesn't** like fish.*

Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- *Affirmative: You speak English.*

*Question: **Do** you speak English?*

You will see that we add **DO** at the beginning of the affirmative sentence to make it a question. We use **Do** when the subject is **I, you, we** or **they**.

- *Affirmative: He speaks French.*

*Question: **Does** he speak French?*

When the subject is **he, she** or **it**, we add **DOES** at the beginning to make the affirmative sentence a question. Notice that the letter **S** at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.

We **DON'T** use **Do** or **Does** in questions that have the verb **To Be** or **Modal Verbs** (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using **Do** or **Does**.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?
Does	he / she / it	want etc.	

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive **To have** it is just the **have** part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with **TO**. For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

- *Do you need a dictionary?*
- *Does Mary need a dictionary?*
- *Do we have a meeting now?*
- *Does it rain a lot in winter?*
- *Do they want to go to the party?*
- *Does he like pizza?*

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

However, if a question word such as **who**, **when**, **where**, **why**, **which** or **how** is used in the question, you can not use the short answers above to respond to the question.

Grammar Exercises:

Exercise 1. Fill in *am*, *is*, *are*:

1. I _____ an English student. 2. His name _____ George Brown. 3. Mr. and Mrs. Brown _____ his father and mother. 4. My brother's name _____ Benny, and my sisters' names _____ Betty and Rose. 5. We _____ members of one family. 6. Helen married? 7. they married? 8. Mr. Sandford Betty's brother-in-law. 9. How old _____ you? – I _____ eighteen. 10. What _____ you all? -We _____ all students. 11. _____ your girl-friends students? 12. _____ Betty's school-mates kind and jolly? 13. His companions _____ well-bred. 14. _____ Benny eager to have a dog? 15. She _____ a naughty child. 16. I _____ eager to have a girl-friend. 17. I _____ two years younger than my cousin. 18. He _____ as young as his boy-friend. 19. My niece _____ eighteen months old.

Exercise 2. Fill the gaps with the possessive case of nouns: Decide whether you have to use 's or an of phrase:

1. The boy has a toy. → It's the _
2. Peter has a book. → It's _
3. The magazine has my picture on its cover. → My picture is on _
4. Our friends live in this house. → It's _
5. There is milk in the glass. → It's _
6. This house has a number. → What is _ ?
7. The walk lasts two hours. → It's __
8. John has a sister, Jane. → Jane is _ is
9. The film has a name, "Scream". → "Scream" _____
10. This school is for girls only. → It's a _ .

Exercise 3. Write in the possessive case form in the plural:

1. Steve has two brothers. Mother said Steve is not allowed to take his (*brother*) toys without asking. 2. The (*woman*) national football team won a great victory on Saturday. 3. The zoo keeper did his round and put food in all the (*animal*) cages. 4. The first day of the summer holidays is the school (*child*) favourite day of the year. 5. Hannah has lots of friends. Two of them have their birthday on the same day. Hannah is buying a dress for her (*friend*) joint birthday party.

Exercise 4. Give the degrees of comparison of the following adjectives and transcribe them:

short, tall, large, nice, long, big, red, high, dirty, fast, easy, good, bad, few, busy, near, far, old, late, thin, thick, comfortable, interesting, difficult, narrow.

Exercise 5. Rewrite the following sentences changing as ... as into *not so... as* or *not as ... as*:

1. She is as young as you are. 2. He is as clever as his father is. 3. I am as tired as you are. 4. My mother is as old as yours. 5. This book is as interesting as that one. 6. These dictations are as bad as those ones. 7. My father is as tall as yours. 8. His daughter is as beautiful as his wife. 9. My room is as light as yours. 10. This new house is as big as the old one. 11. This boy is as clever as that one.

Exercise 6. Rewrite the following sentences changing *not so ... as* into *less ... than*:

1. She is not so tired as I am. 2. The child is not so sleepy as you are. 3. This task is not so important as that one. 4. This book is not so interesting as that one. 5. Spanish is not so difficult as Chinese. 6. There is not so much ink in my fountain-pen as in yours.

Exercise 7. Put the verbs into the correct form:

1. I (to like) lemonade very much. 2. The girls (to listen) to pop music. 3. Janet (not/to wear) jeans. 4. Mr Smith (to teach) Spanish and French. 5. You (to do) your homework after school.

Exercise 8. Simple present with 'have' and 'be'. Fill in the correct form of the verbs:

1. We (to have) _____ a nice garden. 2. She (to be) _____ six years old. 3. Simon (to have) _____ two rabbits and five goldfish. 4. I (to be) _____ from Vienna, Austria. 5. They (to be) _____ Sandy's parents.

Exercise 9. Make the following sentences negative in Present Simple Tense:

1. My father makes breakfast. 2. They are eleven. 3. She writes a letter. 4. I speak Italian. 5. Danny phones his father on Sundays.

Exercise 10. Make the interrogative form of the following sentences:

1. you / to speak / English . 2. when / he / to go / home. 3. they / to clean / the bathroom. 4. where / she / to ride / her bike. 5. Billy / to work / in the supermarket.

MY FAMILY

Betty Smith

I am Betty Smith. My full name is Elizabeth Louise Smith. **I am twenty-two. I am a college graduate.** I am a writer, **just a beginner**, you know. I have a lot of friends. Most of them are my **former school-mates**. My best **companions** are two **girl-friends**. They are very kind, **jolly and well-bred**.

My brother-in-law, Henry Sandford, is married to my **elder** sister Helen. I am a member of her family. My brother-in-law is a doctor. He has a mother, but he has no father. My sister is a **house- wife**. They have only one child, Benny. Benny is my nephew, he is four. Sometimes he is **naughty**. He is **fond of** birds and animals. We have white mice, a hedgehog and a parrot in the house. Now Benny is **eager** to have a rabbit. But his mother is **against** it, we have no **peace** because of all Benny's animals and birds.

Text 1.

My name is Jack. This is my family. My mother's name is Sarah and my father's name is Fred. I have a sister. Her name is Jenny. She is two years old. My father's favourite foods are oranges and cakes. He likes cats and goats. He can drive a car and play football. My mother's favourite foods are bananas and juice. She likes dogs and horses. She can cook a meal and dance. My sister's favourite foods are biscuits and milk. She likes rabbits and birds. She can speak but she can't write. We have got a cat and a dog. Daffy is our cat and Daisy is our dog. We like them!

Text 2.

Martin is my grandfather. His hair is grey and he wears a moustache. His eyes are black. Lorena is my grandmother. Her hair is grey too and she's got blue eyes. Martin was a carpenter but now he is retired. Lorena was a dressmaker but now she doesn't sew. Sonia is Martin and Lorena's daughter. She is my mom and she is the best in the world. She's got brown hair and green eyes. My father's name is Stephen. He's got short blond hair and a moustache. He is very funny. My parents own a sweet shop and our house is at the back. There is a small garden. My name is Carol. I'm four years old. I've got long brown hair and green eyes. I'm wearing pink top and blue trousers. I've got three brothers. Thomas is five years old and Alex and Tommy are three. They are twin. We have got a big cat and a small hamster. We love animals.

Vocabulary

I am twenty-two.: How old are you? I am nineteen (years old).; **a college graduate; I'm a college graduate; just a beginner; former; school-mate; a fellow-student; companion; girl-friend; boy- friend; jolly; well-bred; elder; older;** Eg. My elder sister is 28. She is two years older than I. I am two years younger than my sister.; **house-wife; Naughty; to be fond of smth; to like; to be eager; to be against; peace** (piece).

Relations by Birth: parents, father, siblings, mother, sister, brother, son, daughter, grandfather, grandmother, grandson, granddaughter, grandchildren, grandparents, great-grandfather, great- grandmother, great-grandchildren, uncle, aunt, cousin, nephew, niece.

Relations by Marriage: husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepchildren, stepbrother (sister, son, daughter)

People's Age:

What's your age? (How old are you?)

I am seventeen. I am seventeen years old. I am under seventeen. I am over seventeen. I am nearly eighteen.

I am under age yet. = I am not yet eighteen. In three months' time I'll come of age.

She is still in her teens (13-19). She is a teenager. She is in her (early, mid, late) teens.

She is in her (early, late) thirties (*i. e.* between 29 and 40). She is a middle-aged person.

She is an elderly person.

Animals and birds (domestic): horse, cow, dog, cat, goat, pig, swine, ass, rabbit, hen, cock, goose (geese), duck, turkey

Animals and birds (wild): lion, tiger, wolf (wolves), bear, fox, hare, elephant, mouse (mice), monkey, hedgehog, eagle, swan, sparrow, swallow, parrot, pigeon, donkey

Conversational phrases

Agreement: Sure. Why, yes of course. By all means. That'd be lovely. I'd be glad to. How nice of you. It (certainly) is.

Disagreement: By no means. Far from it. I'm afraid I don't agree. I think you're mistaken. Just the other way round. I'd like to say yes, but... I'm awfully sorry but you see...

Exercise 1. Transcribe the following words and explain the reading rules:

five, tip, bed, pipe, land, fry, rule, ton, tone, pupil, love, cut, shade, brother, shall, bus, snack, blame, poke, found, aloud, green, town, toy, farm, yellow, glove, warm, some, won, worse, nothing, mild, world, month, worth, company, worship, none, find, wild, ought, above, brought.

Exercise 2. Find the correct answer for the following questions. Choose A,B,Cor D:

1. What are Fred's favourite foods?

a. sandwiches and apples b. juice and bananas c. cakes and milk d. oranges and cakes

2. What can Fred do?

a. He can ride a bike. b. He can drive a car. c. He can read. d. He can dance.

3. What are their cats' and dog's names?

a. cat-Fred, dog-Sam b. cat-Daisy, dog-Daffy c. cat-Daffy, dog Daisy d. cat-Santa, dog-Sarah

4. What does Sarah like?

a. She likes dogs. b. She likes rabbits. c. She likes cats. d. She likes

ducks. 5. What are Jenny's favourite foods?

a. sandwiches and apples b. biscuits and milk c. bananas and juice d. apples and cakes

6. What can Sarah do?

a. She can swim. b. She can drive a car. c. She can speak. d. She can cook a meal.

7. What does Jenny like?

a. She likes rabbits b. She likes horses. c. She likes ducks. d. She likes goats.

Exercise 3. a) Complete the following general questions to make them

alternative: Model : Is he busy? - —► Is he busy or free?

1. Are they in the garden...?
2. Is your sister at the Institute ...?
3. Is Doctor Sandford at the hospital...?
4. Is his wife in the park ...?
5. Is the exercise easy...?
6. Is Betty nineteen ...?
7. Is the hall big...?
8. Are you free on Saturday ...?
9. Are these lessons difficult...?
10. Is this sentence long ...?

Exercise 4. Let the members of the class ask and answer questions as in the model. Use contracted forms:

Model 1 : Is she as tall as her friend?
She's much taller than her friend.

Model 2 : Is Nina active?
She's the most active of all.

Exercise 5. Build short conversations. Use the vocabulary of this lesson and the conversational phrases.

Exercise 6. Write a composition “My Family”. Use the Unit 1 vocabulary and the conversational phrases.

Exercise 7. Give answers to the following questions about your family members:

Father's name:

Date of birth; Place of birth; Occupation; Place of work; Hobbies and interests; Sports he plays; Instruments he practices; Favourite food;

Mother's name:

Date of birth; Place of birth; Occupation; Hobbies and interests; Sports she plays; Favourite food;

Number of sisters and brothers:

Exercise 8. Complete these sentences:

1. My sister is my father's ____.
2. My brother is my mother's ____.
3. My ____ is my mother's sister.
4. My ____ is my brother's daughter.
5. My ____ is my brother's son.
6. My sister-in-law is my brother's ____.
7. My brother-in-law is my sister's ____.

Exercise 9. Write a note of about 80 words:

You are going away for a few days, and your friend will visit your house to feed your pet.

Points to include in your note:

- thank your friend for help
- say where you keep the food
- what to do if there are any problems

Exercise 10. Here are some pets for you to choose. Working with your partner, arrange them in the order that you would like to have them. Which one would you like most? Which would you like least? Why?



Exercise 11. Listening activity (T 1.2):

- a) Imagine you are a five-year-old girl, and your father asks you about your day. What activities do little children (in this case, a little girl) do during the day at that age?
- b) Listen to a conversation between the father and his daughter, after, answer the following questions:
- In addition to paper books, what did the little girl make with paper at school ?
A. an animal B. a person C. a building
 - What thing did she NOT talk about when making the object in Question 1?
A. paper B. glue C. scissors
 - What did the girl do after school?
A. She rode her bicycle B. She watched television C. She went to the store
 - Who did she meet and play with at the junior high school?
A. her teacher B. her cousins C. her father
 - Where does this conversation most probably take place?
A. at a house B. at school C. at a park

c) Listen again and repeat (T 1.2):

- d) Talk about your family with a partner using some of these questions:
- How many people are in your family?
 - What do your parents do?
 - What kinds of activities does your family do together?
 - What is one thing you like or dislike about your family?

Exercise 12. A) Listen to a conversation and find answers for the next questions (T 1.3):

1. Where is Pancho from? A. Paraguay B. Peru C. Portugal
 2. How many brothers and sisters does Pancho have? A. 11 B. 12 C. 13
 3. What is his father's job? A. taxi driver B. dentist C. police officer
 4. What does his mother do? A. She owns a beauty salon B. She runs a small family store
C. She works at a bread shop
 5. Which thing does Pancho NOT say? A. His brothers and sisters help his mom B. His mom sells food like eggs and sugar
C. His mother enjoys her job very much
- B) Listen again and repeat.**

Exercise 14. a) Listen then, select the correct answer for each sentence, which may be missing one or more words (T 1.4):

1. What's your _____?
A. I'm Nancy B. I'm from England C. I'm a student
2. Where do you _____?
A. I'm from Canada B. I live in Chicago C. I'm fine
3. How's _____?
A. Okay B. I'm going to school C. No problem
4. _____ does she _____?
A. She likes to work B. She's a teacher C. She works at City Bank
5. _____ they _____?
A. They're from Mexico B. They are in school C. They live in Tokyo
6. _____?
A. I'm getting married soon B. My father is a doctor C. I have three brothers
7. _____?
A. I'm fine B. Nothing much C. That's too bad
8. _____?
A. He's Japanese B. He's from Italy C. He's an engineer
9. _____?
A. I like to exercise B. I'm busy this weekend C. I don't like sports
10. _____?
A. He lives in Hong Kong B. He works downtown C. He's a doctor

b) Listen again and repeat (T 1.4):

15. a) Listen and select the correct answer for each sentence or question, which may be missing one or more words (T 1.5):

1. Hi. Haven't we _____ before?
A. Yes. I believe we have B. Nice to meet you too C. Nothing special
2. Long time, _____.
A. I see you too. B. It has been a long time. C. How about you?
3. Hi, how's _____?
A. Five people. B. Oh really? C. They're fine.
4. So, _____?
A. Pretty good. B. That's too bad. C. Nothing much.
5. Did you hear _____?
A. Oh, what a shame. B. Hey, that's fantastic. C. I like my job too.

6. Have you _____ from Bill _____?

A. Yes. He's still working downtown. B. No. Bill is not here now. C. Yes. Bill is twenty-three.

7. _____?

A. I'm going skiing. B. Same to you. C. I like weekends a lot.

8. _____?

A. And you? B. I'll tell him. C. You too.

9. _____?

A. I will. B. Hello brother. C. Same to you.

10. _____?

A. You too. B. I'll get home soon. C. I know the way home.

b) Listen again and repeat. (T 1.5)

Unit II

Lesson 1.

Grammar: 1. Adverbs of Frequency

- We often use adverbs of frequency with the present simple.



An adverb of frequency tells how often or how frequently an action is done.



Adverbs of frequency
 I brush my teeth **twice** a day.
 She cleans the room **everyday**.
 You **never** help me.
 We **always** do good things.

An adverb of degree answers the question how much or to what extent?



Adverbs of degree
 She is **very** beautiful.
 I understood it **fully**.
 He missed the target **completely**.
 He wrote **almost** correctly.

An interrogative adverb asks questions.



Interrogative adverbs
How was your journey?
Where did you catch the bus?
Why are you sad?
When did the class start?

Always	100%	Frequency adverbs usually occur in the middle of a sentence and have special positions as shown in examples (a) through (e) below. I sometimes get up at 6:30. Sometimss I get up at 6:30. I get up at 6:30 sometimes .
Usually	75 %	
Often	50 %	
Sometimes	25%	
Rarely /seldom	10%	
Never	0%	
Positive : Always , Almost always, Usually, Often , Frequently,		

Generally, Sometimes, Occasionally. Negative : Seldom , Rarely, Hardly ever, Almost never, Not ever, never	
SUBJECT + FREQ. ADV. + VERB a) Karen always tells the truth.	Frequency adverbs usually come between the subject and the simple present verb (except main verb be).
SUBJECT + BE + FREQ. ADV. b) Karen is always on time.	Frequency adverbs follow be in the simple present (am, is , are) and simple past (was, were).
c) Do you always eat breakfast?	In a question, frequency adverbs come directly after the subject.
d) Ann usually doesn't eat breakfast. e) Sue doesn't always s eat breakfast.	In a negative sentence, most frequency adverbs come in front of a negative verb (except always and ever). Always follows a negative helping verb or negative be.
f) CORRECT: Anna never eats meat. g) INCORRECT: Anna doesn't never eat meat.	Negative adverbs (seldom, rarely, hardly ever, never) are NOT used with a negative verb.
h) - Do you ever take the bus to work? -Yes, I do. I often take the bus. i) I don't ever walk to work.	Ever is used in questions about frequency, as in (h). It means "at any time." Ever is also used with not , as in (i). Ever is NOT used in statements.
j) INCORRECT: I ever walk to work.	

2. Prepositions of Time

They decorate a tree **at** Christmas .

In the summer, they go to the beach.

My grandfather takes him to the park **on** Sunday mornings.

We use prepositions of time to say when something happens, happened or will happen . The most common ones are at, in, and on.

e.g. He goes to school **at** eight o'clock **in** the morning.

	AT	IN	ON
the time :	at 7 o'clock	months : in September, in May etc.	days : on Monday on New Year's Day
holidays :	at Christmas at Easter	seasons : in the winter/ spring/autumn, etc.	dates: on May 6 th
in the expressions :	at the weekend at the moment at present	years : in 1996, in 1998, etc. centuries : in the 20 th century	part of a particular day : on Tuesday evening

at dawn at noon at night at midnight	in the expressions : in the morning/afternoon/ evenings in an hour in a minute in a week/ few days/ month/ year.	adjective + day : on a hot day.
---	--	--

Note: We do not use prepositions of time:

- a) With the words **today, tomorrow, tonight , or yesterday.**
e.g. Come to my house **tomorrow** morning.
- b) Before the words **this, last , next, every, all, some, each, one, or any.**
this.....(this morning / this week etc.)
every(every day/ every week , etc.,) **last**
.....(last August/ last week, etc.,) **next**
..... (next Monday/ next week, etc.)
e.g. They are going on holiday **next Monday.** (*not* on next Monday.)

3. Prepositions of Place

We use prepositions of place to say where somebody or something is. These includes: **on, under, in front of, behind, beside/ next to, near, at, in , between** and **among**. We use **between** to say that somebody or something is in the middle of two other things or people. We use **among** to say that somebody or something is in the middle of three or more things or people.

- e.g. The mouse is **on** the table. The mouse is **under** the table.
The mouse is **behind** the sofa. The mouse is **near** the TV – Set.
The mouse is **in** the Telephone Box.
The mouse is **at** the cinema.
The mouse is **in front of** the TV – Set.

We use at :

- **In the expressions :**
at school/ university/ college/ **at** work/ **at** home/ **at** the top of ... , **at** the bottom of...
- **With addresses when we mention the house number :**
At 20, Oxford Street, **BUT in** Oxford Sreet

We use in :

- In the expressions :
In the middle, **in** the air, **in** the sky, **in** bed, **in** hospital, **in** prison, **in** a newspaper/ magazine, **in** a picture
- **With names of cities, countries and continents :**
In Athens, **in** England, **in** Europe, **in** Australia

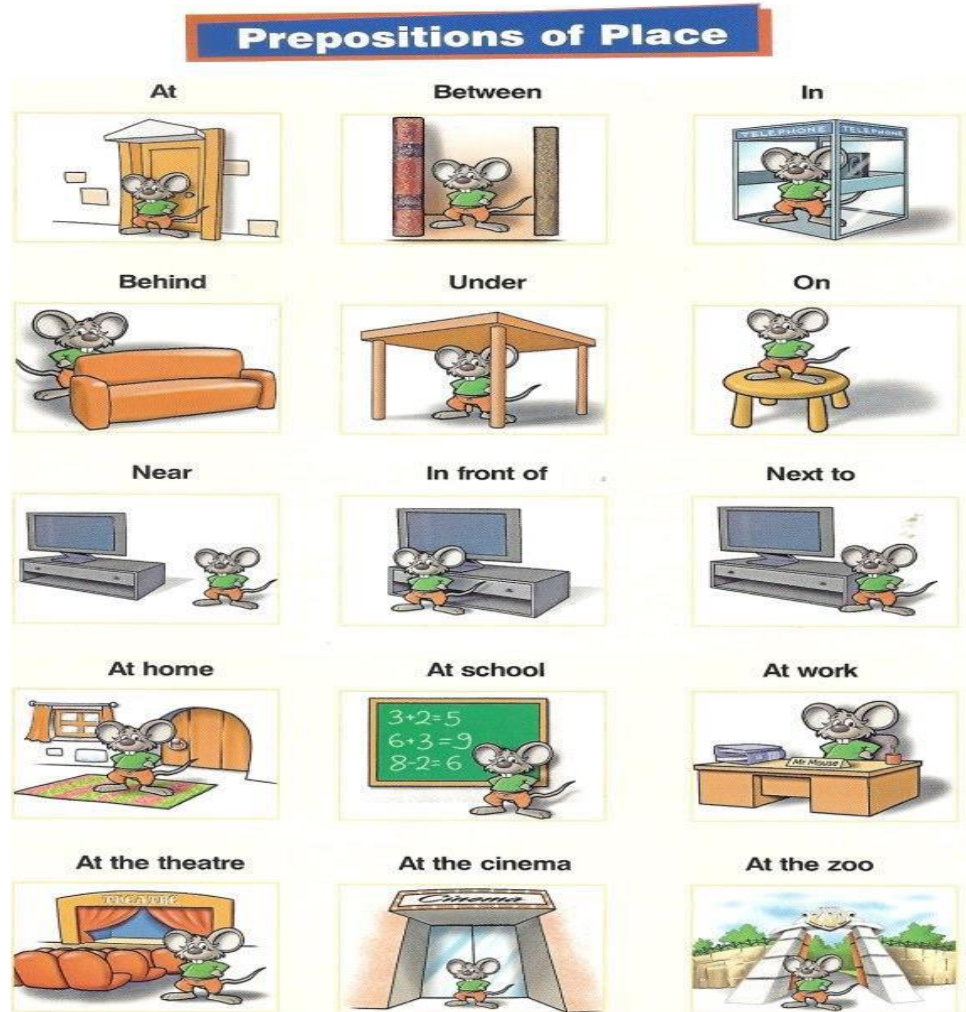
We use on :

- **In the expressions :**

On the left, **on** the right, **on** the first/ second , etc., floor

We say:

On a chair **but** **in** an armchair



4. Prepositions of Movement

We use the prepositions of movement to show the direction in which somebody or something is moving. These includes : **over, along, across, up, down, into, out of, round, onto, through and from ... to...** .

- e.g. The plane is flying **over** the city.
 The car is going **along** the street.
 The man is walking **across** the street.
 The boy is going **up** the hill.

The girl is going **down** the hill.
 The man is getting **into** the taxi.
 The woman is getting **out of** the taxi.
 The policeman is coming **round** the corner. The thief is jumping **onto** the truck.
 The bus is going **through** a tunnel.
 The bus is going **from** London **to** Oxford.

NOTE: When we talk about a means of transport, we use the preposition *by*. e.g. *by car/ bus/train/ taxi/ plane/ boat/ BUT: on foot*

Grammar exercises: Exercise

1. Put the words in the correct order to make sentences:

1. always / France/to/go/we/spring/in

2. stay/ hotel/a/usually/ we/in

3. plane/sometimes /by /go/we

4. sometimes/ Eurostar /go/we/ by

Exercise 2. Answer the questions about you. Use an adverb of frequency in your answer:

1. How do you come to school?
I usually walk.
2. What's the first thing you do in the morning?

3. Do you have tea or coffee for breakfast?

4. What do you do in the evenings ?

5. What do you do on Sundays?

6. Where do you go on holiday ?

7. Do you have a winter holiday?

8. What does your family do at Christmas ?
We _____

Exercise 3. Directions: Answer the questions. Discuss the meaning of the frequency adverbs:

What is something that....

1. you seldom do? 2. you often do before you go to bed? 3. a polite person often does? 4. a polite person never does? 5. I frequently do in class? 6. I usually don't do in class? 7. you rarely eat? 8. you occasionally do after class? 9. drivers generally do? 10. people in your country always or usually do to celebrate the New Year?

Exercise 4. Fill in *at*, *in*, or *on* as in the example :

- | | |
|------------------------|--------------------------|
| 1. <i>On</i> Saturday. | 8. _____ Christmas. |
| 2. _____ July. | 9. _____ the evening. |
| 3. _____ 1984. | 10. _____ winter. |
| 4. _____ March 25th. | 11. _____ 9 o'clock |
| 5. _____ Friday. | 12. _____ half past two. |
| 6. _____ summer. | 13. _____ noon. |
| 7. _____ the morning. | 14. _____ Monday. |

Exercise 5. Complete the sentences with *in*, *on*, or *at*.

1. _____ summer I play tennis _____ Sundays. 2. The train leaves Paris _____ 4 p.m. 3. He likes playing football _____ weekends. 4. My brother's birthday is _____ March. 5. They often eat in a restaurant _____ Friday. 6. Vancouver is very cold _____ Winter.

Exercise 6. Write *at/on/in*.

1. Goodbye ! See you **on** Friday. 2. Where were you _____ 28 February ? 3. I got up 8 o'clock this morning. 4. I like getting up early _____ the morning. 5. My sister got married _____ May. 6. Diane and I first met _____ 1979. 7. Did you go out _____ Saturday? 8. I'm starting my new job _____ 3 June. 9. We often go to the beach _____ summer. 10. George isn't here _____ the moment. 11. Julia's birthday is _____ January. 12. Do you work _____ Saturdays? 13. I will send you the money _____ the end of this month. 14. _____ autumn, the leaves fall from the trees. 15. The company started _____ 1969. 16. I often go away _____ the week-end. 17. I like looking at the stars in the sky _____ night. 18. Let's meet _____ 7.30 tomorrow evening.

Exercise 7. Fill in prepositions:

1. Don't be late. Come _____ nine o'clock. 2. What time is it now? It is half _____ six. 3. We are going to leave _____ a quarter _____ ten. 4. It is twelve o'clock now. Come here in ten minutes, ten minutes _____ twelve. 5. Is it a quarter _____ three? In a quarter of an hour, _____ three o'clock we must be _____ the University. 6. He must work _____ seven _____ eleven o'clock. 7. They live _____ the North _____ our country.

Exercise 8. First, fill in the gaps with the correct preposition, then answer the questions:

1. What time do you get up in the morning? I *usually get up at half past seven.*
2. What do you like doing _____ the week-end? 3. Where do you usually go _____ Easter? 4. What do you usually do _____ Friday evenings? 5. What do you wear _____ a cold winter day? 6. What are you doing _____ the moment? 7. What time do you

go to bed _____ night? 8. Do you eat lunch _____ noon? 9. What do you usually do _____ Christmas day?

Exercise 9. Underline the correct word(s) :

1. There is a nice picture of our town **on/at/in** this magazine. 2. The dog is hiding **in/under/on** the chair. 3. Let's go shopping **in/at/opposite** Oxford Street. 4. Read the note **at/under/in** the bottom of the page. 5. The Jacksons live **at/in/on** the second floor. 6. John is **in / near/ behind** bed at the moment. He's not feeling very well. 7. The bakery is **at/ opposite/ on** the park. 8. Grandmother loves sitting **on/at/in** her favourite armchair by the fire. 9. Sarah sits **under / beside /in** me at school. 10. My house is **between / on/ among** the bank and the post office. 11. Let's meet **at/ on/ between** the theatres. 12. Look at the stars **between / in/ at** the sky.

Exercise 10. Fill in the gaps with at , on, in , behind or next to. Some of them can be used more than once.

This is Mrs Jacobs. She's a teacher. This is her classroom . There are some shelves (1) on the wall. There are a lot of books (2) _____ the shelves. There are some children, they are sitting (4) _____ a table. (5) _____ the table there is a small basket. The children keep their crayons and pencils (6) this basket. Mrs Jacobs is standing (7) _____ the table, (8) _____ John . John is standing up, but the other children are sitting (9) _____ their chairs.

Exercise 11. Underline the correct preposition .

The two men are (1) on/over the floor. They have been fighting and they have just fallen (2) **up / down** the stairs together. One of them is crawling (3) **along / through** the floor. He is trying to escape. The other man , who is (4) **between / behind** him, is also (5) **on / at** the floor. They are both quite (6) **near / in** the door. The first man wants to get (7) **out of /through** the room . (8) **Near/ Over** the two men there is a table which has a plant (9) **onto / on** it.

Exercise 12. Look at the picture and read the text. Then cover the text and try to answer the questions that follow it:



There is a boy **between** the two girls. There is a cat **under** the tree and a bird is flying **over** the cat's head. There are some birds **among** the leaves of the trees. A cyclist is going **along** the street and an old man is walking **across** the street.

1. Where is the boy? *Between the two girls.*
2. Where is the cat?
3. Where is the bird?
4. Where are the birds?
5. Where is the cyclist going?
6. Where is the old man walking?

Exercise 13. Look at the picture and fill in : “in”, “beside”, “behind”, “into”, “out of”, “under”, “in front of”, or “on.”



Two boys are playing with a ball 1) .. *in* .. the swimming pool. The old lady is sitting 2) the pool. There is a man reading a book 3) her. There is a small round table 4) the man. There is some Coca-Cola 5) the table and a little dog 6) the table. A young man is diving 7) the pool and an old man is coming 8) the pool.

MY WORLD

„Daily Routines”

What are some of the daily activities that you do at home?

I **wake up** at 7am every morning. I **press the snooze button** five times every morning before I **turn off the alarm** and **get up**. I **have a cup of coffee** and **make breakfast**. I usually **read the newspaper** while I **have breakfast**. My children like to **have a shower** after they have breakfast but I like to have a shower before I **get dressed**. My wife **brushes her long hair**, and I have short hair so I **comb my hair**. How do you **do your hair** in the morning? It is important to **brush your teeth**, and some women like to **put make-up on**. After I have finished work, I **go home** to **cook dinner**. In my house I usually **make dinner**. The family eat dinner together at 7:30pm. After dinner I make sure that my children **do their homework**, and then I **chill out on the sofa** and **watch television**. On television I usually **watch the News**. My wife usually comes to tell me to **take the rubbish out**, or **wash the dishes**. Our children **feed the dog and the cat** before they **go to bed** and I tell them to **go to the bathroom** too. If I am sick I have to **take my medication**, but then I **get into my pyjamas** and **set the alarm** so I wake up in the morning. The last things I do is **lock the door**, **turn off the lights**, and **go to bed**.

What are some daily activities that you do at work?

I **go to work** at 8.45 am every morning. I usually **drive to work**. I always **check my emails** when I get to work, but I don't always **reply** to them immediately. I **take a taxi** or **a train** if I have a **lunch meeting**. I never **take the bus** because it is too slow. When I am at my desk I usually **work on the computer**, even during **morning tea**. At 1 p.m. most days I have **lunch**. At 3pm we have **afternoon tea**, and that is when we usually talk and eat cake. When you are in the office you probably have a lot of papers. It is important for you to **file your papers**, and so that you can find them again you need to **organise your files**. When I work I have to **make telephone calls**. If an important issue happens I ask my secretary to **organise a meeting**. Once a month I **report to my boss**, but may be you have to report to your boss more often. I usually **write a document** that my boss can read.

Exercise 1. Describe your typical day:

Exercise 2. What do you do first in the day? What do you do next? Number the activities in the correct order for you .

- have lunch
- have shower
- go to work
- have breakfast
- start work
- go home
- get dressed
- have dinner
- watch television
- get up
- read a book
- go to bed
- leave home

What's the Time in English ?

There are two common ways of telling time:

Formal but easier way

Say the hours first and then the minutes .

Example : 7: 45 – seven forty- five.

For minutes 01 through 09 , you can pronounce the „0” as *oh*.

Example : 11: 06 – eleven (oh) six.

More popular way

Say the minutes first and then the hours. Use *past* and the preceding hour for minutes 01 through 30.

Use *to* and the forth coming hour for minutes 31 through 59.

Example : 7.15 – fifteen minutes past seven.

Example : 7.45 – fifteen minutes to eight.

Another possibility of saying 15 minutes past is : *a quarter past*

Another possibility of saying 15 minutes to is : *a quarter to*

Another possibility of saying 30 minutes past is : *half past*

Example : 5:30 – half past five.

minute hand hour hand



clock

second	now	a quarter of an hour
minute	later	twenty minutes
hour	half an hour	forty minutes
What time is it?		It's three o'clock.



five past one



ten past one



quarter past one



twenty past one



twenty five past one



one thirty



twenty five to two



twenty to two



quarter to two



ten to two

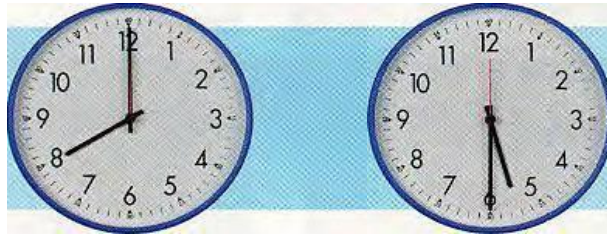


five to two



two o'clock

Exercise 1. Look at the clocks. Write the times. Practise saying them:



It's five o'clock.

It's half past five.



It's quarter past five.

It's quarter to six.



Exercise 2. Telling the time: Read the dialogues. Practice with a partner:

1. A. What time is it ?
B. It's half past six. Go back to sleep.
A. Ok. Have a nice day.
B. You too.
2. A. Excuse me. What time is it ?
B. Sorry , I don't know. I don't have a watch.
3. A. Excuse me. What time is it ?
C. Just a moment. It's quarter to seven.
A. Thanks.
C. You're welcome.

Exercise 3. Practice saying the days of the week:

Days of the week
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Exercise 4. Memory work:

Lazy Bones Grundy

Lazy – Bones Grundy
Must do sums for Sunday
„And today is Tuesday”,
Says lazy-bones Grundy.
„So I'll do it on Wednesday
If not then on Thursday,
Or even on Friday” ,
Says lazy –bones Grundy.
Now very soon comes Friday

And Saturday comes,
But lazy-bones Grundy,
Has no time to sums.
„Never mind”, says Grundy,
„I'll do it on Sunday”,
So this is the time-table,
Of lazy-bones Grundy.

Solomon Grundy

Born on Monday
Christened on Tuesday ,
Married on Wednesday,
Took ill on Thursday,

Worse on Friday,
Died on Saturday,
Buried on Sunday.
This is the end of Solomon Grundy

Seumas McSporrán – the man with thirteen jobs !

Seumas McSporrán is a very busy man. He is 60 years old and he has thirteen jobs. He is a postman, a policeman, a fireman, a taxi driver, a school-bus driver, a boatman, an ambulance man, an accountant, a petrol attendant, a barman, and an undertaker. Also, he and his wife, Margaret, have a shop and a small hotel.

Seumas lives and works on the island of Gigha in the west of Scotland. Only 120 people live on Gigha but in summer 150 tourists come by boat every day.

Every weekday Seumas gets up at 6.00 and makes breakfast for the hotel guests. At 8.00 he drives the island's children to school. At 9.00 he collects the post from the boat and delivers it to all the houses on the island. He also delivers the beer to the island's only pub. Then he helps Margaret in the shop.

He says: 'Margaret likes being busy, too. We never have holidays and we don't like watching television. In the evenings Margaret makes supper and I do the accounts. At 10.00 we have a glass of wine and then we go to bed. Perhaps our life isn't very exciting, but we like it.'

- *undertaker n; deliver v; boatman n; island n; guest n; exciting adj;*

Vocabulary

Accountant - a person that works with the money and accounts of a company.

Actor /Actress - a person that acts in a play or a movie

Architect - a person that designs buildings and houses.

Astronomer - a person who studies the stars and the universe

Author - They write books or novels.

Baker - They make bread and cakes and normally work in a bakery.

Bricklayer - a person that helps to build houses using bricks.

Bus driver - a person that drives buses.

Butcher - a person that works with meat. They cut the meat and sell it in their shop.

Carpenter - a person that makes things from wood including houses and furniture.

Chef/Cook - a person that prepared food for others, often in a restaurant or café.

Cleaner - a person that cleans/tidies an area or place (such as in an office)

Dentist - a person that can fix problems you have with your teeth.

Designer - a person who has the job of designing things.

Doctor - a person you go to see when you are ill or have some type of health problem.

Dustman/Refuse collector - a person that collects trash/rubbish from bins in the street.

Electrician - a person that works with electric circuits.

Engineer - a person who develops solutions to technical problems. They sometimes design, build, or maintain engines, machines, structures or public works.

Factory worker - a person that works in a factory.

Farmer - a person that works on a farm, usually with animals.

Fireman/Fire fighter - a person that puts out fires.

Fisherman - a person that catches fish

Florist - a person that works with flowers.

Gardener - a person that keeps gardens clean and tidy. They take care of the plants in the garden.
Hairdresser - they cut your hair or give it a new style.
Journalist - a person that makes new reports in writing or through television.
Judge - a qualified person that decides cases in a law court.
Lawyer - a person that defends people in court and gives legal advice.
Lecturer - a person that gives lectures, usually in a university.
Librarian - a person that works in a library.
Lifeguard - a person that saves lives where people swim (at a beach or swimming pool).
Mechanic - a person that repairs machines, especially car motors.
Model - a (usually attractive) person that works in fashion, modeling clothes and accessories.
Newsreader - a person that reads the news, normally on television.
Nurse - a person trained to help a doctor look after the sick or injured.
Optician - a person that checks your eyes and try and correct any problems with your sight.
Painter - a person that paints pictures or the interior and exterior of buildings.
Pharmacist - a qualified person that works with and dispenses medicine.
Photographer - a person that takes photos.
Pilot - a person who flies a plane.
Plumber - a person that repairs your water systems or pipes.
Politician - a person who works in politics.
Policeman/Policewoman - a member of the police force. They (try and) prevent crime.
Postman - a person that delivers mail to your house.
Real estate agent - a person that makes money from selling land for development.
Receptionist - a person that is at the reception (entrance) of a company.
Scientist - a person that works in the science industry. They do many experiments.
Secretary - a person employed in an office who types letters, keeps records etc.
Shop assistant - a person that works in a shop or store selling products.
Soldier - a person who works for the army.
Tailor - a person that makes clothes for others, many times producing exclusive items of clothing.
Taxi driver - a person who drives a taxi.
Teacher - a person that passes knowledge to students, usually at school.
Translator - a person that translates from one language to another.
Traffic warden - a person that patrols areas to check that people do not park in the wrong place.
Travel agent - a person that organises and sells holidays and flights for others.
Veterinary doctor (Vet) - a qualified person that looks after sick animals.
Waiter/Waitress - a person that works in a food outlet, looking after customers and serving food.
Window cleaner - a person that cleans windows, normally the windows of big buildings.

Exercise 4. Read about Seumas. Answer the questions:

- 1 Where does Seumas live?
- 2 How old is he?
- 3 How many jobs does he have?
- 4 What's his wife's name?
- 5 What does she do?
- 6 How many people live on Gigha?
- 7 How many tourists visit Gigha in summer?
- 8 What does Seumas do in the morning?
- 9 What do he and Margaret do in the evening?

Exercise 2. Match the following definitions with the jobs:

1. They build the walls of houses.
2. They install and repair pipes.
3. They work with wood.
4. They repairs cars.
5. They install wiring and sockets.

- a) mechanics
- b) electricians
- c) carpenters
- d) plumbers
- e) bricklayers.

Exercise 3. Use these words in the sentences below:

Firefighter, soldier, police officer, paramedic, pilot, sailor

1. John's a _ in the Royal Navy. 2. He's a _ in the fire brigade. 3. He's a _ in the ambulance service. 4. I'm joining the army to become a _____. 5. My father was a _____ in the air force. 6. He's a senior _____.

Exercise 4. Write the sentences in the correct columns:

She wears a uniform .
She works in a hospital.
He works outside.
He works in a hotel.
She travels a lot.
He walks a lot.
She helps sick people.
He answers the phone.
She speaks three languages.
She serves drinks.
He speaks four languages.
She works with nurses.
He delivers letters.
He works with a computer.
He starts work at 5.00 a.m.
She wears a white coat.

She's a flight attendant.

She's a doctor.

He's a receptionist.

He's a postman.

Exercise 5. Use your dictionary and match the job with the activity:

A	B
a. A pilot	designs buildings.
b. An interpreter	delivers letters.
c. A nurse	looks after people in hospital.
d. A barman	looks after money.
e. An accountant	writes for a newspaper.
f. A journalist	translates things.
g. A postman	sells things.
h. An architect	flies planes.
i. A shopkeeper	serves drinks.

Exercise 6. Memorize the jobs. Close your books. Ask and answers questions with a partner.

e.g. *What does a pilot do ?*

He / She flies planes.

Lesson 2.

Grammar:

1. There is / There are

	Affirmative		Negative		Interrogative
	Long form	Short form	Long form	Short form	
Singular	There is	There's	There is not	There isn't	Is there?
Plural	There are		There are not	There aren't	Are there?

- We use **there is / there are** to say that something / someone exists. The short form of **there is** is **there's** . **There are** hasn't got a short form.

e.g. **There is (There's)** a sofa in the room.

There are four children in the garden.

- The question form is : **Is there ?/ Are there ?**

e.g. **Is there** a restaurant in the town ?

Are there any apples in the basket ?

- The negative form is : **There isn't / There aren't**

e.g. **There is not / isn't** a man in the room.

There are not / aren't any cars in the street.

Short Answers :

In short answers we use **Yes or No, there is/ isn't or there are / aren't** . We do not repeat the whole question.

Is there ? Yes, there is.

No, there isn't .

Are there? Yes, there are.
 No, there aren't .

2. Some / Any / No

- We use *some* , *any* and *no* with uncountable nouns (e.g. sugar, bread, etc.,) and plural countable nouns (e.g. pens, cars, etc.,)

e.g. some bread some cherries
 (a little bread) (a few cherries)

- *Some* means *a little* or *a few*. We use *some* in positive statements.
e.g. I've got some money . (= I've got a little money.)

- We use *any* in questions and *not any* in negations.
e.g. Have you got *any* money ?
No, I haven't got *any* money.

- We can use *no* instead of *not any* in negations.
e.g. I haven't got *any* money.
I have got *no* money.

NOTE: We use *some* in questions when we are making an offer or when we are asking for something.

e.g. Would you like *some* coffee? (offer)
Can I have *some* coffee, please? (request)

- **Somebody / Someone (a person) , something (a thing) and somewhere (in /to/at a place)** are used in positive statements.

e.g. There is **somebody** at the door.
 I want to go **somewhere** tonight.

- **Anybody / anyone, anything and anywhere** are used in questions and negations.
e.g. Is there **anything** on the table ?
 There isn't **anything** on the table.

- **Nobody/ no one, nothing and nowhere** can be used in negations instead of **not anybody/ not anything / not anywhere.**

Compare : There isn't **anything** on the table. = There is **nothing** on the table.
 I can't see **anybody** in the garden. = I can see **nobody** in the garden.

Who ? somebody/ anybody/ nobody
What ? something/ anything/ nothing
Where ? somewhere/ anywhere/ nowhere

3. Have / Has got

Have got means the same as **have** to talk about possession, but the form is very different. We often use **have got** in spoken English.

The Verb "to have"

Affirmative		Negative		Interrogative
Long form	Short form	Long form	Short form	
I have got	I've got	I have not (got)	I haven't (got)	Have I got?
You have got	You've got	You have not (got)	You haven't (got)	Have you got?
He has got	He's got	He has not (got)	He hasn't (got)	Has he got?
She has got	She's got	She has not (got)	She hasn't (got)	Has she got?
It has got	It's got	It has not (got)	It hasn't (got)	Has it got?
We have got	We've got	We have not (got)	We haven't (got)	Have we got?
You have got	You've got	You have not (got)	You haven't (got)	Have you got?
They have got	They've got	They have not (got)	They haven't (got)	Have they got?

Short answers

Have you got a car?	Yes, I / we have.	No, I / we haven't.
Has he / she / it got a car?	Yes, he / she / it has.	No, he / she / it hasn't.
Have they got a car?	Yes, they have.	No, they haven't.

e.g. I **have got** blue eyes. (or I **have** blue eyes.)

Tom **has got** two sisters. (or Tom **has** two sisters.)

I **'ve got** a motor-bike but I **haven't got** a car.

It's a nice house but it **hasn't got** a garden.

Grammar exercises:

Exercise 1. Fill in the gaps with **there is** or **there are** in the correct form:

- There are lots of rooms in the Royal Hotel. It is very big.
- _____ twenty-five children in my class.
- "_____ any biscuits left?" "No, I'm sorry. I ate them all."
- It is winter now _____ any leaves on the tree.
- _____ two parks in the town.

Exercise 2. Look at the picture and write sentences as in the example:



- 1. Three children? *Are there three children in the picture?*
No, there aren't. There are five children.
- 2. A birthday cake? _____
- 3. Three candles? _____
- 4. Two boys? _____
- 5. Two girls? _____
- 6. One bottle of Coca-Cola? _____
- 7. Five glasses? _____
- 8. One box? _____
- 9. One woman? _____
- 10. One man? _____

Exercise 3. Fill in there is or there are:

- 1. _____ a man at the door. 2. _____ a box on the table. 3. _____ three flowers in the vase. 4. five trees in the garden. 5. _____ zebras in the zoo.

Exercise 4. Compose as many sentences as you can as in the example. Let the members of the class ask and answer questions as in the model. Give a short answer and add a sentence of your own with the introductory *there*.

Model: Is there any clock on your desk?
Yes, there is. And there is also a lamp on it.

Exercise 5. Answer the following questions:

- A. 1. Is this a classroom? 2. Are there many desks in it? How many? 3. Are there any chairs in the room? How many? 4. Are there any lamps in the room? 5. Are they on the walls? 6. How many lamps are there in it? 7. How many windows are there in the room? 8. What colour are the walls? 9. What colour are the desks? 10. What colour are the chairs? 11. Is there a blackboard on the wall? 12.

What colour is the board? 13. Are there any sentences on it? 14. How many books are there on your desk? 15. Are they English or Moldovan? 16. How many exercise-books are there in your bag? 17. Are they thick or thin? 18. Is this book thick or thin? 19. What is there on this table? 20. What is there in that box?

B. 1. Is the box on the desk? 2. Are the pencils in the box? 3. Is the bag on the desk or under it? 4. Is the fountain-pen on the bag or in the bag? 5. Is the notebook in my hand or under it? 6. Are the notebooks on the desk or under it? 7. Are the letters on the book or under it? 8. Where is the picture? 9. Where is the chair? 10. Where are the pens?

Exercise 6. a) Write sentences using *there is, there are* and the words given below:

1. bus, street; 2. lamp, room; 3. chalk, blackboard; 4. bread, table; 5. tea, tea-pot; 6. coffee, coffee-pot; 7. money, bag; 8. paper, box; 9. soap, shelf; 10. water, jug.

b) Make up micro-dialogues with the same sentences.

Exercise 7. a) Write the interrogative and negative forms of the following sentences:

1. There is a telegram on the table. 2. There is a cinema near our house. 3. There are many mistakes in his dictation. 4. There is much paper in his bag. 5. There are two sofas in the room. 6. There are a lot of children in the park today.

b) Express your surprise asking questions as in the model. Note the distribution of sentence stress in the replies.

Model: There is a dog in the room.

Is there a dog in the room ?

I say there is.

c) Respond to the same statement in the negative.

Model: There is a dog in the room.

Oh, no. There is \no dog there.

Are you sure?

Quite.

Exercise 8. Fill in “some” or “any” :

1. Are there *any* children in the park? 2. There are _____ flowers in the garden. 3. There isn't _____ bread in the cupboard. 4. There is _____ lemonade in the bottle. 5. Are there _____ eggs on the table? 6. There isn't _____ meat in the shop. 7. There are _____ apples on the tree. 8. There is _____ milk in the bottle. 9. There isn't _____ water in the glass. 10. There is _____ tea in the teapot. 11. Are there _____ children in the room? 12. There aren't _____ cars in the street. 13. There are _____ potatoes on the table. 14. Is there _____ chocolate in the fridge? 15. There is _____ cheese on the plate. 16. Are there _____ cakes in the cupboard?

Exercise 9. Look at the picture and write sentences as in the example:

1. Apples? *Are there any apples?*
Yes, there are some apples.
2. Eggs?
3. Meat?
4. Butter?
5. Milk?
6. Tomatoes?
7. Oranges?
8. Juice?
9. Lemons?



Exercise 10. Translate into English the words given in brackets:

There is (multă) paper on the desk. 2. There are (mulți) students in the classroom. 3. There is (puțin) milk in the jug. 4. There are (multe) newspapers on the shelf. 5. There is (mult) time left. 6. There is (mult) butter on the plate. 7. There are (cîteva) notebooks in the bag. 8. Give me (puțină) water, please. 9. Can you give him (cîteva) coloured pencils? 10. May I take (cîteva) sheets of paper? 11. There are (multe) families in this house. 12. I have not got (mulți) money. I cannot buy this coat. 13. There are not (multe) sentences in this text. 14. Put (puțină) salt into your soup.

Exercise 11. Write questions using have / has got:

1. (you / a camera?) Have you got a camera ?
2. (you / a passport ?) _____
3. (your father / a car ?) _____
4. (Carol / many friends ?) _____
5. (Mr and Mrs Lewis / any children ?) _____
6. (how much money/ you ?) _____
6. (what kind of car / John?) _____

Exercise 12. Put in have got ('ve got), has got ('s got), haven't got or hasn't got:

1. They like animals. They've got three dogs and two cats.
2. Sarah **hasn't got** a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He _____ a lot of friends.
4. Mr and Mrs Johnson _____ two children ,a boy and a girl.
5. An insect _____ six legs.
6. I can't open the door. I _____ a key.
7. Quick !Hurry ! We _____ much time.
8. "What's wrong ?" "I _____ something in my eyes."
9. Ben doesn't read much. He _____ many books.
10. It's a nice town . It _____ a very nice shopping centre.
11. Alice is going to the dentist. She _____ toothache.
12. Julia wants to go on holiday but she _____ any money.

Exercise 13. Fill in the blanks as in the example.

Long form

- She .. *has got* a pen.
1. I a red dress.
2. Jim a bicycle.
3. We a big house.
4. They black shoes.
5. You a bottle of milk.
We .. *have not got* a car.
6. They brown hair.
7. Helen a watch.
8. You a garden.
9. It wings.
10. I a ring.

Short form

- She's *got* a pen.
I a red dress.
Jim a bicycle.
We a big house.
They black shoes.
You a bottle of milk.
We .. *haven't got* a car.
They brown hair.
Helen a watch.
You a garden.
It wings.
I a ring.

MY HOUSE

Doctor Sandford's House

Doctor Sandford's house is not large, but it is **comfortable** and **well-planned**. It is a small **two-storeyed cottage**.

In front of the house there is a green **lawn** and a lot of flowers. Behind it there is a little **orchard** with a few fruit trees in it. On **the ground floor** there is a **kitchen**, a **pantry**, a **dining-room**, a **cosy sitting-room** and Dr. Sandford's **study**. There are also **several** rooms **upstairs** on the **first floor**: the Sandfords' **bedrooms**, Grandmother's room, which is also Benny's **nursery**, Betty's room and the **bathroom**.

The furniture is **modern** and quite new. But Doctor Sandford says he must pay a lot of money for the house and the furniture. He must pay the money for many years before he can call the house his own.

Vocabulary

comfortable - (of clothes, furniture) making you feel physically relaxed, pleasant to wear, sit on. E.g. *It's such a comfortable bed.*

well-planned - carefully arranged or designed. E.g. *the houses are well planned and easy to run*

cottage - a small house, typically one in the country: *a holiday cottage*

in front of - in a position just ahead or at the front part of someone or something else: *the lawn in front of the house*

lawn - an area of short, regularly mown grass in the garden of a house or park: *she was sitting in a deckchair on the lawn*

orchard - a piece of enclosed land planted with fruit trees : *an apple orchard*

the ground floor - the floor of a building at ground level: *a ground-floor flat*

kitchen - a room or area where food is prepared and cooked.

pantry - a small room or cupboard in which food, crockery, and cutlery are kept.

dining-room - a room in a house or hotel in which meals are eaten: *the main building has a dining room, kitchen, and TV lounge*

living-room - a room in a house for general and informal everyday use.

cosy - giving a feeling of comfort, warmth, and relaxation: *the flickering lamp gave the room a cosy lived-in air*

sitting-room - a room in a house in which people can sit down and relax.

study - a room used or designed for reading, writing, or academic work: *the third bedroom was used as a study*

several - more than two but not many: *The author of several books*

upstairs - an upper floor: *she was cleaning the upstairs*

bedroom - a room for sleeping in.

nursery - a room in a house for the special use of young children

bathroom - a room containing a bath and usually also a washbasin and a toilet.

furniture - the movable articles that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.

modern - relating to the present or recent times as opposed to the remote past

own - used with a possessive to emphasize that someone or something belongs or relates to the person mentioned.

Vocabulary

Articles of furniture: bed, sofa, divan-bed, chair, armchair, dressing stool, table, bookcase, cupboard, wardrobe, dressing-table, mirror, lamp, standard-lamp, stool, unit(s), cabinet, bedside cabinet, wall-furniture, suite

Modern conveniences: electricity, gas, running-water, central heating, telephone, toilet, a rubbish chute, tiled walls, lift

Electric and other equipment: lamp, standard-lamp, upper-lights, refrigerator (fridge), gas-stove, electric stove, vacuum-cleaner, television-set, radio-set, music-centre.

Exercise 1. Answer the following questions:

A. 1. Is Doctor Sandford's house large? 2. What is there in front of the house and behind it? 3. What rooms are there in the house? 4. What kind of furniture is there in the house? 5. Is it Doctor Sandford's own house?

B. 1. Is your flat large or small? 2. How many rooms are there in your flat? 3. What do you call a room people sleep in? 4. What do you call a room people have meals in? 5. What do you call a room where a person studies, reads, writes, etc.? 6. What do you call a room where children sleep, play and have meals? 7. What do you call a room where people spend time after dinner or supper (where guests are received)? 8. What do you call a room where food is cooked? 9. What do you call a room where food is kept? 10. Is your flat comfortable and cosy? 11. There is a green lawn in front of your house, isn't there? 12. Are there any fruit trees in your garden? 13. Is your house old or new? 14. What colour are the walls in your flat? 15. What articles of furniture are there in your parents' bedroom (the dining-room, your father's study, your own room)? 16. There are many new houses in your street, aren't there? 17. Have you got a rubbish chute in your flat to carry rubbish down? 18. Have you got built-in furniture in your flat? 19. Has she got a unit in her room?

Exercise 2. Match the words with the pictures:

Can you match the words with the pictures?

What is there in the sitting room?

1. a table
2. an armchair
3. a sofa
4. a TV set
5. a carpet
6. a chair
7. curtains
8. a piano
9. flowers
10. a fireplace
11. a window
12. a vase
13. a lamp
14. a bookcase
15. a cushion
16. a mirror
17. a picture

Exercise 3. Write the words in the correct column.

- an armchair a shelf a plant a stereo a lamp a cooker
 a fridge a washing machine a telephone a cupboard
 a television a cup a sofa a coffee table

The living room	The kitchen	Both

Exercise 4. Match a verb in A with a line in B.

A	B
1. listen	a. my hair
2. cook	b. a shower
3. wash	c. to music
4. clean	d. dressed
5. go	e. my teeth
6. have	f. my homework
7. get	g. to bed
8. do	h. dinner

Where do you do these things from exercise 4? Write sentences.

1. *Listen to music in the living room.*

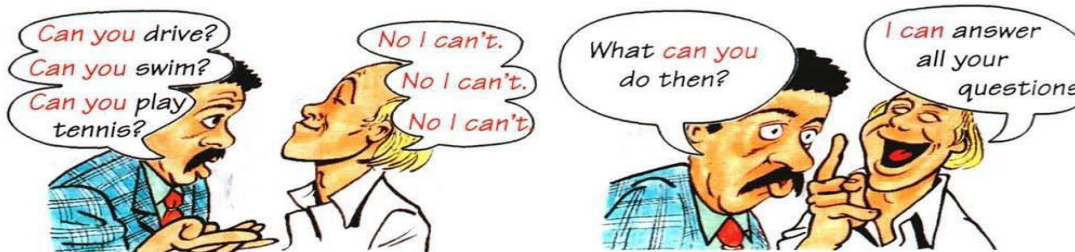
2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

Lesson 3.

Grammar :

1. Modal verb *can*

Expressing Ability : <i>can</i> and <i>could</i>	
(a) Bob <i>can play</i> the piano. (b) You <i>can buy</i> a screwdriver at a hardware store. (c) I <i>can meet</i> you at Ted's tomorrow afternoon.	<i>Can</i> expresses <i>ability</i> in the present or future.
(d) can't I cannot understand that sentence. can not	The negative form of <i>can</i> may be written <i>can't</i> , <i>cannot</i> , or <i>can not</i> .
(e) Our son <i>could walk</i> when he was one year old.	The past form of <i>can</i> is <i>could</i> .
(f) He <i>couldn't</i> walk when he was six months old.	The negative of <i>could</i> : <i>couldn't</i> or <i>could not</i> .



Affirmative	Negative		Interrogative
	Long form	Short form	
I can	I cannot	I can't	Can I?
You can	You cannot	You can't	Can you?
He can	He cannot	He can't	Can he?
She can	She cannot	She can't	Can she?
It can	It cannot	It can't	Can it?
We can	We cannot	We can't	Can we?
You can	You cannot	You can't	Can you?
They can	They cannot	They can't	Can they?
Short answers	Can you drive?	Yes, I can. No, I can't.	

3. Modal verb *must*

a)	I He (She) We You They	must (must not)	forget it. listen to him. read this book.
b)	Must	I he (she) we you they	repeat the nouns? read this book? translate the story?

The verbs **can**, **may** and **must** are modal auxiliary verbs. They express **certainty, possibility, obligation, necessity, lack of necessity**, etc.

The main characteristics of modal verbs are the following :

- They do not take an **-s , -ing, - ed suffix**. E.g. He **can** cook. (**NOT** : He **cans** cook.)
- They form questions , negations and short answers without the auxiliary verb „**do**“ : e.g. **May** I go now ? (**NOT** : Do I may go now ?)
- They are followed by a bare infinitive . e.g. You **must go** to the doctor . (**NOT** : You must to got o the doctor.)

Can expresses **ability** and **can't** expresses **lack of ability** in the present.

e.g. Kate **can** speak a foreign language. Tim **can't** play the piano.

Must and **have to** express **obligation** and **necessity**.

e.g. You **must** come home early.

I **have to** be at the office at nine o'clock.

We also use **must** to give advice.

e.g. You **must** talk to your brother about it.

You **mustn't** be late for school.

Must not / Mustn't (you aren't allowed to /is against the rules) expresses **prohibition**.

e.g. You **mustn't** park here. (It is against the rules.)

Grammar exercises:

Exercise 1. Answer the following questions:










1. Can you speak English well?
2. Can you speak French well?
3. Can you understand Spanish?
4. Can you count the chairs in this room?
5. Can we write without a pen or a pencil?
6. What can we do with a fountain-pen?
7. May I take your textbook?
8. May Helen leave the classroom?
9. May we go to the pictures?
10. Must we speak English now?
11. What must we have if we want to write a letter?
12. What must we have if we want to buy something?
13. What must we use if we want to wash our hands?
14. What must you do when you have flu?
15. What must you do to make your reading distinct?

Exercise 2. Complete these sentences. Use *can* or *can't* + one of these verbs:

Come find hear see speak

- 1. I'm sorry, but we **can't come** to your party next Saturday.
- 2. She got the job because she _____ five languages.
- 3. You are speaking very quietly . I _____ you.
- 4. Have you seen my bag? I _____ it.
- 5. I like this hotel room. You _____ the mountains from the window.

Exercise 3. Look at the table below, then ask and answer as in the example:

					
	Jean	Bob	John + Kate	Patchy	You
	✓	✓	✓		
	✓	✓		✓	
		✓	✓		
	✓		✓		

Can Jean read? Yes, she can.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

Exercise 4. Study Substitution Tables No. 1, 2, 3 and compose as many sentences as you can. Let the members of the class ask and answer questions as in the model. Give a short answer using contracted forms and add a sentence of your own:

Model: May I stay at home on Saturday?
No, you mustn't. You are to go to your classes.

Exercise 5. Complete the sentences . Use *must* + one of these verbs:

be buy go help hurry learn meet phone read wash win

- 1. We **must go** to the bank today. We haven't got any money.
- 2. I_ I haven't got much time.
- 3. She's a very interesting person. You _ _her.
- 4. I forgot to phone Dave last night. I _____ him today.
- 5. You _ to drive. It's very useful.
- 6. This is an excellent book. You _____ it.
- 7. We _ some food. We've got nothing for dinner.

8. My hair is dirty. I _____ it.
9. I _____ to the post office. I need some stamps.
10. I have a big problem. You _____ me.
11. The game tomorrow is very important for us. We _____.
12. You can't always have things immediately. You _____ patient.

Exercise 6. Answer the following questions:

Can you speak English well? 2. Can you speak French well? 3. Can you understand Spanish? 4. Can you count the chairs in this room? 5. Can we write without a pen or a pencil? 6. What can we do with a fountain-pen? 7. May I take your textbook? 8. May Helen leave the classroom? 9. May we go to the pictures? 10. Must we speak English now? 11. What must we have if we want to write a letter? 12. What must we have if we want to buy something? 13. What must we use if we want to wash our hands? 14. What must you do when you have flu? 15. What must you do to make your reading distinct?

Exercise 7. Ask someone if he or she can do these things:

swim ski play chess drive run ten kilometres ride a horse

- | | |
|-------------------|----------------------|
| Can you swim ? | 1. _____ you _____ ? |
| _____ you _____ ? | 2. _____ you _____ ? |
| _____ you _____ ? | 3. _____ you _____ ? |

Can you do these things ? Use can or can't + one of these verbs :

I can't swim .

I _____.

I _____.

I _____.

Exercise 8. Mr. Welsh has got a cold and is coughing a lot. The doctor is telling him what he *must* or *mustn't* do.

You 1) must stay in bed. You 2) _____ go to work. You 3) _____ take some medicine. You 4) _____ eat soup. You 5) _____ drink cold drinks. You 6) _____ drink milk or hot tea. You 7) _____ eat ice-cream. You 8) _____ stop smoking.

Exercise 9. Mother is telling her son what he *must* or *mustn't* do:

1. You **must** do your homework.
2. You _____ be late for school.
3. You _____ talk in class.
4. You _____ tidy your room.
5. You _____ go to bed late.
6. You _____ get up early.

OUR ENGLISH LESSON

Teacher: Good morning, all! Sit down, please! **I expect** no one **is away**?

Monitor: Nobody is. All **are present**. Oh, sorry, Ann is not here.

Teacher: **What's up?** Is she ill?

Monitor: It's flu with a high **temperature**.

Teacher: **That's too bad**. Well now. Let's begin. We'll **check our homework**. Mike, will you take your **exercise-book** and come to the board?

Mike: **Shall I** write the words in **transcription**?

Teacher: Do. And you, Helen, read **Text 7**, will you? The others should **write down** the mistakes if she has any. Do you **follow** me? Will you read a little **louder**, please. **That'll do**. Any mistakes **noticed**?

Julia: I believe there's some **palatalization** in the nouns "family" and "Benny".

Teacher: **That's it**. Please, Helen, **pronounce** the words. Now it's correct. You must work more. **Pronunciation** is your **weak point**, I'm afraid.

Helen: Shall I read the text again for the next time?

Teacher: Yes. **Have another try** and make your reading more **distinct**. Now everybody look at the board!

Mike: Shall I read the exercise?

Teacher: Of course. (*Mike reads*). Is everything correct, Pete?

Pete: I think it is.

Teacher: Thank you, Mike. Clean the board, please, and go to your seat. (*To the monitor*). Have we got the **headphones**?

Monitor: **Here they are**.

Teacher: Fine. Let's listen to the new text. Open your books at page 81. Will you please **switch on** the **cassette-recorder**? Thank you.

Vocabulary

To be present

What's up?

Temperature n.

That's too bad.

Shall I...?

Shall I begin?

Shall I read?

Shall I open the window?

Read Text 7.

Write Exercise 3.

Find page 81.

to have classes, after classes, to stay away from classes

Do you have classes on Saturday?

Good morning! Good afternoon! Good-bye!

Sit down. Go to your place. Stand up! Take your seat.

Who is on duty today?

Is anybody absent today?

What's the pronunciation (spelling) of the word?

Is this right (correct, wrong)?

Go on reading (writing, retelling)

Don't go so fast!

What date is it today?

What's the date today?

May I come in?

palatalization n.

to check (go through) the homework

exercise-book n.

transcription n.

To write (put) down

to follow v.

louder adj.

Will you read louder?

That'll do.

Noticed

That's it.
 To pronounce v.
 Pronunciation n.
 weak point n.
 have another try
 distinct adj.
 headphones n.
 Here they are.
 to switch on v.
 to switch off v.
 cassette-recorder (tape-recorder) n.
 Will you repeat it? Can you (could you) repeat it?
 Will you pronounce (translate, spell) it?
 Will you say it again (once more)?
 Please, pronounce (translate, spell) it.
 That will do.
 Stop talking. Silence, please. Keep silent.
 No helping (whispering), please.
 to make a report
 to make a mistake, to correct mistakes
 How long is it before the bell?
 break, in break
 at the Dean's office
 group register; time-table; list of students
 chalk; duster, to wet the duster
 head(ear)phones
 to switch on (switch off) the cassette-recorder (tape-recorder)
 to wind back = to rewind the tape = to play (back) the tape
 to plug in, to unplug, to switch on, to switch off
 The lesson is over.
 a (student's) record book
 an examination card

to write a test
 to do homework orally (in written form, in writing)
 to give (to set, to check) homework
 to collect (to hand in) exercise-books (homework)
 to give in (to give out, to hand out) papers
 Come (up) to the blackboard!
 to clean the blackboard
 Wipe the word (sentence) off,
 Let the others see the board,
 Don't stand in front of the board.
 Speak up!
 Ask questions on (about) the text.
 Put questions to the sentence,
 May I ask you a question?
 May I say it this way?
 May I put it like this?

Classroom Language

Asking for something

Can I borrow a pen, please?
 Do you have a pen for me?
 May I come in ?

Asking about words

What does "pencil " mean?
 How do you say "casa" in English ?
 How do you spell "(the word)" ?
 How do you pronounce "boy" ?
 Where's the stress in " (the word) " ?

Asking to repeat

Could / Can you repeat that, please?
 Could / Can you say that again, please?
 Pardon me?

Could/Can you write it on the board, please?

Asking for help

I don't understand
 Can you help me , please?
 Is this right/ wrong?
 Can you step aside , please?
 Can you turn on the lights, please?
 What exactly do we have to do ?

Apologizing

Excuse me, please.
 I'm sorry.
 Sorry about that.
 Sorry I'm late.

Common sentences your teacher can tell you

Good morning! Take your seat!

Open your book at page 25.

Turn the page, please.

Tell us... Tell us about...

Repeat, please.

Repeat after me.

One more time, please.

Say it again.

Speak louder, please!

Mistake. Correct yourself.

Retell the text. Retell the text in your own words.

Answer the questions.

Write the answers.

In my opinion....

In my view....

In my experience...

As far as I'm concerned...

Speaking for myself...

Personally, I think....

Personally, I believe (feel)....

I tend to think that...

I am sure /certain /convinced that...

I am not sure / certain, but

As far as I know...

As far as I understand / can see, ...

As I see it...

I'd say that...

I'd suggest that...

I'd like to point out that....

I believe that...

What I mean is...

As for me, I think...

If you ask my opinion...

It seems to me ...

Work alone/ in pairs /in groups.

Ask your partner for help.

Ask your partner these questions...

Ask everyone in the class.

Answer your partner's questions...

Listen and repeat ... again...

Stand up and find another partner

Make the questions.

Listen to the CD and answer these questions.

Copy this into your notebooks.

The homework is.... exercise 5, p.11

Well done!

Expressing Opinions

Exercise 1. Make up a dialogue or situation about your English lesson using the words from vocabulary notes and topical vocabulary.

Exercise 2. Practice the text Our English Lesson for test reading. Memorize the text and dramatize it.

Exercise 3. Translate the following into English using classroom expressions:

1. Cine este astăzi de serviciu? – Elena. Cineva este absent astăzi? – Da. Trei studenți sunt absenți. 2. Nimeni nu este absent astăzi? –Da, toți nouă studenți sunt prezenți astăzi. 3. Victor este prezent? – Nu, el este absent. 4. Ce dată este astăzi? – Astăzi este 15 octombrie. 5. Se poate

să vă întreb? – Poftim. – Unde se află camera nr. 48? –Nu pot răspunde la întrebarea dumneavoastră. Întrebați, vă rog, secretarul. 6. Cum se spune în limba engleză „căști de radio” („masă de scris”)? 7. Să conectez casetofonul? – Da, poftim. Să deconectez casetofonul? – Nu, așteptați puțin. Să încep să citesc? – Da. Să șterg tabla? – Poftim. Să deschid geamul? – Nu este nevoie. Să citească această propoziție din nou? – Da, poftim. 8. Citiți mai tare, vă rog. Vorbiți mai tare, vă rog. Cântați mai tare vă rog. Este de ajuns. 9. Repetați propoziția de două ori. Citiți textul de trei ori. 10. Hai să mergem la decanat în timpul întreruperii. Hai să corectăm greșelile din dictare. 11. Nu vreți să aduceți registrul (cretă, cârpa, lista studenților, căștile)? 12. Puteți face acest exercițiu astăzi? – Da. Puteți să scrieți textul astăzi. - Nu. Eu nu pot să scriu textul astăzi. 13. Aceste exerciții sunt dificile. Repetați-le vă, rog. Textele acestea sunt ușoare. Nu este nevoie să le repetați. 14. Puteți să vă așezați (să plecați, să începeți să citiți). 15. Continuați să citiți (să scrieți, să vorbiți, să lucrați). 16. Liniște, vă rog. Lecția încă nu s-a terminat. Cât timp a rămas până la sunet? – Numai două minute. 17. Cum se pronunță cuvântul „palatalizare” („transcripție”)? 18. Cum se scrie cuvântul „pronunțare”? („registrul”, este „de ajuns”, „a răspunde”)? 19. Puneți întrebări la text. 20. Nu șoptiți, vă rog. 21. Transmiteți caietele, vă rog. 22. Mai întâi instalați caseta și apoi conectați casetofonul. 23. Acum, vă rog, rebobinați caseta. 24. Dumneavoastră aveți lecții vineri? – Da, am, dar ele se termină devreme. 25. Poate Bob să nu meargă la lecții astăzi? – Nu. El trebuie să plece la școală. 26. Încercați încă o dată și citiți mai tare.

Exercise 4. a) Ask your fellow-student for permission...

to go out; to come in; to open the window; to take the newspaper; to read; to go home; to begin reading; to close the door.

(The person you ask must give any of the following answers: Certainly. You may. Do, please. I'm afraid not. You mustn't.)

Model: May I speak to the dean?

– You may.

May I leave now?

- I'm afraid not.

b) Give your permission to perform the actions given above.

Model: You may speak to the dean.

c) Ask your fellow-students to perform the actions given above. Don't forget to be polite.

Model: Speak to the dean, please. (Will you speak to the dean?)

b) Ask your fellow-students not to perform the actions given above.

Model: Please, do not smoke here.

Exercise 5. Act as a teacher of English. Ask your pupils:

1. to clean the blackboard; to use the duster; to bring some chalk; 2. to tell you the date; to write it on the board; not to stand in front of the board; 3. to come up to your desk; to read the text; not to go so fast; to go to his place; 4. to check homework; to correct the pronunciation or spelling of some word; 5. to collect the exercise-books and to hand them in; 6. to switch on the cassette-recorder; to listen to the text; 7. to wind (play) it back; to switch off the cassette-recorder; 8. to have another try and read distinctly.

Exercise 6. Stage a dialogue between a teacher and a student using classroom expressions:

1. beginning a lesson; 2. checking homework; 3. reading the text; 4. writing on the blackboard; 5. listening to the cassette-recorder; 6. giving homework.

Unit III

Lesson 1.

Grammar: Present Continuous

Affirmative		Negative	
Long form	Short form	Long form	Short form
I am working	I'm working	I am not working	I 'm not working
You are working	You're working	You are not working	You aren't working
He is working	He's working	He is not working	He isn't working
She is working	She's working	She is not working	She isn't working
It is working	It's working	It is not working	It isn't working
We are working	We're working	We are not working	We aren't working
You are working	You're working	You are not working	You aren't working
They are working	They're working	They are not working	They aren't working

Interrogative	Questions	Short answers
Am I working?	Am I Working	Yes, I am / No, I'm not.
Are you working?	Are you working?	
Is he working?	Is he/she/it working?	Yes, he/she/it is./ No, he/she/it isn't.
Is she working?	Are we working?	
Is it Working?	Are you working?	
Are we working?	Are they working?	
Are you working ?		Yes, they are./No, they aren't.
Are they working?		

Present Continuous is used:

<ul style="list-style-type: none"> • for temporary situations. He's looking for a new job these days. • for actions happening at or around the time of speaking. Chris is painting the garage at the moment. 	<ul style="list-style-type: none"> • with <i>a/ways</i> to express annoyance or criticism. He's always telling lies! • for fixed arrangements in the near future. I'm flying to London tomorrow. (It's all arranged. I've already bought the tickets. The time of the action is always stated or understood.)
--	---

Time expressions with the present continuous:

now, at the moment, at present, this week /month, these days, today, tonight, tomorrow, next week, etc.

Spelling

work – working open - opening play - playing

BUT

Dance-dancing run-running lie-lying

Stative Verbs

Some verbs rarely appear in the continuous tenses. These verbs express a permanent state and they are: appear (= seem), be, believe, belong, cost, feel, forget, hate, have (= possess), know, like, love, mean, need, prefer, realise, remember, see, seem, smell, sound, suppose, taste, think, understand, want, etc.

I understand it now. NOT I am understanding it now.

Some of these verbs can be used in continuous tenses but with a difference in meaning.

Present Simple	Present Continuous
I think he's Italian. (= believe) Katie looks happy. (= appears to be) You see the sea from my room. (= it is visible) Derek has a new car. (= possesses) This pie tastes really good. (= it has a really good flavour) This new dress fits her perfectly. (= it is her size) He is so polite. (= that's his character) She appears to be tired. (= seems)	Tom is thinking of moving house. (= is considering) They are looking at the paintings. (= are taking a look at) Sam is seeing his friends tonight. (= is meeting) We are having dinner at 8 o'clock. (= are eating) Paul is tasting the soup to see if it needs salt. (= is trying) He is fitting a new lock on the door. (= is attaching) He is being so rude today! (= he is behaving like that only today) She is appearing in the new TV show.

Grammar exercises:

Exercise 1. Write sentences with the present continuous:

- e.g. It / rain. - It isn't raining.
- 1 Hey! You / stand on my foot! +
 - 2 they / play very well today –
 - 3 what / you study at the moment ?
 - 4 we / think of you +
 - 5 she / wear make-up ?
 - 6 they / make a big mistake +
 - 7 your brother / work in London now ?
 - 8 she / talk to her father at the moment –

Exercise 2. Fill in the spaces with the correct form of the verb in simple present tense or present continuous tense:

1. Right now I (*watch*) _____ a movie. I (*watch*) _____ a lot of movies.
2. Rickie (*be*) _____ my friend. We (*like*) _____ to talk together. Right now we (*talk*) _____ about school.
3. The police officer (*wear*) _____ a badge and a gun to work every day.
4. Jaime usually (*eat*) _____ cold cereal for breakfast, but today he (*eat*) _____ oatmeal instead.
5. Alison and I (*study*) _____ for the exam. We (*not, want*) _____ to fail it!
6. Jonas (*sing*) _____ in the band on Saturdays, and Veda (*play*) _____ the guitar.
7. My uncle (*live*) _____ in Tennessee. I (*live*) _____ in North Carolina.
8. My mom (*cook*) _____ dinner tonight. (*You, want*) _____ to eat with us?
9. Tiffany and Mark (*travel*) _____ to Spain. They will stay in Madrid.
10. We (*read*) _____ the newspaper every morning.

Exercise 3. Complete the text with the correct form of the verb in simple present tense or present continuous tense:

My favourite aunt, Monica, _____ (*teach*) archeology at the university. Right now she _____ (*give*) a class on the art of ancient Egypt.

She _____ (*do*) a lot of sports and _____ (*go*) to the cinema regularly. This month, she _____ (*learn*) to hang glide. But she also _____ (*climb*) mountains every weekend and _____ (*do*) scuba diving when she is on holidays.

Exercise 4. Use the Present Continuous or the Present Simple instead of the infinitives in brackets:

1. Wait for me, Alice. I (to come) too. 2. I (to be) afraid I (not to understand) you. 3. What you (to think) about it? - I (to think) you (to be) right. 4. What you (to think) about, Jim? -- I (not to think) of anything, I just (to have) a rest. 5. Catherine (to be) in the garden. She (to pick) cherries. 6. I (to be) sorry, Jackson, but my friend (not to feel) very well, so drive us back, please. 7. Can you hear what he (to say)? 8. The girl you (to talk) about (to be) the eldest daughter of my old friend. 9. What you (to see) there? -- I can't see quite well, but it (to seem) to me Lucy (to come). 10. What you (to look) at? - I simply (to look) about. 11. You always (to smile) when you (to see) him? 12. She always (to smile) when she (to talk) to him? 13. Mother (to say) Aunt Julia (to leave) on Thursday and Ann (to leave) with her. 14. Appetite (to come) with eating. 15. My sister (to practise) the piano; she usually (to practise) it about this time. 16. I (to hear) his voice in the next room. 17. What you (to listen) to? - I (to listen) to music. 18. She often (to come) to see you? - Not so often, she (to be) a student now and (to be) very busy. 19. Who else (to go) with you to Bulgaria? 20. When he (to go) to Bulgaria he always (to take) some presents to his Bulgarian friends.

Exercise 5. Put the verbs in brackets into the correct form of the *Present continuous* or the *Present simple*:

Hi Marvin,

I 1) 'm *writing* (**write**) this letter from Portugal. I 2) (**be**) on holiday here with my family and we 3) (**have**) a great time. Right now, I 4) (**lie**) on the beach. My little brother 5) (**play**) on the sand with his toys and my mother 6) (**watch**) him. My dad 7) (**swim**) in the sea. I just love it here. We 8) (**get up**) late every day and 9) (**spend**) most of our time sunbathing. This afternoon we 10) (**go**) into town to do a little sightseeing. Then my parents 11) (**take**) us to a nice restaurant. They 12) (**want**) us to try the local cuisine. I hope it tastes good! Well, that's all for now. See you when I get back!

Take care, Wendy

Exercise 6. Underline the correct item:

1. The children **are having** / **have** so much fun at the circus!
- 2 Fiona **is looking** / **looks** at some photos.
- 3 This jacket **is fitting** / **fits** you perfectly. You should buy it.
- 4 Ron **is wanting** / **wants** to become a pilot.
- 5 I **am not understanding** / **don't understand** the meaning of that word.
- 6 He **is loving** / **loves** playing football.
- 7 I **am thinking** / **think** of buying a new CD.

Exercise 7. Writing Activity. Write a letter to your friend using Present Continuous:

Greetings from ! We're staying at.....
The weather is There isn't a cloud in the sky.
Right now, I My parents and
my..... We..... late every day and
.....
In the evening, we
or..... Tonight
we..... We love it here. There is so much to see
and do. See you in.....
Yours,.....

Possessive Pronouns (not followed by nouns)

- mine
- yours
- his/hers/-
- ours
- yours
- theirs

Exercise 8. Complete the sentences with the correct possessive pronoun:

1. **Mike** has got a computer. It's *his* .
- 2 I have got a rabbit. It's •••..... .
- 3 **Karen** has got a new sweater. It's
- 4 **We** have got a new house. It's
- 5 **You** have got a brown coat. It's
- 6 **They** have got a big flat. It's

Exercise 9. Complete the sentences with possessive pronoun or possessive adjectives:

1. I'm Becky. This ismy..... rabbit. 2 This is Juan and this is sister. 3 The boys have got comics. The comics are..... 4 We're in garden today. 5 Look at Nadia and Khalid . They're in car. 6 Lisa has got a bag. The bag is 7 I'm Adam. That bike is 8 We're hungry. These sandwiches are.... 9 You and Ben are brothers. Ben is brother. 10 Isabel hasn't got.....book today. That bird is funny. Look at

Exercise 10. Speaking Activity:

Think of a new cartoon character. Answer the questions. Talk with your friend.

- 1 What's the name of your new cartoon character?
- 2 What's his / her favourite colour / food / music / sport?
- 3 Has he / she got a family? What are their names?
- 4 Has he / she got a good friend? What's his / her name?

Exercise 11. Put the verbs in brackets into the correct form of the *Present continuous* or the *Present simple*:

1. María _ (work) for a TV station. 2. At the moment she _ (travel) in the Sahara Desert. 3. Dan _____ (love) wild animals. 4. He _____ (not visit)

Alaska at the moment. 5. Marta _____ (not live) in Africa. 6. She _____ (stay) in Africa at the moment. 7. Dad usually _____ (cook) dinner. 8. My parents _____ (go) to Italy every year. 9. My sister _____ (walk) to school every day. 10. We _____ (have) lunch now. 11. I never _____ (stay in) on Saturday evening. 12. I _____ (go) to the cinema now. 13. My mum _____ (not work) today. 14. Peter _____ (not like) rap music. 15. He _____ (listen) to pop music at the moment. 16. Donna usually _____ (go) shopping on Saturdays. 17. Let's go out. It _____ (not rain) now. 18. Hurry up! Everybody _____ (wait) for you! 19. The sun _____ (rise) in the east.

Exercise 12. Put the verbs in brackets into the correct form of the *Present continuous* or the *Present simple*:

1. Who is that man? What _____ he _____ (want)? 2. Who is that man? Why _____ he _____ (look) at us? 3. _____ you _____ (believe) in God? 4. Gilbert says he is 80, but nobody _____ (believe) him. 5. Every Monday Maite _____ (drive) her kids to football practice. 6. Be quiet. Arturo _____ (sleep). 7. Don't forget to take your umbrella. It _____ (rain). 8. I don't like living in England. It always _____ (rain). 9. Look! It _____ (snow). We are going to have a white Christmas. 10. Maila _____ (watch) TV every morning. 11. I have to go now. It _____ (get) dark. 12. Right now I _____ (spend) time with my father. 13. We usually _____ (go) to the gym on Mondays.

Exercise 13. Put the verbs in brackets into the correct form of the *Present continuous* or the *Present simple*:

1. I _____ (play) cricket right now. 2. I _____ (play) cricket on Saturdays. 3. Silvia _____ (cook) in the kitchen now. 4. Silvia _____ (cook) for her father on Sundays. 5. Maila _____ (like) Chinese food. 6. Keep silent, Manolo _____ (read) a book. 7. Erik _____ (love) María. 8. Ann _____ (jog) in the park today. 9. George _____ (want) to go outside. 10. Barbara _____ (eat) chicken wings at the moment. 11. What _____ you _____ (do)? I'm sleeping. 12. How many languages _____ you _____ (speak)? 13. I _____ (not like) politics. 14. What _____ you _____ (do) at the moment? 15. Where _____ you _____ (live)? 16. I _____ (want) to be a millionaire. 17. Nacho _____ (not wear) a tie today. 18. Jesus is in Amsterdam this week. He _____ (stay) at the Hilton. 19. Look! Miguel _____ (jump) into the water. 20. Lili is rich, she _____ (drive) a Mercedes. 21. Once a week, I _____ (go) to my yoga lessons. 22. I _____ (think) you're amazing. 23. Bea sometimes _____ (read) comics. 24. We never _____ (watch) TV in the morning. 25. Listen! Blanca _____ (sing) in the bathroom.

Exercise 14. Change the *possessive adjective* 1 to a *possessive pronoun* 2 and omit the noun:

EXAMPLE: She has my book. She has mine.

1. The car on the corner is my car.

2. Is this your house?

3. The invading soldiers searched their house.

4. Can Dee find her briefcase?

5. Our relatives live in Brazil.

6. His boss is fair with everyone.

7. These problems are entirely his problems.

8. I need your advice.

9. My landlord is going to raise the rent.

10. Their long conversations made no sense.

Exercise 15. Complete the sentences with the present simple or present continuous forms of the verbs in brackets:

1. We _____ to Chinese restaurants very often. (not go). 2. These days, most children _____ too many fizzy drinks. (have). 3. _____ you any vitamins at the moment? (take). 4. Don't eat that spinach if you _____ it. (not like). 5. _____ your boyfriend _____ how to cook fish? (know). 6. We _____ takeaway pizzas during the week. (not get). 7. What _____ your mother _____? It smells great! (make). 8. You look sad. What _____ you _____ about? (think). 9. The diet in my country _____ worse. (get). 10. How often _____ you _____ seafood? (eat)

Exercise 16. Complete the following sentences with the "Possessive Adjective" or "Possessive Pronoun":

1. _____ neighbour's house is bigger than. _____ (we). 2. Those are not _____ children. _____ are in the cinema now. (we). 3. _____ teacher always confuses your name with _____ (I). 4. My book is more interesting than _____ I think, (you). 5. Rose wears ear-rings, but _____ ear-rings are more expensive than hers. (I). 6. The dog is eating a bone. _____ teeth are very sharp, (it). 7. This pencil isn't _____; it is mine, (you). 8. I don't think that is _____ suitcase is green, (she). 9. The boys are riding on _____ bicycles in the street, (they). 10. We are listening to our teacher, not _____ (you). 11. Please pass these books to your friends. They are _____ (they). 12. I always buy _____ sister a box of chocolate at this supermarket. (I). 13. _____ umbrella is not black. It is blue. (I). 14. The man is going to the cinema with _____ wife, (he). 15. These are Mr. and Mrs. Brown. That is _____ house, (they). 16. There are some books on the desk, but they are not _____ (we). 17. Is your brother a businessman? _____ is a medical doctor. (I). 18. There is a car in front of the building. Is it _____? (you). 19. Look at that dog over there! _____ eyes are blue, (it). 20. Zeynep's bag is very heavy, but _____ is very light. (I). 21. Our house is near the school, but _____ house is not. (they). 22. He is my room-mate. _____ name is Peter, (he). 23. My father is more successful than _____ father, (she). 24. Don't bother to bring a camera; you can use _____ (I). 25. Helen's dog is more playful than _____ (you)

Exercise 17. Put the "Verbs" in brackets into "The Present Simple or Continuous Tenses":

Example: My sister (go) _____ to the cinema every week. My sister goes to the cinema every week.

Be quiet! The baby (sleep).....in its cradle now.
baby is sleeping in its cradle now.

Be quiet! The

1 Abbas (usually, study) in the library on Saturdays. 2. At present we (sit) at the table and doing our homework. 3. He (always, sing).....while he (have).....a bath.. 4. Children (live)with their parents until they (get).....married. 5. The children (have) a good time with their friends now. 6. Dogs (bark)..... when they (get) hungry. 7. Look! It (rain).....again. It (always, rain)when you clean your car. 8. I (think) she (be).....very happy. 9. He (usually, smoke).....a pipe, but he (smoke)a cigar now. 10. He (usually, get)up at seven, but this morning he (get)up at eight o'clock. 11. Listen! Somebody (sing) a beautiful Spanish song. 12. Listen! I (think)..... someone (knock) at the door. 13. Table tennis (become) more and more popular these days. 14. I (get).....uncontrollable urges for junk food when I (watch)the television at home. 15. My watch (generally, keep)perfect time, but these days it (not, work)properly. 16. I (imagine) that the teacher (speak)..... Italian very well. 17. For the time being we (stay) at this hotel by the sea. 18. Please go away! I (try) to lull the baby to sleep. 19. My brother (not, have) a cold shower every morning. 20. What kind of music (you love).....I wonder? 21. (You/know)who (come)..... to the party tonight? 22. My mother (always / take) the dog for a walk after breakfast. 23. (Your mother / think) that smoking hubble-bubble (be)..... dangerous? 24. We (have) a lot of friends in Istanbul. 25. I (think) that this book (be) very interesting. 26. My sister (make) a dress for herself these days. 27. My sister (usually, play).....the piano until my father (get)angry. 28. My father (work) in the garden while we (lay) the table. 29. The referee (want) to stop..... the match because it (rain) now. 30. Your friendship (mean) a great deal to me.

LOOKING GOOD !!!

Comment the following quotation: “Appearances often are deceiving”

Sandu’s cousin

This summer Sandu decides to spend his vacation at his cousin’s who lives in the North of Moldova. It is at the beginning of July when he leaves for the village of Sofia. The weather is fantastic and the surroundings are full of greenery. The beauty of the countryside impresses him very much. When meeting his cousin Lucia at the railway station he gets surprised at her change. This time he finds her rather attractive. Instead of a short and clumsy child, now there is quite a different person in front of him: a tall, slim and graceful young girl.

He notices her big blue eyes with long and thick eyelashes and dark eyebrows. Most of all he likes her long, curly and fair hair. She is the sort of person, who seems to attract everybody, especially when she smiles.

The aunt's house isn't far from the station, so it doesn't take them too long to get there. When they approach the house his aunt greets him. Sandu is happy to see her. He has a good opportunity to learn a lot of things about the life on the farm and make new friends.

Exercise 1. Ask questions referring to Lucia's appearance.

Exercise 2. Describe Lucia's appearance.

Exercise 3. Answer the questions on the text:

- a. Where does Sandu decide to spend his holiday?
- b. What is the weather like?
- c. Who meets him at the station?
- d. Why is he surprised when meeting his cousin?

Exercise 4. Find in the text synonyms for the following words:

Holiday-	start-	glad-	amazed-
Wonderful-	pleasant-	village-	chance-

Make up a dialogue using the words above.

Exercise 5. Explain the proverbs and sayings:

- a. Master's eye sees more than ten of the servants.
- b. To cry with one eye and laugh with the other.
- c. Face is the index of the heart.
- d. Face to face, the truth comes out.
- e. He who has no head needs no hat.
- f. Heart thinks what the tongue speaks.
- g. Hearts may agree, though heads differ.

Exercise 6. Describe your mother's, father's, sister's and friend's appearance.

Exercise 7. Describe in writing the appearance of a famous singer from Moldova you like best.

Exercise 8. Do the quiz with a partner. Answer with *my / your / their* + a part of the body:

WHICH PART(S) OF THE BODY ... ?

1. do you wear
 - a ring on
 - gloves on
 - socks on
 - a cap on
2. do ballet dancers stand on
3. do footballers often injure
4. do women put make-up on
5. do people brush
6. do people carry a rucksack on

Exercise 9. Look at the four pictures and listen(T.3.1). Which one is the thief? Describe the four pictures with a partner:



Exercise 10. Talk to a partner:

1. Do you think people in your country tend to judge other people by their appearance? In what way?
2. How important do you think appearance is for the following people?
 - politicians
 - TV presenters
 - business people
 - singers
 - doctors
 Do you think it is right that their appearance matters?
3. On what occasions might you judge someone by their appearance?

Vocabulary

People's Appearance

Figure: tall, short, middle-sized; stout, thin, slim; straight, stooping

Face: thin, plump, fat; oval, round, square; beautiful, handsome, good-looking; lovely, pretty, attractive; common, plain, ugly

Complexion: rosy, pale; fresh, dark, fair

Eyes: blue, brown, hazel, dark, grey; deep-set, close-set, wide-set

(Eye-)lashes: long, short, curving, straight

(Eye-)brows: straight, arched, pencilled, bushy

Forehead: broad, narrow; low, high

Nose: straight, hooked, turned up, snub (bed) *Mouth:* large, small, tiny, red. *Lips:* thin, full, thick

Hair: long, short; curly, straight; red, brown, dark, fair, grey, chestnut, golden; thick; to wear one's hair long, short; to wear a beard, a moustache

Arms and legs: long, short; shapely, small to gain (lose) weight; to keep fit

Lesson 2.

Grammar:

Adjectives

Adjectives describe nouns.

An elephant is a wild animal. (What kind of an animal is it? Wild.)

Remember: Adjectives remain the same in the plural.

He is a clever boy. They are clever boys.

Adjectives can go before a noun or after the verb 'to be'.

John is a tall man. John is tall.

-- Adjectives	Positive	Comparative	Superlative
one syllable	long	longer than	the longest
two syllables	happy	happier than	the happiest
more than two syllables	beautiful	more beautiful than	the most beautiful

We use comparative adjectives to compare *two* people, animals or things. We often use the word *than* after the comparative adjective.

E.g. I'm taller than you. She is more beautiful than Wendy.

We use superlative adjectives to compare *three or more* people, animals or things. We use the word *the* before the superlative adjective.

e.g. I'm the tallest student in class. She's the most beautiful girl in class.

Note: We use **in** for places after a superlative adjective.

e.g. She's the cleverest student of all. She's the cleverest student in class.

Spelling

tall - taller - tallest

large - larger – largest

Irregular form

good - better - best

small - smaller - smallest strong - stronger - strongest

BUT

heavy - heavier – heaviest big - bigger – biggest

much/many/a lot of - **more – most**

bad - **worse – worst**

Grammar exercises:

Exercise 1. Write the *comparative* and the *superlative* forms of the adjectives below:

1. tall.....
2. funny
3. nice
4. beautiful
5. slim
6. cold
7. good.....
8. easy
9. careful
10. bad
11. fat
12. old.....

Exercise 2. Read and write:

I usually live in a house or on a farm. I am 1), (small) than a rabbit but I'm 2)..... (big) than a snail. I am 3) (slow) than a cat but I'm 4)..... (clever) than a rabbit. I love cheese! What am I? I'm a 5)

Exercise 3. Form the degrees of comparison of the following adjectives:

old, bad, cold, yellow, loud, clean, large, cosy, comfortable, green, modern, long, red, dark, good, small, interesting, difficult, important, easy.

Exercise 4. Writing activity: Write about you and your friend:

Me and my friend.....

Exercise 5. Put the adjectives in brackets in the required degree of comparison:

1. Asia is (large) than Australia. 2. The Volga is (short) than the Mississippi. 3. Mary is a (good) student than Lucy. 4. There are (few) mistakes in my dictation than in yours. 5. This garden is the (beautiful) in our town. 6. The Arctic Ocean is (cold) than the Indian Ocean. 7. Chinese is (difficult) than English. 8. Spanish is (easy) than German. 9. Let's go to the (far) corner of the park. That is the (quiet) place here.

Exercise 6. Complete the sentences with a superlative:

a. This building is very old. It's the oldest building in the town. b. It was a very happy day. It was of my life. c. It's a very good film. It's I've seen. d. It was a very bad mistake. It was in my life. e. It was a very cold day. It was of the year. f. She's a popular singer. She's in the country. g. He's a very boring person. He's I know. h. This house is very big. It is I've lived in. i. My cousin is very tall. He is I have. j. Laura is a very pretty girl. She is I know.

Exercise 7. Write the sentences in the correct order:

- a. taller / than / Gary / Rick / is.
E.g. Gary is taller than Rick.
- b. trousers / John / got / has / new / light.
- c. Mary / clothes / likes / bigger
- d. an / expensive / Rick / wearing / coat / is
- e. the / Carol / has / scarf / got / shortest
- f. the / student / he / tallest / is
- g. actress / Mary / the / was / popular / most
- h. He / the / was / footballer / best
- i. plays / than / better / you / Mary
- j. father / is / your / than / stronger / mine

Exercise 8. Complete the sentences with the correct form of the adjective in brackets:

- a. Carol is as good (good) as you at sport.
- b. We like wearing the (late) fashion.
- c. These trousers are _____ (comfortable) than those jeans.
- d. She is _____ (happy) now than he was last year.
- e. You are the _____ (pretty) girl in class.
- f. My grandma is _____ (old) than my grandpa.
- g. The red dress is the _____ (attractive) in the shop.
- h. I always tell the _____ (fun) jokes.

- i. Your hair is _____ (curly) than my hair.
 j. My hair is _____ (short) than yours.

Exercise 9. Complete the following sentences with the Comparative forms of "Adjectives" in brackets:

Example : My sister is shorter than I / I am / me. (short)

I am heavier than she / she is / her. (heavy)

Peter looks much younger than he / he does / him. (young)

1. I am..... my father (is), (tall).
2. The Taj Mahal is the White House (is), (old).
3. This boxer is a bit.. the other one. (fast).
4. The Sun is..... the Earth (is), (big).
5. The North Pole is a bit the South Pole (is), (cold).
6. Those grapes are a lot..... the others, (sweet).
7. Everest is any other mountain in the world, (high).
8. Interest rates are in Britain in France, (low).
9. The Mississippi is the Kızılırmak (is), (long).
10. Today is it was yesterday, (hot).
11. The upstairs woman is the downstairs woman, (young).
12. This place is that deserted island, (safe).
13. Silver is..... gold, (cheap).
14. The sea today is much it was yesterday, (calm).
15. The Pacific Ocean is the Atlantic Ocean, (deep).
16. Your mother looks your father (does), I think, (old).
17. Olga is her brother, (fat).
18. The apartment was we had expected, (little).
19. February is April, (cold).
20. A train is not..... a bus. (quick).
21. The United States of America is Canada, (large).
22. My brother is your brother (is), (smart).
23. The Pound is the United States Dollar (is), (strong).
24. Diana is ... she was two years ago. (thin).
25. Today my secretary seems to be she was yesterday, (busy).
26. She is very much ... she was last year, (happy).
27. Today I am I was yesterday, (angry).
28. Living in the country is living in the city, (healthy).
29. The weather is Konya is the weather in Antalya, (dry).
30. This street is the street in which the children are playing, (noisy).
31. Silvana is much..... the other girls I know, (pretty).
32. I think Steven is David (is), (friendly)

Exercise 10. Complete the following sentences with the Comparative forms of "Adjectives" in brackets:

Example: Kate is more intelligent than he / he is / him. (Intelligent)

Rose looks more cheerful than I / I do / me. (Cheerful)

We are more carefully than they / they are / them, (careful)

1. Istanbul is Ankara (is), (crowded)
2. Imagination is knowledge (is), (important)
3. The food in Turkey is the food in Germany, (delicious).
4. Dogs are . cats (are), (affectionate)
5. Mr Smith is his wife (is), (sensible)
6. The man's own life was much Mr Smith's, (interesting)
7. A cobra is a boa constrictor, (dangerous)
8. Spanish is Italian, I think, (popular)
9. The dome of the Blue Mosque is.....the dome of St. Sophia, (elegant)
10. I think Chinese isTurkish, (difficult)
11. My car ismy father's, (expensive)
12. This method is

..... the one you are talking about, (effective) 13. Swiss watches are..... other watches, (reliable) 14. My brother's handwriting is mine, (legible) 15. A train is a bus. (comfortable) 16. Riding a mountain bike is jogging, (tiring) 17. Today the director ishe was yesterday, (furious) 18. She has a natureher husband, (generous) 19. British Airways is..... Air France, (profitable) 20. This seems to be a murder..... the one you are investigating, (mysterious) 21. Your mother is your father, I think, (extravagant) 22. This holiday seems to be the one we had last year, (exciting) 23. Susan is the girl we met at the party, (beautiful) 24. Hepatitis isa sore throat, (serious) 25. Dogs are cats, (playful) 26. Frankly speaking, Eileen is my sister, (attractive) 27. Monkeys are dogs, (obedient) 28. Living in a large city isliving in a small one. (stressful) 29. These parents are those parents, (audacious) 30. My daughter is my son in solving problems, (successful) 31. I find swimming.....most other games, (relaxing) 32. You lookyour husband (does), Hilda! (energetic)

Exercise 11. Complete the following sentences with the Superlatives forms of "Adjectives" in brackets:

Example : Diana is the most beautiful girl in our school, (beautiful)

Mount Everest is the highest mountain in the world, (high)

1. Maths is one of..... subjects at school, (interesting). 2. Asia is of the seven continents in the world, (big). 3. Africa is of the four continents that I have visited, (large) 4. This is restaurant in the town, (expensive) 5. English is language in the world, (popular) 6. Mont Blanc is mountain in Europe, (high) 7. Frankly speaking,..... city I stayed in was Paris, (lovely) 8. The elephant is the animal that has memory, (long) 9. The Sahara is desert in the world, (large) 10. He is person in the family, (obstinate) 11. The giraffe is of all animals, (tall)12. July and August are months of the year, (hot)13. Sandy was girl in our school, (pretty)14. December and January are months of the year, (cold)15. I think I am woman because I have got a lot of money, (happy) 16. The teacher asked me question during the exam, (difficult) 17. John is of the five children, (old) 18. To my way of thinking, my father is man in the world, (handsome) 19. Carol has dimples in the world, (cute) 20. Once the Hilton hotel was hotel in Istanbul, (luxurious) 21. My sister bought one of..... cars in the city, (cheap) 22. I think Nathalie Cardone is one of.....singers in the world, (charming) 23. I think bungee jumping is sports of all. (dangerous) 24. Molly is student in our class, (intelligent) 25. The Beatles were perhaps group of the 1960's. (well-known) 26. The football fans in Istanbul are in the world, (enthusiastic) 27. Istanbul is city in Turkey, (crowded) 28. Sydney is probably

..... city I have ever visited, (spectacular) 29. Pollution is
 problem in most countries in the world, (serious) 30.
 Unemployment is problem in Turkey, (important) 31.
 According to news, the government has imposed a new tax.
 (late) 32. This is ice-cream I have ever eaten, (delicious)

Exercise 12. Rewrite the following sentences using the Comparative forms of "Much" or "Little" without changing the meaning of the sentence:

MUCH MORE THE MOST
 LITTLE LESS THE LEAST

Example : My book is more interesting than yours. Your book is less interesting than mine.

1 Martha is more polite than Sharon (is). 2. Her chair is less comfortable than mine. 3. My father is more successful than yours. 4. My dog is less playful than hers. 5. I am more forgetful than Julia (is). 6. That snake is less dangerous than this snake. 7. Our teacher is more cheerful than theirs. 8. Travelling by air is more exciting than travelling by sea. 9. Margaret is less obedient than her sister. 10. A thunderstorm is less terrible than a hurricane. 11. Fishing is more relaxing than tennis. 12. A cold is less serious than flu. 13. Pamela is more helpful than Melissa (is). 14. Fiona is less enthusiastic than Stella (is)

PHYSICAL APPEARANCE

Comment the following statement: "Judge not according to the appearance"

Exercise 1. a Who do you think knows you better, your mother (or father) or your best friend? Why?

b Read the introduction and the first paragraph of the article.

1 What is the idea of the experiment?

2 Who is Charlotte?

3 Who are Alice and Katie?

4 What do Alice and Katie have to do? Then what happens?

c. Now read what Charlotte says. With a partner guess the meaning of the highlighted words and phrase .

d. Cover the text. Can you remember?

1 What does Charlotte like doing?

2 What's she like?

3 What kind of men does she like? What doesn't she like?

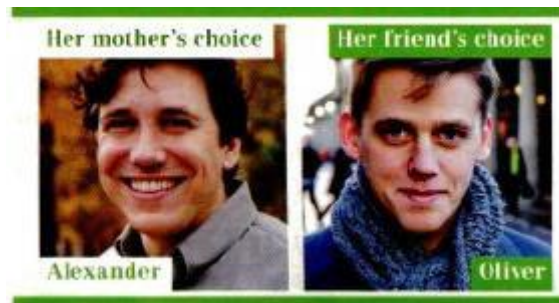
4 Who does she think is going to choose better? Why?

Charlotte's choice

In our weekly experiment, single people who are looking for a partner ask their mother and their best friend to help. This week's single person is Charlotte Ramirez, a 25-year-old web designer. Her father is Spanish and her mother is English. She lives in Brighton and she doesn't have a partner at the moment. Her mother, Alice, chooses a man she thinks is perfect for her daughter and her best friend, Katie, chooses another. Then Charlotte goes on a date with each man. Which one does she prefer? 'I love going to the cinema, but I often feel like staying at home with a good book,' says Charlotte. 'I'm quite friendly and sociable and I get on well with most people. I think I have a good sense of humor.' 'What kind of men do I like? Well, I like interesting men who can make me laugh. Physically, I prefer men with a really nice smile who are taller than me. And I don't usually like men with beards! I like men who are into literature and art, and classical music.' 'I'm not sure who is going to choose better for me. Both my mum and my best friend

know me very well. Perhaps Katie can find me a guy who is physically more compatible, but my mother knows me for longer!

Exercise 2. 1. Which man do you think is better for Charlotte? Why?



Exercise 3. A. Listen to Charlotte talking about what happened when she met Alexander (T 3.1). What did she think of him? Does she want to see him again? B. Listen again and write down any adjectives or expressions that Charlotte uses to describe his appearance and personality. C. Now repeat for Oliver. D. What does Charlotte decide in the end? Do you agree with her?

Vocabulary

Brave, calm, careful, clever, cold, energetic, friendly, funny, generous, happy, honest, imaginative, intelligent, interesting, jealous, lazy, loyal, mean, nervous, nice, optimistic, patient, pessimistic, polite, quiet, reliable, rude, sad, selfish, sensible, sensitive, serious, shy, sincere, sociable, talkative, thoughtful, tidy, warm, warm-hearted

Exercise 4. Write an adjective to each definition:

A person who talks a lot is ...

A person who likes giving presents is...

A person who never does any work is ...

A person who makes people laugh is ...

A person who is open and nice is ...

A person who is nervous and uncomfortable meeting new people is ...

Exercise 4. Work in pairs, A and B. Think of a person you know well, a family member or a friend, who is single. You are going to tell your partner about him / her. Look at the chart below and prepare what are going to say:

- Name? _____
- Age? _____
- Job/Studies? _____
- Lives in ? _____
- Physical appearance? _____
- Personality? _____
- Smokes ? _____
- Likes? _____
- Doesn't like? _____

Exercise 5. Read the following dialogue and copy out all the adjectives used in the comparative and the superlative degrees:

"Good evening, Mrs. Martin. Let me take your things. Put your bag on this table." "How is Mr. Jones?" "Quite well, thank you. He is not in yet. And how is your husband?" "He is coming in a moment. He is busier than ever." "My husband usually comes home about six. Sometimes a little earlier. But he never comes later than half past six." "It is only a quarter past." "Let us go into the sitting-room. Please, sit down in this armchair. It is the most comfortable." "I like your house very much. It is the quietest I know." "There is very little traffic in our street." "Your garden is so large. It is much larger than ours." "But yours is more beautiful. Your trees are older and you have finer flowers."

Exercise 6. Complete the following sentences. Use them in conversational situations:

1. Well, you see,
2. You know
3. In fact.....
4. Look here,
5. Come,
6. Why.....
7. I say,
8. Still.....
9. Now.....
10. Then,
11. Ofcourse.....
12. Perhaps,
13. Luckily,
14. Fortunately,
15. Unfortunately.....
16. However,
17. Anyway,
18. Besides,
19. Normally,
20. Finally.....
21. Personally,
22. Generally
23. Probably, ..
24. Possibly.....
25. Perhaps,
26. Maybe,
27. Surely,.....
28. No doubt.....
29. Upon my word.....
30. Not at all,
31. As far as I can see,
32. To my regret.....
33. I am sorry to say.....
34. At any rate,
35. In short.....
36. After all.....
37. In any case,
38. At least.....
39. On the contrary,
40. Above all.....
41. Strictly speaking,
42. To tell you the truth,.....
43. As far as ... is concerned,
44. You see,
45. As for me,
46. In my opinion.....

Exercise 7. Complete the opposites:

- 1 talkative-
- 2 shy-
- 3 generous-
- 4 friendly-
- 5 hard-working-
- 6 kind-
- 7 serious-
- 8 stupid-

Exercise 8. Complete the definitions with the adjectives.

Affectionate; aggressive; ambitious; anxious; bossy; charming competitive; independent; jealous; moody; rebellious; reliable; selfish; sensible; sensitive; sociable; spoilt; stubborn.

- 1 _____ people think about themselves and not about other people.
2. A _____ person always wants to win.
- 3 _____ children behave badly because they are given everything they want.
- 4 An _____ person gets angry quickly and likes fighting and arguing.
- 5 _____ people have an attractive personality and make people like them.
- 6 A _____ person has common sense and is practical.
- 7 A _____ person is friendly and enjoys being with other people.
- 8 _____ people are often worried or stressed.
- 9 A _____ person is happy one minute and sad the next, and is often bad tempered.
- 10 _____ people like doing things on their own, without help.
- 11 A _____ person likes giving orders to other people.
- 12 An _____ person shows that they love or like people very much.

- 13 A _____ person thinks that someone loves another person more than them, or wants what other people have.
- 14 A _____ person can be easily hurt or offended.
- 15 An _____ person wants to be successful in life.
- 16 A _____ person is someone who you can trust or depend on.
- 17 A _____ person doesn't like obeying rules.
- 18 A _____ person never changes his (or her) opinion or attitude about something.

Lesson 3

Grammar: Order of Adjectives

1. Opinion adjectives (bad, good, etc.) go before fact adjectives (old, red, etc.).

She bought a beautiful red dress.

2. When there are two or more fact adjectives, they go in the following order:

	Size	age	shape	colour	origin	material	noun
This is a	large	old	rectangular	brown	French	wooden	bed.

Grammar exercises:

Exercise 1. Put the adjectives in the right order:

1. a new / woolen / red / smart / hat
2. two / long / blue / beautiful/dresses
3. a gold / tiny / round / Russian / coin..
4. a plastic / blue / little / spoon

Exercise 2. Complete the following sentences using the correct adjective order. Use commas between the adjectives if you have three or more:

- Maria has _____ hair. black, beautiful, thick
- I saw the _____ table this morning wooden, ugliest, round
- She looks so elegant in her _____ coat. wool, Italian, long
- That is the _____ sculpture in this museum. metal, most unusual, modern
- They bought a lot of _____ furniture on the trip. Indian, antique, interesting

Exercise 3. Complete the following sentences using the correct adjective order:

1. At home there is a _____ table in the dining room. (beautiful, wooden, square)
2. I was offered _____ ring by my husband. (gold, a/n, unusual)
3. My grandmother has knitted _____ sweater for me. (woolen, new, nice, a)
4. I saw _____ movie with friends at home. (a/n, American, old, interesting)
5. It may rain ! There are _____ clouds floating in the air. (black, big, rain, many)
6. It was

such _____ day that we decided to go out for a walk. (sunny, lovely, cool, a) 7. My daughter has _____ hair. (black, long, beautiful) 8. Last week, I visited _____ village in a remote place. (little, charming, a/n, old) 9. The gallery exhibited mainly _____ paintings. (old, French, strange) 10. John was given _____ kitten by his sister. (little, a/n, adorable, black) 11. It started to rain so I opened _____ umbrella. (red and yellow, a/n, enormous) 12. I inherited _____ house built in 1860. (old, picturesque, a/n) 13. _____ car was parked opposite my house. (Italian, blue, sleek, a/n)

Exercise 4. Rewrite the following phrases using the correct adjective order. Use commas between the adjectives if you have three or more adjectives:

1. warm beach a sandy beautiful 2. film handsome American a/an actor 3. a/an teacher intelligent part-time likeable 4. balloon A plastic red hot-air huge 5. A basement apartment fully-furnished lovely 6. A dog black pedigree friendly 7. strange small A box square metal 8. bag. beautiful A travel leather old

Exercise 5. Rewrite the following phrases using the correct adjective order:

1. beautiful Japanese car a/an old 2. big wooden rectangular tables Some 3. small cake A round delicious 4. strong rapper black French short the young 5. watch gold my modern valuable 6. carpet new Chinese charming red their small 7. old black big one Canadian box 8. small necklace silver charming a/an 9. proverb Chinese interesting short a/an

CLOTHES

“Clothes make the man”

Exercise 1. a. Do you agree that clothes make the man? Why? Why do you think so? b. So, we’ll try to find out why clothes make the man.

What is in fashion?

Fashion goes in cycles and those cycles can often be predicted. Fashion designers fool us into buying clothes that our parents bought twenty years ago. The things are changing in fashion.

People wear many different styles. Trousers can be wide or tight. Jeans supposed to be very fashionable and comfortable. This season low-waist jeans with wide legs are very popular. Trainers are fashionable from well known companies, but so are shoes with high stiletto heels for women. Teenage girls wear mini skirts one day and very long skirts the next day.

Fashionable colors are white, black and yellow. Make up is lighter this season. Sport clothes like track suits and trainers are in fashion too.

It’s good taste to wear tightly waist clothes. It’s very fashionable to wear lace.

Many young people don’t like big department stores and they buy their clothes in small shops and boutiques. The idea is that people dress to please themselves.

Vocabulary

Kinds of clothes: coat, shirt, blouse, cardigan, sweater, skirt, suit, trousers, shorts, a pull-over, dressing-gown, jersey, jeans, corduroy trousers (corduroys).

Articles of clothing: socks, stockings, scarf, muffler, kerchief, gloves, mittens, tie, handkerchief, tights, pyjamas, nightgown, underwear (undies).

Parts of clothes: collar, sleeve, belt.

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, rubber boots, training shoes (trainers).

Textiles: silk, cotton (print), velvet, woollen cloth.

Jewellery: ring, bracelet, ear-rings, chain, brooch, necklace.

Notes on vocabulary:

What kind of words and expressions can be used with the word “clothes”?

E.g.: original, traditional, fashionable, suitable, warm, clean, dirty, neat, conservative, the latest fashion, to be in fashion, to be out of fashion, a fashion designer, to design fashion, unisex fashion, fashion for the young and for the adults, old-fashioned.

When we speak about clothes we should speak about styles of clothing. There are a lot of styles. What kinds of styles do you know?

E.g.: classical, modern, extravagant, sport style, conservative.

Exercise 2. Learn about the purpose of clothing:

Clothing is used to cover the body, to make you feel more attractive, and to communicate with others. People wear clothes for many different reasons. Some of these reasons are physical. You wear clothes for comfort and protection. Others are for psychological and social reasons. Clothes give you self-confidence and express your personality. Clothes also help you identify with other people. All people have basic human needs. Meeting these needs provides satisfaction and enjoyment in life. Clothing helps to meet some of these needs. Knowing something about the role of clothing helps you to understand yourself and others better. Clothing is a complex but fascinating part of everyone’s life. Therefore clothes are worn for:

1. Protection:

Our skin is uncovered and exposed. We can be easily affected by the elements-rain, snow, wind, cold, and heat. We can be harmed or injured on the job or while participating in sports. In some cases, we need to protect us with our clothing. Clothing aids to your comfort. It absorbs perspiration, prevents sudden chills, and acts as a buffer between your body and accidental burns, scratches, and rough surfaces. The right garments can insulate your body against extremely hot or extremely cold temperatures. People who live in severely cold climates, such as the Eskimos, keep warm by wearing pants and parkas with fur linings. The fur traps the warm air from their bodies and creates a life-saving insulating layer of warmth. Desert nomads keep the harmful hot sun from dehydrating their bodies by covering up with long flowing robes and headdresses. Their clothing actually keeps them cooler

2. Safety:

Clothing also serves to protect your skin from harm or injury. Some sports and occupations require protective clothing for safety reasons. Football players wear helmets and protective padding to help prevent injury during rough play. Some people’s work requires them to be in dangerous or hazardous conditions. Clothing can offer protection. Some items are even labeled with the term “safety” to identify them from regular day-to-day clothes and accessories. Fire-fighters wear asbestos clothing in hazardous situations. Police officers wear bulletproof vests. Road workers wear florescent orange vests so that drivers can see them easily and prevent accidents.

3. Sanitation:

Special clothing and accessories are often worn for sanitation reasons. People who work in factories that produce food and medical products wear sanitary clothing, face masks, and hair covering. This precaution prevents contamination of the products by germs. In operating rooms, doctors and nurses wear special disposable sanitary uniforms, gloves, and face masks.

4. Modesty:

Modesty refers to what people feel is the proper way for clothing to cover the body. Different groups of people may have different standards of modesty. For example Clothes that a woman might wear to a fancy party would probably be unacceptable at work the next.

5. Identification:

Clothing can also identify people as members of a group. Certain types of clothing, colors, and accessories have become representative of certain groups, activities, and occupations. Or by simply dressing alike, people can show that they belong to the same group. Eg. Air Crews, Air hostess, Doctors, Pilots, etc.

6. Uniforms:

A uniform is one of the easiest ways to identify group members. Uniforms can provide instant recognition or create a special image for the group. Members of the police force, fire department, and military wear uniforms so that they can be recognized quickly and easily for public safety. Athletic teams wear different colors to identify their team and to tell them apart from their opponents. People who work in service occupations, such as restaurant workers, airline personnel, and hotel staff also wear special uniform. These uniforms help to identify the worker to their customers, as well as create an image for the company.

7. Styles and Colors:

Some occupations require a unique style of dress. Judges wear the traditional black robe. Ministers, priests, and other clergy members may wear special clothing for conducting religious services. The style of the clothing often dates back many centuries to show visually that what they are doing is linked to the past. Many people wear special styles and colors of clothing for special occasions in their lives. Graduates may wear ling robes and mortarboard hats with tassels

8. Decoration:

People decorate themselves to enhance their appearance. They wear clothes, jewelry, and cosmetics in hopes of improving their looks and attracting favorable attention. Adornment, or decoration, also helps people to express their uniqueness and creativity. Clothing and accessories can be used to improve appearance in different ways. Clothing can also be decorated to make it special and unique

Exercise 3. Ask and answer the questions with a partner:

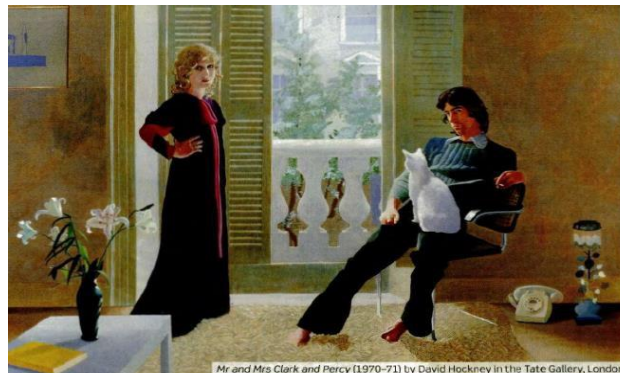
What clothes do you usually wear ... ?

- at work / university/ school
- when you go out at night
- when you want to relax at the weekend

Exercise 4. Look at the painting by the British artist David Hockney (1937-):

In pairs, describe the man and the woman.

- What do they look like?
- What are they wearing?
- What are they doing?



Exercise 5. With a partner, write down the names of three fashion designers:

What nationality are they? Do they design more for men or for women? What kind of things does their company make?

Unit IV

Lesson 1.

Grammar: 1. Nouns: Countable and Uncountable

Countable nouns – are things that can be counted. They usually refer to things. Most countable nouns become plural by adding an ‘s’ at the end of the word

For example: “**pen**” - we can count **pens** - *one, two, three or more pens.*

Countable nouns can be singular or plural.

Uncountable nouns - are substances, concepts etc. that cannot be divided into separate elements, that cannot “be counted”. Therefore, they only have a singular form. They have no plural forms.

For example, we cannot count “**milk**” - we can count “*of milk*” or “*litres of milk*”, but we cannot count “*milk*” itself.

Uncountable nouns are usually treated as singular.

Some countable nouns: *dog, cat, animal, man, bottle, box, coin, dollar, cup, plate, fork, table, chair, suitcase, bag, etc.*

e.g. My dog is playing. My dogs are hungry.

Some more uncountable nouns: *music, art, love, happiness, advice, information, news, furniture, luggage, rice, sugar, butter, water, electricity, gas, power, money, currency, etc.*

e.g. This news is very important. Your luggage looks heavy.

Some uncountable nouns can be “made” countable by using the following words in front of them: *jar, bottle, piece, loaf, cup, bar, glass, kilo, carton, bowl, can, jug, slice, tin, packet, etc.*

e.g. a jar of marmalade, a bottle of beer, a loaf of bread, a cup of Coffee

Note: *When using countable and uncountable nouns, pay attention to articles and adjectives! Some articles and adjectives can be used with both countable and uncountable nouns. However, others can be used with only countable or only uncountable nouns! (See appendix table 1.)*

2. Many, Much, A lot of !

Many/few/ a lot of +noun (countable)

e.g. Do you get many telegrams? He doesn't ask many questions. He usually asks me a lot of questions.

Much/little/ a lot of + noun (uncountable)

e.g. How much time do you usually spend on this kind of work? He doesn't eat much rice. They usually buy a lot of bread.

We use *a lot of/lots of* with plural countable nouns (*e.g. books, cars, etc.*) and

uncountable nouns (e.g. *sugar, milk, etc.*) In positive statements.

e.g. *She's got a lot of/lots of books. There's a lot of milk in the fridge*

Note: We omit *of* when *a lot* is not followed by a noun:

e.g. *Are there many people in the room? - Yes, there are a lot.*

We normally use ***much*** with uncountable nouns in questions and negations.

e.g. *How much money have you got? There is not much sugar in the bowl.*

We normally use ***many*** with plural countable nouns in questions and negations.

e.g. *Are there many books on the shelf? There are not many books on the shelf.*

In questions we use **how much** to ask about the amount of something and **how many** to ask about the number of things.

How much + uncountable noun
How many + countable noun

e.g. *How much sugar do we need? A kilo. (We want to know the amount.) How many boys are there in your class? Twenty. (We want to know the number.)*

Countable nouns ***a lot (of) lots of (how) many, many*** / Uncountable Nouns ***a lot (of),(how) much, much***

3. Would like

Would is the same in all persons. We use ***would like*** in offers and requests.

Positive	Yes/No questions	Short answers
I You He/she/it We They	He/she/ it Would we you they	Yes, please No, thank you
'd like a drink	like a drink?	

Note: *'d = would*

Grammar exercises:

Exercise 1. Give the plural of the following nouns:

baby ; man ; mouse; fish ; knife; potato; roof; sheep; a child; city; ox; watch; wife; money.

Exercise 2. Use a/an or some:

1. _____ biscuit 2. _____ armchair 3. _____ money 4. _____ tea 5. _____ plate 6. _____ watches 7. _____ carrot 8. _____ chair 9. _____ salt 10. _____ ring

Exercise 3. Which nouns are countable which are uncountable?

1. bread _____ 2. cat _____ 3. water _____ 4. pepper _____ 5. honey _____ 6. meat _____ 7. wife _____ 8. money _____ 9. flower _____ 10. milk _____

Exercise 4. Supply with articles if necessary:

1. _____ apples on _____ other side of _____ wall are _____ sweetest. 2. Better _____ small fish than _____ empty dish. 3. _____ brevity is _____ soul of wit. 4. One cannot blow and swallow at _____ same time. 5. Please clean _____ blackboard! 6. I must go to _____ bank and _____ post office. 7. Which is longer: _____ Volga or _____ Danube? 8. Is _____ Everest _____ highest mountain in _____ world? 9. They say _____ sugar is bad for you. 10. Is _____ Amsterdam in _____ United States or in _____ Netherlands? 11. This school has quite _____ large campus. 12. _____ sun rises in _____ east and sets in _____ west. 13. _____ English are very proud of their history. 14. They are looking for _____ man with _____ long dark hair. He is armed and dangerous.

Exercise 5. Are these usually count or uncount nouns?

- | | |
|---------------------|---------------------|
| 1. _____ rice | 2. _____ strawberry |
| 3. _____ money | 4. _____ biscuit |
| 5. _____ bread | 6. _____ fruit |
| 7. _____ stamp | 8. _____ sandwich |
| 9. _____ wine | 10. _____ cheese |
| 11. _____ apple | 12. _____ cup |
| 13. _____ cigarette | 14. _____ egg |

Exercise 6. Complete the sentences with a, an, or some:

1. Would you like _____ rice? 2. Would you like _____ wine? 3. Can I have _____ stamps, please? 4. I would like _____ chicken sandwich and _____ cheese for lunch. 5. Do you want _____ drink? 6. Would you like apple or _____ strawberries? 7. Can I have _____ bread? 8. Can you give me _____ money? 9. I usually have _____ biscuit and cup of coffee at 11 a.m. 10. Could you buy _____ fruit when you go to the shops? 11. He always has _____ egg for breakfast.

Exercise 7. Correct the mistakes:

1. Sarah and I am sisters. 2. Ben and Tim is at school. 3. Horses and cows is animals. 4. England are a country. 5. Tim are from America. 6. Jane is an painter. 7. I have got an uniform. 8. Helen isn't at the home. 9. The Pyramids are in the Egypt. 10. It is a hourglass. 11. The Mark is a student. 12. I have got a milk. 13. It is an house. 14. An earth is a planet. 15. They have got a old car.

Exercise 8. Make the following nouns countable:

1. some Coke - *two bottles/cups of coke*

2. some bread - three _____
3. some chocolate four _____
4. some water - five _____
5. some cheese - two _____
6. some meat - three _____
7. some wine - eight _____
8. some salmon - four _____
9. some milk - ten _____
10. some soap - four _____

Exercise 9. Correct the mistakes:

1. There is a elephant in the garden. 2. That is Bill's car. It's him. 3. There are wolfs in the forest. 4. There's a bread on the table. 5. There's a money in my pocket. 6. They go to the school every day. 7. My bicycle has got two wheel. 8. She's got an book.

Exercise 10. In pairs, ask and answer questions as in the example:

*e.g. SA: How much honey is there? – SB: Not much.
SA: How many cassettes are there? – SB: Not many.*

honey, cassettes, teachers, eggs, water, students, tea, meat, boys, milk, apples, sheep, women, salt, paper, money, letters, books, records, pepper, wine, pens

Exercise 11. Fill in *many*, *much* or *a lot of*:

1. There is a lot of milk in the carton. 2. Are there _____ people at the cinema today? 3. He has got _____ money. 4. There isn't _____ sugar in this coffee. 5. Is there _____ orange juice in the jug? 6. She has got _____ books in her bag. 7. Have you got _____ friends? 8. There aren't _____ biscuits in the packet. 9. We haven't got _____ bread. 10. There are _____ animals in the zoo. 11. Are there _____ shops in this street? 12. There isn't _____ pepper in the soup. 13. The children have got _____ toys. 14. Is there _____ tea in the cup? 15. She has got _____ rings.

Exercise 12. In pairs, ask and answer questions as in the example:

e.g. Would you like an apple? - Yes, please. / Would you like some tea? - No, thank you.

Exercise 13. Match the questions with the answers:

1. Do you eat many hamburgers? ...b..
 2. Have you got many computer games?
 3. How many pets have you got?
 4. How much is this T-shirt?
 5. How much time do you spend doing your homework?
- a. Two; a dog and a cat.
 - b. No. Not many.
 - c. Not much, about two hours every day.
 - d. No, I haven't got any.
 - e. £15.

Exercise 14. Answer the questions with *a lot*, *much* or *many*:

1. Have you got any stamps? Yes, a lot. 2. Is there any bread in the cupboard? No, not _____
_____ 3. Have you got any biscuits? No, not _____
_____ 4. Have you got any video tapes? Yes _____
_____ 5. How many apples do we need for the cake? Not _____
_____ 6. How much money do you need for the weekend? Not _____
_____.

Exercise 15. Fill in *much*, *many*, or *a lot of* :

1. There weren't _____ people at the party. 2. It cost me _____ money to furnish the house. 3. We don't have _____ time. 4. Tom drinks _____ milk. 5. We didn't take _____ Photos. 6. I put _____ salt in the soup.

Exercise 16. Complete the questions with *How much* or *How many*...? and answer them:

1. _____ homework do you get? _____
2. _____ English books do you have? _____
3. _____ does a cup of coffee cost? _____
4. _____ languages do you speak? _____
5. _____ people are there in our class? _____
6. _____ weeks holiday do you have in summer? _____
7. _____ coffee do you drink a day? _____

Exercise 17. a. Complete the questions using *much* or *many*:

1. How _____ people are there in the room?
2. How _____ money do you have in your pocket?
w _____ cigarettes do you smoke?
3. How _____ petrol is there in the car?
4. How _____ apples do you want?
5. How _____ wine is there in the fridge?
6. How _____

b. Choose an answer for each question:

- a. a kilo.
b. There are two bottles.
c. Ten a day.
d. Just fifty pence.
e. Twenty. Nine men and eleven women.
f. It's full.

Exercise 18. Correct the sentences:

1. How much apples do you want? 2. I don't like an ice-cream. 3. Can I have a bread, please? 4. I'm hungry. I like a sandwich. 5. I don't have many milk left. 6. I'd like some fruits, please. 7. How many money do you have? 8. We have lot of homework today.

THE WORLD OF FOOD

Proverb: "Appetite comes with eating."

Exercise 1. Which food and drink comes from your country? Which foreign food and drink is popular in your country?

Exercise 2. Can you identify any places or nationalities and their peculiarities in meals?

Exercise 3. Read the text. Write the correct question heading for each paragraph.

WHERE DOES OUR FOOD COME FROM?

WHAT DO WE EAT?

HOW DO WE EAT?

FOOD AROUND WORLD.

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish; they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks. In China there is only one course, all the food is together on the table, and they eat with chopsticks. In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas - come from the Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.

Vocabulary

to farm the land; environment n.; noodles n.; herrings n.; sausages n.; knife (knives) n.; fork n.; chopsticks n.; finger n.; to pick up phv.; hungry adj.

Exercise 4. Answer the questions:

1. When did human history start? Was it about 10,000 years ago or was it about 1 million years ago? 2. Do they eat much rice in the south of China? 3. Why do the Scandinavians and the Portuguese eat a lot of fish? 4. Why don't the Germans eat much fish? 5. Which countries have many kinds of sausages? 6. How many courses are there in China? 7. How do people eat in the Middle East? 8. Why can we eat strawberries at any time of the year?

Exercise 5. Write a paragraph about food in your country.

Exercise 6. Tick the food you like and say which nouns are countable and which are uncountable, add something you like but what is not listed:

A			B		
tea coffee wine beer juice apple spaghetti yoghurt pizza cheese chocolate			apples oranges bananas strawberries peas carrots tomatoes hamburgers chips biscuits		

Exercise 7. Listen to Daisy and Tom talking about what they like and don't like. Tick the food and drink in the lists ex. 6 that they both like. (T 4.1)

Exercise 8. Who says these things? Write D or T:

I don't like wine but I like beer.
I really like apple juice. It's delicious.
I quite like peas.
I don't like tomatoes very much.
I don't like cheese at all.

Exercise 9. Talk about the list of food and drink with a partner. What do you like? What do you quite like? What don't you like? What would you like?

I like... and ... I'd like ...

Exercise 10. What is your favourite food? Is it from your country or from another country?

Exercise 11. Listen to different people (Sam, John, David, Sandra, Mary) speak about their favourite food. (T 4.2)

Exercise 12. Answer these questions about the people:

Who ?

- travels a lot
- likes sweet things
- had her favourite food on holiday
- prefers vegetables
- likes food from his own country

Exercise 13. Read and listen to the conversation (T 4.3):

A Would you like some tea or coffee?

B. I'd like a cold drink, please, if that's OK.

A Of course Would you like some orange juice?

B. Yes, please. I'd love some.

A. And would you like a biscuit?

B. No, thanks. Just orange juice is fine.

Exercise 14. Match the questions and the responses. Listen and check (T 4.4):

1. Would you like some more carrots?	a. Black, no sugar, please.
2. Could you pass the salt, please?	b. Yes, of course. I'm glad you like it.
3. Could I have a glass of water, please?	c. Do you want fizzy or still?
4. Does anybody want more dessert?	d. Yes, please. They're delicious.
5. How would you like your coffee?	e. Yes, of course. Here you are.
6. This is delicious! Can you give me the recipe?	f. Yes, please. I'd love some. It's delicious.
7. Do you want help with the washing-up?	g. No, of course not. We have a dishwasher.

Lesson 2.

Grammar:

1. The Imperative

Write your name on the paper. Don't talk, please! Give that piece of paper to me, Ann.

The imperative is formed with the verb without a subject.	<i>e.g. Sit down.</i>
The negative imperative is formed with <i>Do not/ Don't</i> and the verb.	<i>e.g. Do not/ Don't talk to him.</i>
The Imperative refers to the second person singular and plural.	<i>e.g. Take your books.</i>

We use the imperative to:

- a) give orders: *e.g. Stop that noise!*
- b) give instructions: *e.g. Cut the paper in two pieces.*
- c) offer something: *e.g. Have some cake.*
- d) make a request. We usually add the word *please* at the beginning or at the end of the sentence: *e.g. Be quiet, please.* or *Please, be quiet.*
- e) We use **let's + verb** to make suggestions: *e.g. Let's help her.*

2. Verb Patterns

VERB + -ing	VERB + to + infinitive	VERB + object + to + inf.	VERB + -ing / to inf	VERB + object + inf.
avoid enjoy fancy finish suggest can't stand	agree arrange ask dare decide expect help want	advise allow ask expect order permit tell want	begin continue start	help let make
<i>Enjoy smiling!</i>	<i>She decided to give up her job.</i>	<i>She told me to come on time.</i>	<i>It started to rain / raining</i>	<i>Let me show you</i>

3. Neither ... nor

Neither is paired with **nor**.

Do not forget that this pairing plays a negative role in the sentence, so take care to avoid an unintended double negative. The pairing **neither/nor** plays a negative role in the sentence. Be careful not to use a double negative

e.g. *I could **neither** laugh **nor** cry.*

'**Neither ... nor**' is used in sentences in a negative sense meaning "not this one nor the other, not this nor that, not he nor she, etc.". Verb conjugation depends on the subject (singular or plural) closest to the conjugated verb.

e.g. ***Neither** Frank **nor** Lilly lives in Eugene. **Neither** Axel **nor** my other friends care about their future.*

Either is paired with **or**. Sometimes, the word **either** is omitted.

e.g. ***Either** the clerk **or** the secretary has the keys to the Rover.*

'**Either ... or**' is used in sentences in a positive sense meaning "one or the other, this or that, he or she, etc." Verb conjugation depends on the subject (singular or plural) closest to the conjugated verb.

e.g. ***Either** Peter **or** the girls need to attend the course. **Either** Jane **or** Matt is going to visit next weekend.*

Grammar exercises:

Exercise 1. Fill in the gaps with one of the verbs from the list. Use each verb only once. Which sentences need Don't? Which needs Let's? Which only need the verb?

Wake, break, wash, turn on, play, move, open, close, be, have

1. I'm bored. Let's play a game. 2. Always _____ your hands before you sit at the table. 3. The baby is sleeping _____ her. 4. It's our anniversary next week

_____ a party. 5. _____ late! Your father will be angry. 6. _____! There's a spider on your head. 7. That vase is expensive _____ it. 8. _____ the oven door and put the meat inside. 9. It's getting dark. _____ the light, please. 10. I'm cold. _____ the windows, please.

Exercise 2. Rewrite the sentences in the negative, replacing the words in bold with object pronouns, as in the example:

1. Give John the ball! *Don't give him the ball!*
2. Look at Julie! _____
3. Eat the ice cream! _____
4. Tell Susan the news! _____
5. Look at the cat! _____
6. Listen to Anna and Mark! _____
7. Give the money to Helen and me! _____
8. Open the window! _____
9. Look at the children! _____
10. Make a sandwich for Sam! _____

Exercise 3. Complete the sentences with the correct verb from the list. You can use one verb twice: take, light, put, cut, make, don't throw.

How to make a Halloween pumpkin lamp!

1. _____ a piece from the top of the pumpkin.
2. _____ the piece away.
3. _____ out the inside with a spoon.
4. _____ eyes, a nose and a mouth with a knife.
5. _____ a candle inside the pumpkin.
6. _____ the candle.
7. _____ the top back on.

Now you've got a beautiful pumpkin lamp. Happy Halloween!!!

Exercise 4. Put the verbs in brackets into correct infinitive form:

1. You must ...pay... (pay) the phone bill.
2. He asked her (marry) him.
3. He couldn't (do) the exercises at school yesterday.
4. I decided (go) to the cinema.
5. Dad makes me (wash) the car every Sunday.
6. My parents always let me (watch) the late film on Saturdays.
7. I hope (study) English at university.
8. He wanted (take) a photograph.
9. He won't (move) to Italy next year.
10. She offered (make) the coffee.

Exercise 5. Put the verbs in brackets into the correct infinitive form or the -ing form:

1. Juliet enjoys ...playing... (play) the guitar.
2. He started (drive) when he was 17 years old.
3. I wanted (take) my dog to the park yesterday.
4. I can't (travel) to Australia alone.
5. He likes (do) jigsaw puzzles.
6. Philip agreed (paint) the garden fence.
7. I finished (eat) breakfast an hour ago.
8. Fiona hopes (buy) a new car soon.
9. Can Sam (do) a jigsaw puzzle?
10. I put the shopping away before (cook) dinner.

Exercise 6. Put the verbs in brackets into the correct *infinitive* form or the *-ing* form:

A: Where are you going? It's too cold 1) ...*to go*...(go) out today.

B: I must 2) (buy) some stamps because I want 3) (post) some letters. I'll wear my coat so I'll be warm enough.

A: I will 4) (come) with you.

B: All right. I also want 5) (visit) Aunt Milly this morning, but I won't 6) (stay) too long.

A: Good. I like 7) (talk) to her and she enjoys 8) (tell) us stories about her past.

B: Oh no, I forgot! Aunt Milly goes 9) (shop) every Saturday morning.

A: It doesn't matter. We like 10) (buy) things too, so we can 11) (go) with her.

B: That's a good idea. I would like 12) (do) that. I've got enough time before I start work this afternoon.

Exercise 7. Fill in the gaps with one of the verbs from the list in the correct *infinitive* form or the *-ing* form: wear, help, buy, become, be, play, go, take, say, watch, cook, speak.

1. I love animals. I am thinking of *becoming* a vet. 2. Sieve likes _____ sunglasses, even in winter. 3. Would you like _____ television? 4. Pamela asked me _____ her with her homework. 5. You must _____ the dog for a walk every day. 6. Paul left without _____ goodbye last night. 7. I went to the butcher's _____ some meat for dinner. 8. Fred enjoys _____ He wants to be a chef. 9. What shall we do today? I would love _____ for a walk. 10. I want _____ an astronaut when I grow up. 11. "Why do you want to go to the park?" "I want _____ with my friends." 12. James is very clever. He can _____ four languages.

Exercise 8. Underline the correct word:

1. She came in without *to knock/knock/knocking* on the door. 2. I don't know what *do/doing/to do* with that old washing machine. 3. I hate *to live/live/living* in the city. 4. My brother is good at *to mend/mend/mending* cars. 5. She managed *to find/finding/find* a job. 6. I decided *to wash/wash/washing* the car yesterday. 7. My parents don't let me *to stay/stay/staying* out late at night. 8. We will *to help/help/helping* you with the house-work. 9. I told her *to finish/finish/finishing* the letter. 10. Maria would like *go/going/to go* to the theatre tonight. 11. They agreed *come/to come/coming* to my party. 12. Sam prefers *reading/read/to read* to watching TV. 13. Helen tried *open/opening/to open* the door but she couldn't. 14. Peter hasn't decided where *going/to go/go* for his holidays yet.

Exercise 9. Correcting the mistakes:

1. I would like going to America next year. 2. He enjoys to dance. 3. "Why did you go to the library?" "Borrowing a book." 4. I must to wash my hair tonight. 5. Do you know how skiing? 6. She goes to run every Thursday evening. 7. Have you got too time to come shopping with me? 8. I am too tall to reach the top cupboard. 9. You are short enough to touch the ceiling. 10. He will leaving school when he's eighteen.

Exercise 10. Fill in the gaps with *both, all, neither, or none* and *of* where necessary:

1. "Are Peggy and Sue studying for their exams?" - "Yes. *Both of...* them are studying really hard".
2. "What are Eric, Tom and Peter doing?" - "Yes.....them are watching TV."
3. "Do Sylvia and Rea like fish?" - "No,them likes fish."
4. "Have Paul, Bob and Roy done their homework?" - "Yes. they have finished it."
5. "Will Tom, Sam and Keith come to the zoo with us?" - "No, they want to come."
6. "Are your parents going out tonight?" - "Yes. Actually, they are going to"
7. "Grandma's birthday party."
8. "Where are Linda and Lucy?" - "They are at the hairdresser's."

Exercise 11. Choose the correct answer:

1. Brian and Gary are brothers B of them enjoy swimming. .
A All B Both C None
2. I have got two aunts _____ of them lives near me.
A Neither B All C Both
3. Diana baked three cakes _____ of them was a chocolate cake.
A All B Neither C None
4. Kim, Samantha and Alice are friends _____ of them are English.
A Both B Neither C All
5. Claire and Dan went on holiday _____ of them had fun.
A None B All C Both
6. Dave has got lots of pets _____ of them is a dog.
A None B All C Neither
7. Jill has got three suitcases _____ of them are big.
A Both B Neither C All
8. Cathy has got two sisters _____ of them is older than her.
A Neither B None C Both
9. I watched three films last week. _____ of them was a comedy.
A All B None C Both
10. I had four hats but I lost _____ of them.
A None B both C All

Exercise 12. Choose the most meaningful option (*neither ...nor/either...or*):

1. Who wrote you this love letter? - I'm not sure. I think it was _ Michael _ Paul.
2. _ Linda _ Helen called to say sorry. I'm very sad and frustrated.
3. _ Ryan _ Susie have disappointed me. They didn't come to my birthday party.
4. Paul has been neglecting us. He _ calls _ hangs out with us anymore.
5. He hurt _ her feelings _ her dignity. This is unforgivable.
6. _ loyalty _ honesty are essential in a friendship.
7. You should _ disrespect _ deceive your friends.
8. I will take you _ to the cinema _ to the theatre. That's a promise.

Exercise 13. Respond to the following statements. Express your denial of the both. Work in pairs:

Model: I like both apples and pears. I like **neither** apples **nor** pears.

1. They have both a son and a daughter.
2. She can do both sing and dance.
3. I use both pepper and mustard.
4. He speaks both English and French.
5. I like both football and hockey.
6. She knows both my cousin and brother.
7. I am going to buy both cabbage and potatoes.
8. I am going to have both coffee and cake.
9. My cousin likes both autumn and winter.
10. We need both cucumbers and tomatoes.
11. She knows both physics and mathematics.
12. We see both the

child and his mother. 13. You've got both grammar and pronunciation mistakes. 14. Both my schoolmates and my fellow-students are to come to my birthday party.

Exercise 14. Compose 10 sentences according to the following model:

Model: My mother speaks **neither** German **nor** Italian, but she reads English

Exercise 15. Correct the mistakes:

1. I have got lots of friends. Neither of them has got blonde hair. 2. Steven has got two cars. All of them are red. 3. My sister and I are short. Both of us is tall. 4. There are twelve people in the room. Both of them are girls. 5. Look at those babies! Neither of them aren't crying. 6. I have got two brothers. None of them are firemen. 7. Lucy has got two cats. All of them is black. 8. The three boys are happy. Neither of them is sad.

Exercise 16. Make rejoinders to the following statements:

Model: I go to the Institute by bus. **So do I**. I can't translate this sentence. **Neither can my friend**.

1. My sister speaks English. 2. The students of Group 102 are working at the laboratory now. 3. My mother is a doctor. 4. Her father is a teacher. 5. I prefer apples to bananas. 6. I don't take mustard. 7. He lives in Soroca. 8. He doesn't live with his parents. 9. I don't know this old man. 10. I can't come at four. 11. Father likes to work in the garden. 12. He doesn't work much. 13. My little sister can't swim. 14. We have breakfast at half past eight. 15. Mr. Jamison is leaving for Chicago tomorrow morning. 16. My aunt is leaving for the Urals. 17. My nephew is a naughty child. 18. Those young men are not very well bred. 19. My schoolmate's father is a journalist.

Exercise 17. Correct the mistakes:

1. I want nothing nice to eat. 2. I am going swimming every week. 3. The bus stops anywhere near the park. 4. Let's to go shopping! 5. How much oranges are there in the bowl? 6. He washes the dog at the moment. 7. He's got very few bread. 8. Can I have a little strawberries, please? 9. They are very clevers girls. 10. We has got a new car. 11. There are a few lion in the zoo. 12. Peter always do his homework.

COOKING

Exercise 1. Memory work, remember:

How many cookies could a good cook cook,
If a good cook could cook cookies?
A good cook could cook as much cookies
As a good cook who could cook cookies...

Exercise 2. What are the main meals of the day? What do you usually have in the morning?

Exercise 3. Read the text. Write 10 questions:

Meals

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family, Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having **breakfast**. Mrs. Smith is putting some **cornflakes** on the boy's plate. The elder daughter is passing the **sugar** to her father.

Mrs. Smith: Will you have sugar on your cornflakes, John?

John: Oh, no, **Mum**, thank you. **I'd like** some **more** milk instead.

Mr. Smith: Why aren't you eating anything, Kitty? You are so **slow**. Look, Ann is already finishing her cornflakes.

Kitty: I don't like cornflakes. I'm just **thirsty**. Give me some tea and cakes, Mum.

Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're **going to** have bacon and eggs, and then you'll get your tea with **toast** and marmalade.

Mr. Smith: Could you give me a little more cornflakes, dear?

Mrs. Smith: Just a moment. (*Mrs. Smith passes him his plate.*) **What about** bacon and eggs? Will you have some?

Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must **leave** in a quarter of an hour or so.

The father is already having his cup of tea while the children are still talking over their cornflakes.

Vocabulary

meal *n.* ; **to have a meal** *e. g.* *We usually have four meals a day: breakfast, lunch, dinner and supper.*; **breakfast** *n.*; **to have breakfast (dinner, supper)** (no article!) *e.g.* *Dinner is ready. Have dinner with us.*; **cornflakes** *n.* ; **Mum = Mummy**; Cf. Dad = Daddy; **I'd (should) like (to do smth.)**; **more, another, still** - The pronouns **more** and **another** are used with nouns. **More** is used both with countable in the plural and uncountable: **more** books, **more** sugar; **another** is used only with countable in the singular: **another** book, **another** student. Cf. more tea, *but* another cup of tea. **Still** is used with verbs. *e. g.* *It is still raining. He is still at home.*; **slow** *adj.* *e. g.* *You are very slow.*; **Slowly** *adv.* *e. g.* *You speak very slowly.* ; **to be going to** ; **toast** *n.* ; **What about ...?** ; **leave (for) (left, left)** *vt* 1. *e. g.* *He is leaving Chisinau for Bucarest. He is leaving for Brasov. He is leaving in half an hour.* *Ant. stay* *vi* *e. g.* *The children stay at home as it is raining.* 2. *e. g.* *Don't leave your exercise-book at home.* Cf. *Don't forget my address. Don't forget to open the window.*

Meals

breakfast, lunch, dinner, supper; first course, second course, dessert; for the first (second) course, a plate, a glass, a cup, a saucer, a tea-pot, a kettle, a fork, a spoon, a knife, bread, meat, fish, butter, eggs, cheese, sugar, sausage, bacon, herring, potatoes, tomatoes, carrots, cabbage, cucumbers, beets, peas, salt, mustard, pepper, water, milk, tea, coffee, cocoa, beer, wine, fruit-juice, honey; soup (clear soup, cabbage soup, pea soup), porridge, macaroni, salad (mixed salad), mashed potatoes, fried potatoes, chops, cutlets, beefsteak, chicken, goose, pudding, cake, sweets, pie, ice-cream, jam, jelly, stewed fruit, apples, pears, plums, oranges, tangerines, grapes, bananas, berries, cherries, peaches, nuts, to have (to eat, to drink), to dine, to cook, to fry, to boil, to taste, to prefer to lay the table, to sit down to table, to be (to sit) at table, to clear the table (to take away the dirty dishes); Help yourself to (smth., some food); Have some more; No more, thank you!



Exercise 4. Answer the following questions:

A. 1. What do you see in the picture? 2. Who is in the dining-room? 3. What are they doing in the room? 4. What is Mrs. Smith doing? 5. What is the elder daughter passing to her father? 6. Does John like sugar on his cornflakes? 7. What does he prefer on his cornflakes? 8. Who is already finishing his cornflakes? 9. Who doesn't like cornflakes? 10. What does Kitty, the little girl, want? 11. What does Mr. Smith ask his wife to give him? 12. What does Mrs. Smith ask her elder daughter to do? 13. What are the children doing while their father is having his tea?

B. 1. What time do you have breakfast? 2. What do you have for breakfast? 3. Will you describe your breakfast? 4. Where do you usually have dinner? 5. Why do you have dinner at home? 6. What do you usually have for the first course (for the second course, for dessert)? 7. What time do you usually have dinner? 8. Who cooks meals in your family? 9. Can you cook? 10. What time do you have dinner on Sunday? 11. Will you describe your Sunday dinner? 12. Do you have supper late? 13. Why don't you have supper late? 14. Do you like vegetables? 15. What vegetables do you like? 16. What soup do you like best? 17. What kind of salad do you like? 18. What kind of fruit do you buy in summer (in winter) in your city? 19. How do you lay the table?

Exercise 5. Write the interrogative and negative forms of the following sentences:

A. 1. They are having breakfast. 2. Mrs. Smith is putting some cornflakes on the boy's plate. 3. Ann is finishing her cornflakes. 4. Mrs. Smith is passing a plate to her husband. 5. The children are talking over their cornflakes. 6. We are having an English lesson. 7. The girl is coming into the room.

B. 1. I am finishing this article. 2. I prefer a glass of soda-water. 3. The waitress is already bringing in our tea. 4. The boy is writing a letter to his parents. 5. My cousin is leaving tomorrow.

Exercise 6. a) Write all the possible questions to which the following sentences are the answers, b) Each sentence describes a certain situation in a concise way. Some points of the situation are already known to you. Find out some more details about the situation by asking questions. Work in pairs. Use conversational phrases:

A. 1. The elder daughter is passing the salt to her father. 2. I am thirsty now. 3. The father is having his cup of tea. 4. I must leave in a quarter of an hour. 5. The children are working in the garden. 6. The students are reading the text. 7. The girl is going to write a letter.

B. 1. I'm ready to go down to the canteen. 2. I am finishing this article. 3. I prefer a glass of soda-water. 4. The waitress is already bringing in our tea. 5. You forget about the meeting of our club. We must leave at once to be in time for the beginning of the discussion.

Exercise 7. Read and write in words:

a) 4, 14, 44, 9, 19, 90, 12, 38, 157, 673, 821, 1239. 1955, 2018, 3687, 271, 299, 945, 9212, 322;
b) 23/I 1964; 7/XI 1945, 22/VI 1941; 5/XII 1982.

Exercise 8. Choose the right word:

to leave - to stay

1. He ... home in summer. 2. He ... at home in summer. 3. We ... in Cuisinau, while our father is in the North. 4. He is ... the Urals very soon. 5. They never ... town for the vacation. 6. When will you ...? 7. I don't think I'll ... at the Ignats' more than a fortnight. 8. I can't... here any longer, the lectures begin at 9 o'clock, I must ... at once. 9. Our cousin is ... for Boston, he is going to ... and work there. 10. Why are you ...? We are going to have a meeting. 11. He is ... with us for another week, isn't he? - No, he is ... tomorrow morning, I am afraid. 12. When they ... I shall... quite alone in the room.

to come - to go

1. He usually ... home in time. 2. Our father ... to his office at a quarter to 9, as a rule. 3. The dean ... to the University at a quarter to 9. 4. If they ... to the Crimea in August I shall miss them. 5. Look, daddy is already ... home. 6. Where are you ...? I am ... to the University. Our studies begin at 9 o'clock.

still - more - another

1. It is already October but it is ... rather warm. 2. Give me ... pencil, this one is too small. 3. Give me ... glass of water, I am ... thirsty. 4. Give me some ... water, please. 5. We need ... time for the translation, I am afraid. 6. "I don't want to get up," says little Kitty, "it is ... very early." 7. Will you give me some ... milk? 8. He asks for ... apple. 9. Let me have some ... pudding, it is very tasty. 10. Help yourself to some ... pie. 11. Help yourself to ... piece of pie. 12. I can't eat the porridge, it is ... very hot. 13. It is ... early, you needn't hurry. 14. I should like to have some ... salad. 15. Nick is not at home. He is ... at the Institute. 16. It is ... snowing. 17. The students need ... practice in these words. 18. She is going to buy some ... milk. 19. Try to get ... books on English literature. 20. May I have ... ticket to the Bolshoi Theatre? 21. Will you please give me some ... porridge? 22. They are ...talking.

Exercise 9. Fill in prepositions if necessary:

A. 1. Pass ... me the salt, please. 2. Pass the salt ... me. 3. Give the bread ... me. 4. Show this text ... the teacher. 5. Show... the teacher this book. 6. He is going to come ... half an hour. 7. Look ... the boy. How dirty he is! 8. I see a new wall-newspaper ... the corridor. 9. The children

are playing... the garden. 10. Are you going ... home? - - No, I am going ... the library. 11. They have breakfast... 8 o'clock ... the morning. 12. I dine ... 3 o'clock ... the afternoon. 13. What do you see ... this picture? 14. Excuse me, may I go ...? 15. Please, come We are just beginning our lesson. 16. The bell is ringing, the students are coming ... the room. The teacher is entering ... the room. 17. The bell is ringing and the students are leaving ... the room. 18. He is leaving...Boston, you know.

B. 1. Will you wait ... me, I'll come ... a minute. 2. Are you ready ... the answer? 3. Have some fruit ... pleasure. 4. Help yourself ... some fruit, please. 5. I prefer an apple ... ice-cream. 6. The children are ready ... breakfast. They are waiting ... their father. 7. Let's have some herring to begin 8. What do you say ... an ice-cream? 9. As ... me I prefer a piece of cake ... sweets. 10. A waitress is coming ... our table. What shall we order? 11. The pudding is ... your taste, I hope. 12. Going to the river is the question, it's too cold to bathe today. 13. Father usually comes ... home ... time. 14. We must pay the waitress ... the dinner. 15. I'm fond... vegetables and meat.

Exercise 10. Ask one another questions on the following sentences and answer them in the negative:

Model: I have breakfast at 9.

- Do you have breakfast at 7?

- No, I don't have breakfast so early. I have it only at 9.

1. They have supper at 8. 2. We usually have dinner at home. 3. Father has lunch at his office. 4. My cousin's family has dinner at 5 o'clock, as a rule. 5. He has dinner in the canteen. 6. I always have breakfast at home. 7. They usually have lunch together. 8. My brother has lunch at the plant. 9. I often have dinner at my aunt's.

Exercise 11. Respond to the following sentences. Express your wish in the response as in the model:

Model: I like fruit. I **should like** some fruit now.

1. I like cucumbers. 2. I like chops and mashed potatoes. 3. I like sausage. 4. I like jam. 5. I like sugar. 6. I like bacon and eggs. 7. I like marmalade. 8. I like coffee. 9. I like ice-cream. 10. I like chicken. 11. I like bananas.

Exercise 12. Respond to the following sentences:

Model 1: Begin reading. - **Shall I** begin reading?

1. Speak English. 2. Open the window. 3. Read the exercise. 4. Do it at once. 5. Repeat this poem. 6. Learn it by heart. 7. Clear the table. 8. Answer my question. 9. Lay the table. 10. Make tea for us.

Model 2: I don't see what's wrong here. - **Shall I** show you?

1. I don't know this expression. 2. I can't see what is written on the blackboard. 3. I can't swim. 4. I can't hear you. 5. I don't remember this word. 6. I don't know Chisinau well. 7. I can't find the newspaper. 8. I don't know where my ball-pen is.

Exercise 13. Give your own examples according to the given model:

Model: He prefers fruit to ice-cream.

soda-water - beer; cheese - sausage; meat - fish; English - French; coffee - cocoa; milk - water; tomatoes - cucumbers; mashed potatoes - macaroni; porridge - bacon and eggs; clear soup - cabbage soup; apples - plums; oranges - tangerines

Exercise 14. a) Change the direct speech in Text (Meals) into indirect:

Model: Mr. Smith: "Will you please give me a little more cornflakes, dear?" Mr. Smith asks his wife to give him a little more cornflakes.

c) Retell the text in indirect speech (make use of the picture on page 116). c) Describe the breakfast as if you were the mother (the father, Kitty, Ann).

Exercise 15. Complete the following sentences:

A. 1. I should like ... 2. Let me ... 3. Be a good girl and ... 4. Why don't you ...? 5. Will you give me ...? 6. I am afraid ... 7. I don't think he ... 8. What about...?

B.I. I think, it's high time to ... 2. Well, I see you are ready ... 3. Would you like ...? 4. What do you say to ...? 5. Will you pass me ...? 6. As for me ... 7. Let us

Exercise 16. Translate the following sentences into English:

A. 1. Ei iau prânzul. 2. Când dumneavoastră luați de obicei prânzul? 3. Ce avem astăzi la cină? 4. Luați prânzul acum? Atunci o să vă telefonez peste un sfert de oră. Bine? 5. Scoateți paltonul și intrați. Noi tocmai luăm masa. 6. La ce oră familia d-voastră ia prânzul de obicei? 7. Nina este acasă? – Da. Ea ia prânzul. 8. La ce te uiți? – Mă uit la casa aceea nouă. Este o clădire frumoasă. O vezi? 9. Bună, George! Unde te duci? – Mă duc la universitate, vreau să audiez la laborator încă o dată lecția a 12-a. 10. Ce faci, Bob? – Scriu o scrisoare, chiar nu vezi? 11. Te duci la bibliotecă? – Nu, mă duc la cabinetul de limbă engleză. (The English study-room) 12. De ce fumați aici? În cameră doarme un copil. 13. De ce vorbiți rusește? Doar sunteți la lecția de limbă engleză, nu-i așa? 14. Nu te grăbi! Lecția va începe doar peste o jumătate de oră. 15. Mă auziți, prieteni? 16. Ascultați, Gutu? 17. Auziți bine? 18. De ce nu răspundeți la întrebarea mea? 19. Nu striga așa de tare, surioara ta doarme. 20. De ce plângi, piciule? – Nu plâng. 21. Ce fac studenții? – Răspund la întrebările profesorului (ascultă textul 12). 22. La ce te gândești? Este timpul să-ți faci temele (e timpul să te scoli, e timpul să mergi la școală, e timpul să mergi la culcare). 23. De ce pui așa de puține farfurii pe masă? Astăzi suntem cinci. Bunelul vine, tu știi? 24. Așează-te la masă, mama aduce supa. 25. Să vă citesc acest proverb? 26. Să pregătesc prânzul către ora patru? 27. Să scriu acest cuvânt pe tablă? 28. Să sarez supa? (to salt) 29. Să aduc cretă? 30. Să șterg tabla? 31. Să cumpăr legume? 32. Luați prânzul acasă? 33. El nu ia prânzul acasă, îl ia de obicei la cantină. 34. Când serviți micul dejun? 35. De ce luați micul dejun atât de târziu? 36. El servește întotdeauna cina acasă? 37. De ce nu ia prânzul acasă? 38. Aș vrea încă o ceașcă de ceai (lapte, apă, cafea). 39. Aș mai vrea puțin lapte (terci, pâine, pește). 40. El este încă acasă (la laborator, la spital). 41. Mi-e sete. Hai să luăm o sticlă de apă gazoasă.

B. 1. Este timpul să luăm prânzul (micul dejun, cina). 2. Demult este timpul să cunoști acest material. 3. Hai să servim bulion la felul întâi. 4. Pe cine aștepti? – O aștept pe prietena mea, mergem împreună la teatru. (Îl aștept pe profesorul meu, el este la decanat). 5. Cantina este sus sau jos? 6. Mergi jos la bibliotecă și luați cartea aceasta, vă rog. 7. Prefer mai mult fructele decât înghețata (piperul iute decât muștarul, frigul decât căldura). 8. Ce zici de o ceașcă de ceai (o sticlă de apă gazoasă)? 9. Nici vorbă nu poate fi despre filmul acesta, nu este pentru copii. 10. Transmiteți-mi sarea, vă rog. – Mulțumesc. – Pentru puțin. 11. Unde este creta? Dați-mi o bucată de cretă. Mulțumesc! – Cu plăcere! 12. Nu-mi pot găsi nimic pe plac astăzi. – Chiar așa? Astăzi sunt atâtea bucate gustoase. Privește, salată din roșii și castraveți, șuncă, salam. 13. Este deja ora

6. – Nu mai spuneți! Este timpul să mergem acasă. 14. Pe cine așteptați aici? Este deja ora 8. 15. Să mergem! – O clipă. Nina merge cu noi. O aștept. – Mă tem că vom întârzia. Este timpul să fim deja la universitate. – Ai dreptate. Privește, ea vine deja. Să fugim. Nu trebuie să întârziem. – Grăbește-te, Nina!

Exercise 17. Read the recipe and guess what we are going to have for dinner today:

Pour water into a sauce-pan, put some meat into it. While it boils, peel and cut beetroot, carrots, parsley and onions. Heat 2 spoonful of butter in the frying pan. Fry vegetables in it, add sliced tomato or tomato puree and cover the lid on. Stir the vegetables, add some water if necessary, let them simmer. Remove them into the sauce-pan. After 15-20 minutes add some cut cabbage, salt, vinegar and sugar to your taste. Put potatoes either whole or cut up. Boil it until it is quite ready. Serve with sour cream.

Ingredients: 500 gr. Meat; 300gr. Beetroot; 200 gr. Fresh cabbage; 100 gr. Onion; 100 gr. Fresh tomatoes or one spoonful of tomato puree; vinegar; sugar; salt.

Lesson 3.

Grammar: 1. Few, little and a few, a little!

<p><i>a little/little</i></p> <p>We use <i>a little/little</i> with uncountable nouns (e.g. water, money, rice, etc.)</p> <p><i>a little</i> means “not much but enough”.</p> <p><i>e.g. I've got a little money. I can buy some bread.</i></p> <p><i>little</i> means “hardly any, almost nothing” and can go with <i>very</i> for emphasis.</p> <p><i>e.g. They've got (very) little money. They can't buy any bread.</i></p>	<p><i>a few/few</i></p> <p>We use <i>a few/few</i> with plural countable nouns. (e.g. tomatoes, books, cups, etc.)</p> <p><i>a few</i> means “not many but enough”.</p> <p><i>e.g. There are a few tomatoes. We can make a salad.</i></p> <p><i>few</i> means “hardly any, almost none” and can go with <i>very</i> for emphasis.</p> <p><i>e.g. There are (very) few people in the cinema it is almost empty.</i></p>
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2. Question Words

Special questions begin with a question word. We put the auxiliary verb before the subject.

<u>People</u>	<u>Things</u>	<u>Place</u>	<u>Time</u>	<u>Quantity/ number</u>	<u>Manner</u>	<u>Reason</u>	<u>Age</u>
<i>Who</i>	<i>What</i>	<i>Where</i>	<i>When</i>	<i>How much</i>	<i>How</i>	<i>Why</i>	<i>How old</i>
<i>Whose</i>	<i>Which</i>		<i>How long (ago) How often</i>	<i>How many</i>			

3. Types of Questions?

a) Questions with Yes/No answers - these kinds of questions begin with an auxiliary verb (e.g. *is, are, have, has, will, can, do, does, did, etc.*) and then the subject. We usually answer these questions with Yes/No answers.

e.g. Are you watching TV? Yes, I am. Have you finished yet? No, I haven't. Can you type? No, I can't.

When the main verb is in the present simple (play, works, etc.) we form the question with the auxiliary verb *do/does*.

e.g. Do you play golf every Saturday? Yes, I do. Does he work hard? No, he doesn't.

When the main verb is in the past simple (arrived, sent, etc.) we form the question with the auxiliary verb *did*.

e.g. Did she arrive early last night? Yes, she did. Did they send you a letter? No, they didn't.

b) Wh – questions - Wh - questions begin with a question word. We put the auxiliary verb before the subject.

e.g. Who is that man? His/her father.

Whose is that coat? It's Jane's.

What is it? It's a pen.

Where are my glasses? They're in your bag.

When did he arrive? Yesterday.

Why are you sad? Because I've lost my purse.

Which book is yours? The blue one.

How are you? Fine thanks.

How often do you go out? Twice a week. How much is it? £10.

How many sisters have you got? Two.

How long have you known her? For three years

How long ago did you leave school? Four years ago. How old are you? I'm sixteen.

c) Question tags are short questions at the end of a statement. We mainly use them in speech when we want to confirm something or when we want to find out if something is true or not. We form a question tag with the auxiliary verb and the appropriate personal pronoun.

e.g. Rita can speak French, can't she?

You have spent a lot of money, haven't you?

When the verb of the sentence is in the present simple, we form the question tag with the auxiliary verb **do, does** and the personal pronoun. When the verb is in the past simple, we form the question tag with the auxiliary verb **did** and the personal pronoun.

e.g. He likes golf, doesn't he? Kevin went to Rome last year, didn't he?

When the statement is positive, the question tag is negative.

e.g. *She was at home, wasn't she? He lives in a flat, doesn't he?*

When the statement is negative, the question tag is positive.

e.g. *They haven't finished yet, have they? She won't come to the party, will she?*

When the sentence contains a word with a negative meaning like **never**, **hardly**, **seldom** or **rarely**, the question tag is positive.

e.g. *He is never late, is he? They seldom go to the theatre, do they?*

Some verbs/expressions form question tags differently. Study the following examples:

I am – aren't I? / **Imperative** will/won't you? / **Let's** – shall we? / **Don't** – will you? / **I have (got)** – haven't I? (= possess) **I have** – don't I?

e.g. *I am strong, aren't I? Let's go out, shall we? Don't shout, will you? She's got a sister, hasn't she? You have a shower every day, don't you?*

d) Subject questions are the questions we ask when we want to find out *who* or *what* did something; that is when we want to know the subject. These questions usually begin with the word *who* or *what*. In subject questions, the verb is in the affirmative form.

e.g. *Who wrote the letter?*

e) Object questions are the questions we ask when we want to know the object. These questions usually begin with the word *who* or *what* in object questions the verb is in the Interrogative form.

e.g. *Who did you go with ?*

Grammar exercises:

Exercise 1. Fill in *little/few*:

1. Hurry! We have ... time .2. I saw him ... days ago. 3. Tom had ... money. 4. He knows just ... English words. 5. Her father died ... years ago.

Exercise 2. Use *a few* or *a little* for each of the nouns in the list:

e.g. *a few chairs a little water*

chairs, water, tea, books, chocolate, bread, men, deer, jam, glasses, honey, knives, children, Coke, butter, lemonade, salt, desks, hats, pepper.

Exercise 3. Fill in *very few*, *a few*, *very little* or *a little*:

e.g. We've got very few eggs. We can't make an omelette. 1. Sue's got _ money. She can buy a new dress. 2. I've got _ apples. I can make an apple pie. 3. There are _ people in the park today because it's raining. 4. There's _____ milk in the fridge. Go to the supermarket and buy some, please. 5. There's _____ lemonade in the jug. Would you like some?

Exercise 4. Answer the questions with a little or a few as in the example:

e.g. "Do you want some biscuits?" "Yes, a few."

1. "Have you got any toothpaste?" "Yes, _" " 2. "Where are there any people at the meeting?" " Yes, _" 3. "Do you want some cake?" "Yes, _" 4. "Are there any car parks near here?" "Yes, _____" 5. "Have you got any bread?" "Yes, _____"

Exercise 5. Choose the correct answer:

e.g. I eat C meat. I prefer fish.

A very few B a few C very little

1. "Has he got many friends?" "Yes, _____"
A a little B a lot C much
2. I've got _ free time now!
A very little B very few C few
3. Very _____ people can speak Welsh
A few B little C a lot
4. She doesn't eat _ sweets because she is on a diet.
A a lot B many C much
5. There are _____ pencils in the drawer. Take one.
A a lot B a few C a little
6. You haven't got _ flowers in your garden this year.
A much B a lot C many
7. Put _____ chocolate in the cake.
A a little B a few C few
8. Jack has got _____ comics. He buys one every week.
A a lot of B a lot C few
9. There is _____ shampoo. Can you buy some at the supermarket?
A very few B a lot of C very little
10. He hasn't got _ money.
A many B much C a lot
11. He's got _ sweets in his pocket.
A little B a few C a little

Exercise 6. Correct the mistakes:

- There is very few soup in the bowl.
- How much carrots are there in the fridge?
- Rita has got many money.
- There are a little people in the shop.
- Mike hasn't got much friends.
- There is few snow on the mountains.
- How much deer can you see in the picture?
- I have got little CDs but a lot of cassettes.
- There are much animals in the zoo.
- How many sugar is there in the bowl?

Exercise 7. Fill in (*very*) *little*, *a little*, (*very*) *few* **or** *a few*.

e.g. I'm going shopping. I need to buy a few things for tonight's party.

1. _____ people swim in the sea in the winter. 2. I can't wait for you. I've got _____ time. 3. There is _____ snow on the ground. The children can't make a snowman. 4. He knows _____ people. They can help him find a job. 5. We need _____ milk and _____ eggs to make the cake. 6. I have _____ free time for hobbies because I work a lot.

Exercise 8. Underline the correct word(s):

Dear Alice,

Thanks 1) *many/a lot/*, *much* for your letter. I am very happy to be your pen-pal. I have 2) *a little/a few* things to tell you about myself. I live with my parents and my dog, Scottie. I haven't got any brothers or sisters. I go to a big school. There are 3) *a lotof/a little* students in my class and I have 4) *very little/a lot of* friends. I haven't got very 5) *much/little* free time so I have 6) *a lot of/few* hobbies. On Saturdays I go to the cinema with my friends. I also like to go shopping. There are 7) *little/a lot of* shops in my town. I have 8) *little/vary few* money to spend, but I like looking at the things in the shops! Please write to me soon and tell me 9) *a little/little* about yourself.

Best wishes,
Sophie.

Exercise 9. Make questions as in the examples:

e.g. *I have got a dog. (You) Have you got a dog too? I live in the country (Sally) Does Sally live in the country, too?*

1. I went out last night. (You) _____? 2. I can drive. (David) _____. 3. I like pizza. (You) _____. 4. I have got long hair. (She) _____. 5. I am wearing a hat. (Donna) _____.

Exercise 10. Fill in the gaps with one of the question words from the list:

who, what, which, where, how long, when, what, how often, how, whose

1. *Whose* is the bag? My sister's.
2. _____ are the children? At school.
3. _____ is Paul coming back? Tomorrow.
4. _____ does he drive? Very dangerously.
5. _____ is that woman? Mary Smith.
6. _____ time do you finish work? At four o'clock.
7. _____ do they buy a newspaper? Every day.
8. _____ is her name? Catherine.
9. _____ city do you like best? Rome or Milan?
10. _____ have you been a teacher? Since 1991

Exercise 11. Fill in *what, which, who, when, where, whose* or *why*:

1. "What is your name?" "John."
2. "_____ shirt do you want?" "The blue one, please."
3. "_____ is your favourite colour?" "Red."
4. "_____ are you from?" "Poland."
5. "_____ time do you usually go to bed?" "At ten."
6. "_____ are you crying?" "Because I've hurt my finger."
7. "_____ are those books over there?" "Paul's."
8. "_____ is your best friend?" "Mary."

9. “_ _ did you go on holiday last year?” “Mexico.”
 10. “_ _ are you leaving?” “Tomorrow.”
 11. “_ _ is that man over there?” “My dad.”
 12. “_ _ are you going to cook for dinner?” “Roast beef”
 13. “_ _ do you want to leave?” “Because I’m bored.”
 14. “_ _ is Mr. Smith?” “Our science teacher.”

Exercise 12. First fill in the gaps in the questions with *how old, how often, how much, how many, how long* or *how long ago*:

1. *How much* does this jacket cost? 2. _____ do you go to the theatre? 3. _____ is your sister? 4. _____ people are coming to your party? 5. _____ have you been a teacher? 6. _____ did you visit Poland?

Exercise 13. Fill in the gaps with the correct question words:

- A: 1) *What* are you doing?
 B: I’m making a salad for the party.
 A: 2) _____ people are coming?
 B: About thirty.
 A: 3) _____ time are they arriving?
 B: Seven o’clock. 4) _____ is Steve coming?
 A: At eight o’clock. 5) _____ are you going to put all the food?
 B: On the table in the living room.
 A: 6) _____ are the curtains in there closed?
 B: Because I don’t want Steve to see everyone when he arrives.
 A: 7) _____ is going to open the door when Steve comes?
 B: I’ll do that.

Exercise 14. Fill in the question tag, find the answer:

1. You haven’t been to Europe, *have you*? 2. You’ll be at home tonight, _____? 3. She hasn’t got any brothers, _____? 4. You went to London last year, _____? 5. Jane has got a new house, _____? 6. You’re twenty now, _____? 7. You aren’t a doctor, _____?

- a.) No, but she’s got two sisters. b.) Yes, it’s beautiful. c.) No, but I’ve been to Australia. d.) No, but I’m a dentist. e.) Yes, it was my birthday yesterday. f.) Yes, after six o’clock. g.) Yes, for tow weeks.

Exercise 15. Write questions using the words in brackets:

1. *Do you know this man?* (you/know/this man) – Yes, his name is John Smith. 2. _____ (he/live/here) – Yes, he lives across the road. 3. _____ (house/be/his) – Number 6. The house with the red front door. 4. _____ (you/see/him/today) – Yes, I have. 5. _____ (time/be/it) – 10 o’clock this morning. 6. _____ (he/do) – He got into his car and drove away. 7. _____ (you/ever/speak/him) – Yes, but only a few times. – Thank you very much, madam.

Exercise 16. Choose the correct answer:

1. “_____ C _____ is that man?” “My father.”
A Whose B Why C Who
2. “_____ have you lived in England?” “Five years.”
A How long B How often C How much
3. “_____ bicycle is red and black?” “Tim’s.”
A Whose B Which C What
4. “_____ do you exercise?” “Three times a week.”
A How many B How often C How much
5. “_____ did you travel to Manchester?” “By train.”
A What B Why C How
6. “_____ pens have you got?” “Ten.”
A How many B How long C How much
7. “_____ do you get up in the morning?” “At seven.”
A How B What time C Where
8. “_____ pullover do you like best? The red or the blue one?”
A Which B What C Where
9. “_____ are you going for your summer holiday?” “To Italy.”
A How B Where C When
10. “_____ do you like doing in your free time?” “Watching TV.”
A Where B When C What

Exercise 17. Complete the reporter’s questions:

- A: 1) *What is your name?*
B: My name is Michael Simmons.
- A: 2) _____
B: I live in Los Angeles.
- A: 3) _____
B: I was born in New York.
- A: 4) _____
B: I am twenty-nine years old.
- A: 5) _____
B: I was eleven years old when I started playing.
- A: 6) _____
B: I enjoy reading books and going to the cinema.
- A: 7) _____
B: I am having a holiday.
- A: 8) _____
B: I’m going to stay here for ten days.
A: Thanks for your time.

IN THE CANTEEN

Exercise 1. Read. Remember and Role-play:

In the canteen

- Ann: I think, it’s **high time to have a bite**. I am **hungry**.
Bob: **So am I**. I see you are ready to go down to the canteen, I am just finishing this article. Will you **wait** a minute, please.
Ann: Yes, **hurry up**, then.

Bob: I wonder if there is anything to your **taste** on the menu.
 Ann: Oh, yes, all kinds of things. Let's have some soup, clear soup, perhaps?
 Bob: I don't think I'll have any soup today. I'd like some salad **to begin with**.
 Ann: Will you have mixed salad, chops and mashed potatoes?
 Bob: Why, yes of course. **What do you say to** a bottle of beer?
 Ann: No beer, thanks. I prefer a glass of soda-water or just a cup of tea.
 Bob: All right. Tea then. Will you pass me the mustard, please?
 Ann: Here you are. As for me, I never take mustard or pepper.
 Bob: **You don't say so!**
 Ann: Look! The waitress is already bringing our **tea**.
 Bob: We want **neither** ham **nor** sausage, do we?
 Ann: No, ham as well as sausage **is out of the question**. I'd like some fruit, apples or oranges.
 Bob: Yes, but I'm afraid you forget about the meeting of our English club. We must leave at once to be in time for the beginning of the **discussion**.
 Ann: Right you are. Let's pay for the dinner and be off.

Vocabulary

It is high time (to do smth.); to have a bite; hungry *adj.* as a hungry dog, a hungry child: **to be hungry**, *e. g. I am hungry. I am going to the canteen.* **hunger** *n.* - I am hungry. **So am I.** The word combination **So am (do, can...)** **I** is used as a reply to an affirmative sentence. **Neither am (do, can...)** **I** is used after negative sentences, *e. g. I am reading. So am I. I prefer a cup of tea. So do I. I can do it. So can I. I am not writing. Neither am I. I don't like this salad. Neither does my sister. He can't translate this sentence. Neither can I.* The subject is at the end of the phrase and is stressed: **So do I; wait** *vi.*; **to wait for (smb., smth.)** *e. g. We are waiting for a taxi.* **waiter (waitress)** *n.* *Syn.* to expect; **hurry** *vi.* *e. g. We are hurrying to the laboratory.* **Hurry up!** *e. g. Hurry up, it's already 8 o'clock.*; **taste** *n.* *e. g. You must know her taste if you want to buy her a present., to one's taste* Proverb: Tastes differ.; **taste** *vt.* 1. *e. g. Will you taste my porridge?* 2. *e. g. The pie tastes very sweet.* **tasty** *adj.*; **to begin with; What do you say to ... ; You don't say so!; neither ... nor** : In sentences with **neither ... nor** the verb is used in the affirmative form and agrees with the second noun in number and person, *e. g. Neither Morcov nor Lungu knows the answer to my question. We have neither bread nor meat in the house. Please go and buy some.; It is out of the question.*, *e. g. Going to the forest now is out of the question, it's too dark.; discussion *n.*; **discuss** *vt.*, *e. g. They are discussing a book by Mark Twain.**

1. Where do the two friends go? 2. What do they take for dinner? 3. Why do they go to the canteen? 4. Do they always take soup for dinner? 5. Where do the friends hurry? 6. Why must they leave at once?

Exercise 2. Fill in prepositions if necessary and retell the text:

Tom and Nick are going ... the canteen to have dinner. It is only half ... one but there are many people ... the canteen already. Some ... them are reading newspapers, others are eating their dinner. The friends always enjoy ... their meals there.
 They go ... a small round table ... the window, take a menu-card ... the next table and begin to read it. Tom does not want to have any soup today. He is going to take some roast beef and vegetables. Nick takes some cabbage soup ... himself, some fried fish and potatoes. He goes over ... the buffet and soon comes back ... some tomato and cucumber salad. Then a waitress comes... their table and brings them the soup, meat and fish. She also brings some mustard, pepper and salt and puts a knife, fork, spoon ... the table ... front... each person.
 Nick wants to have some ice-cream ... dessert but as it is not ready yet, he takes a piece ... cake

and a glass ... tea. Tom orders some fruit as he always prefers fruit... cakes and ice-cream. The boys are usually satisfied ... their meals ... this canteen. So they finish their dessert and pay the waitress ... the dinner. Then they put... their coats and go the street.

Exercise 3. Translate the following sentences into English:

1. Adu puțină apă. Adu apă. 2. Nu lua hârtia. Dă-mi o foaie de hârtie. Dă-mi niște hârtie. 3. Aș vrea puțină dulceață. Îmi place dulceața, este foarte gustoasă. 4. Bea un pahar de lapte. Bea puțin lapte. Bea lapte. (to have milk). 5. Pune varza pe masă, am de gând să pregătesc prânzul. Cumpără niște varză, am de gând să pregătesc astăzi o supă din varză. 6. Mai mănâncă puțin terci. Nu-mi place terciul. Este prea sărat. 7. Supa este la bucătărie. Ad-o, te rog. Mi-e tare foame. Dă-mi puțină supă. 8. Nu cumpăra acești castraveți, nu-mi plac. Nu cumpăra castraveți. 9. Vreau cafea. Aș vrea încă o ceașcă de cafea. 10. Nu uita să cumperi pâine. Nu lăsa pâinea pe masă, pune-o în bufet. 11. Aduceți vă rog o bucată de cretă. Dă-mi niște cretă, te rog.

Exercise 4. a) Make up a dialogue on the following situation:

You ask your friend if he is hungry and when he is going to the canteen. You are very busy and you can't leave the office earlier than 3 o'clock. You ask him to buy a cake and two apples for you.

b) Get ready with a situation for your fellow-students to give it in the form of a dialogue.

Exercise 5. Respond using the conversational phrases and add a phrase or two of your own:

1. Will you bring a piece of chalk, please? 2. I can't tell you anything about the book. I don't remember it. 3. Shall I repeat the sentence? 4. Please come another time. 5. You don't remember this extract, do you? 6. May I open the window? 7. Shall I have a bite? 8. I can't swim, you know. 9. Will you pass me the sugar, please? 10. Shall I wait for you? 11. Will you give me a cigarette? 12. I don't eat ice-cream. 13. Shall I give you more porridge? 14. You don't take beer, do you? 15. You help me so much, thank you. 16. You can't speak German yet, can you? 17. Shall I pass you the cake? 18. May I bring my younger sister with me? 19. Thank you for your warm greetings. 20. He never remembers his duties. 21. Will you play back the tape and repeat the text?

Exercise 6. Find a picture on the topic "Meals" for your discussion in class. Prepare 8-10 questions which would help your fellow-students to describe the picture. Get ready to speak on the topic, "Meals". Use pictures, slides for illustration.

Exercise 7. Insert the missing words, using those from the box:

1. David usually has two cereal for breakfast. This morning he got up late and had a ... of 2. Mr. Nelson has two ... of... with his dinner. Yesterday he visited his Japanese neighbours and had a 3. Lois usually has a yogurt for lunch. Yesterday he was very hungry, and he had two French fries. 4. Nancy usually has a ... of ... for dessert. 5. Open the cereal, please. 6. Here is your jam, Nick. 7. Will you pass me a bread, please. 8. Yesterday he bought a eggs and made a big 8. Let's drop in somewhere 9. "... .." is food that tastes great but offers little body-building nutrition.

Box : *junk food, for a snack, box of, jar of, dozen of, loaf of, bowls of, glass, milk, cups, coffee, cup of tea, dish of, piece, Orders of, cake, omelette.*

Exercise 8. Find English proverbs concerning meals. Provide them with equivalents in your mother tongue, ask your fellow-students to illustrate them.

Exercise 9. Marion has visited ASDA supermarket and the market next to it this morning. Help her arrange the things she has bought:

- | | |
|-------------------------------------|-------|
| 1. two ... of semi-skimmed milk | pots |
| 2. four ... of fruit-floured yogurt | packs |
| 3. two ... of cheese slices | tin |
| 4. one ... of whole meal bread | pints |
| 5. one ... of bananas | jar |
| 6. two ... of potatoes | bags |
| 7. a ... of strawberry jam | bunch |
| 8. one ... of canned rice pudding | loaf |
| 9. one ... of salad dressing | tube |

Exercise 10. Describe:

- a) your Sunday breakfast;
- b) your dinner at home;
- c) the procedure of laying the table for dinner.

Exercise 11.

A. Match the two halves of each proverb correctly:

- | | |
|-------------------------------------|-------------------------------|
| a. Appetite ... | ... in an old pot. |
| b. An apple a day ... | ... in one basket. |
| c. Good broth may be made ... | ... over spilt milk. |
| d. The proof of the pudding is ... | ... comes with eating. |
| e. Don't put all your eggs ... | ... keeps the doctor away. |
| f. You can't have your cake ... | ... without breaking of eggs. |
| g. Eating an apple going to bed ... | ... another man's poison. |
| h. Too many cooks spoil ... | ... doesn't make a garland. |
| i. Omelettes are not made ... | ... in the eating. |
| j. Half a loaf is ... | ... the broth. |
| k. One flower ... | ... better than none. |
| l. It's no use crying ... | ... and eat it. |
| m. One man's meat is ...
bread. | ... makes the doctor beg his |

B. One of the proverbs does not belong here. Which one is it?

C. Find two pairs of proverbs having the same meaning.

D. Explain the meaning of each proverb.

Exercise 12.

A. Select and arrange the dishes according to the courses they belong to: *first, second, course; dessert; starter/Hors d'oeuvre; soft and strong drinks.*

Cabbage-soup, fried potatoes, dry/semi-dry wine, oxtail soup, herring salad, eggs and bacon, ice-cream, chicken soup, red wine, roast meat, Scotch broth, cutlets, noodle soup, chops, beet-root soup, buckwheat porridge, white wine, stewed fruit, black/ red caviar, rice porridge, vegetable caviar, cakes, pancakes, meat/fish jelly, mushroom soup, sweet pudding, mashed potatoes with fish, jelly, crab salad, salted/smoked fish, hamburger, macaroni, jam, toasts, honey pie, chocolate cake, fish in marinade, brandy, beer, port, punch.

B. Project your own menu.

C. Make up a situation “At the Restaurant/ Bar/Cafe”, a customer and a waiter.

Exercise 13. Add the missing expressions to help Betty cook her stew.

{expressions: to put smth., to cut up smth., to slice smth., to chop up smth., to add smth., to pour in smth., a cup of smth., to cook smth., the stew, little/few/some}

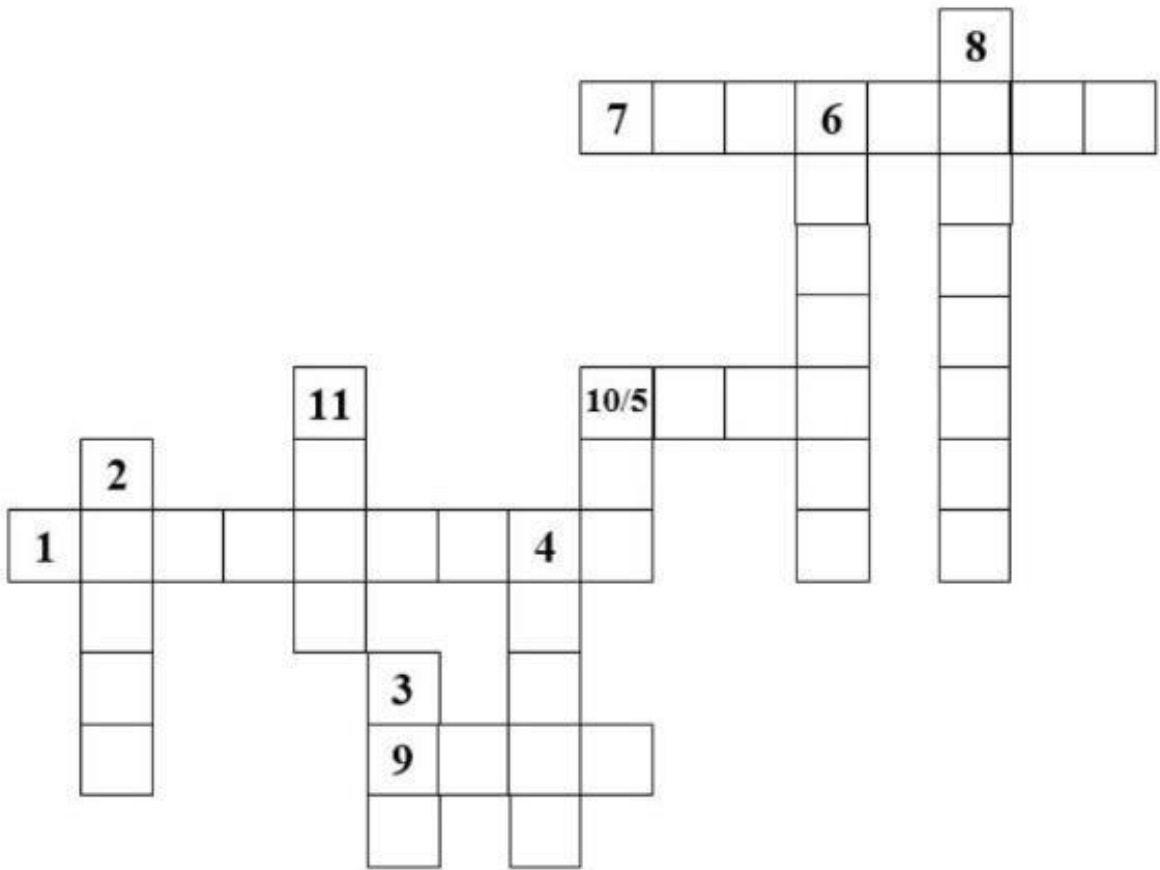
Betty's Recipe for Stew.

1. _____ butter into a pan.
2. _____ onions and _____ garlic.
3. _____ some chicken.
4. _____ salt and _____ pepper.
5. _____ tomatoes.
6. _____ mushrooms.
7. _____ wine and chicken soup.
8. _____ for an hour.

Exercise 14. Crossword Puzzle.

Across: 1. First meal of the day; 5. To take the skin off (fruit, etc.), skin of fruit, vegetables; 7. Spice used in cooking, its colour yellowish brown; 9. Pearl-white grain used as the staple food in many Eastern countries.

Down: 2. Cook, be cooked, on a gridiron, or over great heat; 3. Cooked, be cooked in boiling fat; 4. Light, usu. Hurriedly eaten meal; 10. Round vessel of earthenware, metal, or glass, for holding liquids or solids, for cooking thing in, etc.; 6. Mixture of flour and water or flour and eggs prepared in long, narrow strips, dried and used in soup, etc.; 8. Eggs beaten together, fried and folded, often floured with cheese or containing herbs, etc.; 11. Large, fierce, fresh water fish



Unit V

Lesson 1.

Grammar: Past Simple

Regular Verbs:

Affirmative	Negative		Interrogative
	Long form	Short form	
I stayed	I did not stay	I didn't stay	Did I stay?
You stayed	You did not stay	You didn't stay	Did you stay?
He/She/It stayed	She/He/It did not stay	He/She/It didn't stay	Did he/she/it stay?
We stayed	We did not stay	We didn't stay	Did we stay?
You stayed	You did not stay	You didn't stay	Did you stay?
They stayed	They did not stay	They didn't stay	Did they stay?

Spelling rules of regular verbs:

Infinitive	Past	Spelling
work stay	Worked Stayed	add -ed
like	liked	add -d if verb finishes in <i>e</i>
study	studied	y > ied after a consonant
stop	stopped	if verb finishes in consonant vowel consonant, double the final consonant
play	played	y +-ed after a vowel
prefer	preferred	In two-syllable verbs the second syllable stressed and finishes in consonant vowel consonant double the final consonant

The pronunciation of the suffix –ed:

Pronunciation	Rule	Examples
/ed/	When the verb ends in a /t/ or /d/	posted, succeeded
/t/	When the verb ends in a voiceless consonant sound.	cooked, kissed, touched, wished, laughed, stepped.
/d/	When the verb ends in a voiced consonant sound or a vowel sound.	arrived, prepared, showed, robbed.

Irregular Verbs:

Affirmative	We went to Brazil on holiday.
Negative	We didn't go to Sao Paolo.
Interrogative/ General questions	Did you go to Rio?
Short answers	No, we didn't .
Wh questions	Why did you go there?

Past Simple of the verb “to be”:

Affirmative	Negative		Interrogative
	Long form	Short form	
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
He/She/It was	He/She/It was not	He/She/It wasn't	Was he/she/it?
We were	We were not	We weren't	Were you?
You were	You were not	You weren't	Were we?
They were	They were not	They weren't	Were they?

Wh questions	General questions	Short answers
Where were you last night? When were they there?	Were you at the party? Were they at the party?	Yes, I was. No, I wasn't. Yes, they were. No, they weren't.

- Use the past simple to talk about finished actions in the past.
- The form of the past simple is the same for all persons.
- To make the past simple of regular verbs **add -ed**. See the spelling rules in the chart.
- Use the infinitive after **didn't** for negatives and **Did ... ?** for questions.
- Use **ASI** and **QUASI** to remember word order in questions.

Time expressions used with Past Simple: *yesterday, last night/week/month/year/Monday, etc., two days/weeks/months/years/ ago, then, when, in 1992, etc.*

Grammar Exercises:

Exercise 1. Write the past Simple of the following verbs:

- | | | | |
|-------------------------------|----------------|-----------------|-----------------|
| 1. watch .. <i>watched</i> .. | 7. walk | 13. play | 19. climb |
| 2. clean | 8. visit | 14. study | 20. stay |
| 3. stop | 9. work | 15. love | 21. call |
| 4. arrive | 10. look | 16. open | 22. kiss |
| 5. return | 11. like | 17. start | 23. tidy |
| 6. cook | 12. iron | 18. water | 24. wash |

Exercise 2. Fill in the blanks:

Present	Past	Present	Past
1. is/are	.. <i>was/were</i> ..	14. meet	.....
2. .. <i>break</i> ...	broke	15. put	.....
3. buy	.....	16. read	.....
4. come	.....	17.	rode
5. cut	.....	18.	ran
6.	cost	19. see	.....
7. drink	.....	20. sit	.....
8. drive	.....	21.	swam
9.	ate	22.	spent
10. have	.....	23. take	.....
11.	went	24. tell	.....
12. lose	.....	25.	wrote
13. make	.....	26. get	.....

Exercise 3. Complete the sentences with *was, were, wasn't, or weren't*:

A. Who's that?

B. It's William Shakespeare.

A. Why _____ he famous?

B. He _____ a writer.

A. _____ he Scottish?

B. No, he _____ He _____ English. He _____ born in Stratford-upon-Avon.

A. And _____ he married?

B. Yes, he _____. His wife's name is Anne.

A. And _____ they happy?

B. I don't know.

Exercise 4. Write questions and answers:

1. Mozart / from / Germany? (yes)
2. Columbus and Magellan / explorers? (yes)
3. Virginia Woolf / writer? (yes)
4. the Bee Gees / from the USA? (no)
5. John McEnroe / footballer? (no)
6. Matisse / composer? (no)
7. Picasso / born / Spain? (yes)
8. Greta Garbo / actress? (no)
9. Tolstoy and Cervantes / painters? (no)
10. Nelson Mandela / born / Britain? (no)

Exercise 5. Complete with present or past forms of *be*:

1. Today _____ Monday, so yesterday _____ Sunday.
2. A. Hi. _____ your sister at home? B. No, she _____. She _____ here this morning, but now she _____ at work.
3. My books _____ here on my desk this morning. Where _____ they now?
4. James _____ born in England, but his parents _____ born in Singapore.
5. My boss _____ angry today because I _____ very late for work yesterday, and this morning too.

Exercise 6. Complete the sentences with a verb, first in the positive and then in the negative: *book show help walk play paint study work*.

1. Yesterday Sam _____ to work, but he _____ home.
2. I _____ French at school, but I _____ German and Spanish.
3. The teacher _____ me with the exercise, but she _____ my friend.
4. Bill _____ basketball when he was young, but he _____ football.
5. The secretary _____ a table for lunch, but she _____ a taxi.
6. We _____ the living room, but we _____ the bedroom.
7. The shop assistant _____ last Saturday, but she _____ on Sunday.
8. I _____ the photos to my sister, but I _____ them to my brother.

Exercise 7. Order the words to make questions:

1. after / Peter / match / tired / Was / the A. *Was Peter tired after the match?* B. Yes, he was.
2. you / night / Where / last / were A. _____? B. I was at home.
3. they / concert / late / the / Were / for A. _____? B. No, they weren't.
4. did / land / the / Where / they / plane A. _____? B. At the airport.

5. did / university / your / at / brother / What / study A. _____? B. Modern Languages.
6. Was / tall / boyfriend / very / your / first A. _____? B. No, not very.
7. didn't / the / you / wait / Why / for / bus A. _____? B. Because it was too cold.
8. time / work / did / What / arrive / Sandra / yesterday / at A. _____? B. At ten o'clock.

Exercise 8. Complete the questions and answers:

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1975 | 1985 | 1929 | 2001 | 1969 | 1925 | 1945 |
|------|------|------|------|------|------|------|
- when / Wall Street Crash / happen? It happened in
 - when / the Second World War / finish ? It finished in
 - when / Neil Armstrong / land / on the moon? He landed on the moon in
 - when / mobile phones / first / appear ? They first appeared in
 - when / John Logie Baird / invent the television ? He invented the television in
 - when / George Harrison / die? He died in
 - when / Bill Gates / start Microsoft ? He started Microsoft in

Exercise 9. Circle the correct answer:

- She wasn't in *last night* / *yesterday night*.
- My son was born *ago two years* / *two years ago*.
- They travelled to the USA *last month* / *the last month*.
- Did you phone me *last morning* / *yesterday morning*?
- The plane landed *two hours ago* / *two ago hours*.
- Marc arrived in England *the last July* / *last July*.
- I stayed with him *before two weeks* / *two weeks ago*.
- Isabella booked the tickets *yesterday afternoon* / *last afternoon*.

Exercise 10. Complete the spaces in the story with *went, had, or got*:

Last month Jill, a journalist from London, 1. *went* to Brighton for the weekend. She booked a hotel on the Internet, and on Friday she 2. _____ the train to the coast. It was quite late when she arrived, so she just 3. _____ a ham and cheese sandwich and 4. _____ to bed. The next morning she 5. _____ up early and looked out of the window – it was raining! She 6. _____ a shower and 7. _____ dressed, and then she 8. _____ out to buy some postcards. Another hotel guest 9. _____ an umbrella and asked her if she needed it. They 10. _____ to the shop together and after that they breakfast in a cafe. From that moment, Jill didn't think about the rain – she 11. _____ a very good time in Brighton!

Exercise 11. Write sentences in the past:

- Robert wears a tie to work, (yesterday) *Robert wore a tie to work yesterday*.
- They do their homework together. (last night)
- Helen doesn't go to the shops. (last week)
- We meet in the bar. (last night)
- We don't have dinner at home. (last night)
- Jane gets up early. (yesterday morning)
- He buys a newspaper at the station. (yesterday)
- I leave home at 7.00. (yesterday)
- She sees her friends after work. (last night)
- Bob can't come to dinner. (last week)

Exercise 12. Complete the sentences with the past simple form of the verbs: *buy can't find hear go lose make get meet think not take*:

- He *got* up in the middle of the night because he *heard* a noise.
- I _____ Sally at a party last week.

3. They _____ a new car two days ago. 4. We _____ to bed very late last night. 5. Karen _____ the dinner yesterday. It was pasta, as usual. 6. She was ill, so she _____ her dog for a walk this morning. 7. When we arrived in Paris, we _____ a cheap hotel near the station. 8. The match was a disaster. Our team _____ 9. I _____ she was Italian, but she was Spanish. 10. I looked everywhere but I _____ find my glasses.

Exercise 13. Complete the questions with the correct form of the verbs in brackets:

POLICE OFFICER. Where 1. *were you* at about 9.30 yesterday evening? (be)

STEVEN POTTER. I was at the cinema. The film started at 9.00.

PO. What film 2. _____ ?

(see) SP. I can't remember. It wasn't very good.

PO. Hmm. Very interesting. And who 3. _____ to the cinema with? (go)

SP. With my girlfriend.

PO. 4. _____ the film? (like)

SP. Yes, she thought it was very good.

PO. What time 5. _____ the film ?

(finish) SP. At about 10.30.

PO. And what 6. _____ after you left the cinema?

(do) SP. We went to a restaurant - *La Dolce Vita*, on the High Street.

PO. *La Dolce Vita*. I know it. Very good spaghetti. What time 7.

_____ th
e restaurant? (leave)

SP. At about 12.00.

PO. That's very late. 8. _____ home after that? (go)

SP. No, we went to a nightclub - *Flanagan's*. Then we went home.

PO. How? 9. _____ a taxi?

(get) SP. No, we got a bus.

PO. And what time 10. _____ to bed? (go)

SP. At about 4.00 a.m. Can I go home now? I'm tired.

PO. No, I'd like to ask you some more questions...

Exercise 14. Put the verbs in brackets in the past simple:

Two summers ago we 1. _____ (have) a holiday in Scotland. We 2. _____ (drive) there from London, but our car 3. _____ (break) down on the motorway and we 4. (spend) the first night in Birmingham. When we 5. _____ (get) to Edinburg we 6. (not/can) find a good hotel - they 7. _____ (be) all full. We 8. _____ (not know) what to do, but in the end we 9. _____ (find) a Bed and Breakfast and we 10. _____ (stay) there for the week. We 11. _____ (see) the castle, 12. _____ (go) to the Arts Festival, and we 13. _____ (buy) a lot of souvenirs. We 14. (want) to go to Loch Ness, but we 15. _____ (not have) much time and it 16. _____ (be) quite far away. The weather 17. _____ (not be) very good, and it 18. _____ (start) raining the day we 19. _____ (leave).

Exercise 15. Complete the questions in the past simple:

1. _____ on holiday last year? We went to

Vancouver. 2. _____ with? I went with my family

3. _____ a good time? Yes, we had a great

time. 4. _____? We stayed in a hotel
 5. _____ the weather like? It was hot and
 sunny. 6. _____ the plane ticket _____? It cost \$500.
 7. _____ at night? We went to bars and restaurants

Exercise 16. Express the idea in the past (change the adverbials if necessary):

1. My sister works hard at her English this year. 2. They must write many exercises at home. 3. The students speak only English at the lesson. 4. Our lessons begin at 12 on Thursday. 5. Our family gets up at 8 o'clock on Sunday. 6. I usually prepare my homework in the morning. 7. Before going to bed I can rest for half an hour and listen to the news. 8. We often have to work together.
 9. We gather at the club every Saturday. 10. The girl reads about 20 pages every day. 11. In the morning she takes a cold shower, dries herself on the towel and cleans her teeth before she puts on her clothes. 12. We don't understand these words. 13. The boys do morning exercises every day. 14. Why don't you turn off the cassette-recorder when you leave the room? 15. How long does it take you to get to the theatre? - It takes me half an hour to get there.

Exercise 17. Read the following sentences a) in the interrogative, b) in the negative:

1. Bob came home late. 2. She gave them her dictionary. 3. He took a shower. 4. The students went to the lab. 5. They got up early. 6. Ann brought me a new magazine. 7. He left for London on Monday. 8. They wrote to me every month. 9. He read the letter out loud. 10. You did it all by yourself. 11. She spoke English fluently. 12. They sat down quietly. 13. Jim saw them together. 14. They all heard the song. 15. He paid the money yesterday. 16. Benny found his ball. 17. She remembered every word. 18. Ann made good progress in English. 19. The boys knew where to go. 20. They celebrated New Year. 21. She got an excellent mark. 22. My parents met me at the station. 23. You thought he was right. 24. We discussed it at the meeting. 25. It troubled me very much. 26. Robert repaired Ann's iron. 27. They began on time. 28. You told John about it. 29. He spent a lot of time on his English. 30. They admired her singing very much.

HOLIDAYS

Holiday activities with 'go':

go abroad go away for the weekend go by bus/car/plane/train go camping go for a walk go on holiday go out at night go sightseeing go skiing/ walking / cycling go swimming/sailing/surfing

Other holiday activities:

Complete the verb phrases with **book buy have hire rent spend stay sunbathe take pack:**

stay in a hotel/ at a campsite/with friends
 _____ photos
 _____ souvenirs
 _____ on the beach
 _____ a good time
 _____ money/ time
 _____ an apartment
 _____ a bicycle/skis
 _____ flights/hotels online
 _____ suitcases

Types of holidays
activity holiday

a holiday on which you spend your time doing a particular activity such as walking, canoeing, rock-climbing, painting, or cooking

adventure holiday

a type of organized holiday in which people do new and exciting things, for example a trek or a safari

break a short holiday

daycation a very short holiday in which you go to a place and come back on the same day

escape an occasion when you go away on holiday

excursion

a short visit to an interesting place arranged by a tourist organization, often as part of a holiday

farmstay a stay on a farm as a paying guest, giving you experience of life in the country

fly-drive including a flight on a plane and hire of a car when you arrive somewhere

gap year

a year, usually between finishing school and starting university or college, when you travel or work

getaway a short holiday

holiday an occasion when you go and stay in another place for pleasure

hols holidays

honeymoon a holiday that two people take after they get married

house swap an arrangement where two families exchange houses for a holiday

jeep safari

an organized journey with a group of other people in a fourwheel drive vehicle, for example to look at wild animals

lecture tour

a journey that includes lectures on the places or buildings that you visit and the paintings or other objects that you see

package holiday

a holiday arranged by a travel company for a fixed price that includes the cost of your hotel and transport, and sometimes meals and entertainment

summer camp

a place where children can go to stay in the summer holiday and do various activities

vacation a holiday

walking tour

a trip on which you walk from one place to another, spend the night, and then continue walking the next day

working holiday

a holiday during which you work, for example doing unpaid work to benefit the community in which you are staying

Other useful vocabulary to know during a holiday:

Travel agent, bed-and-breakfast, peak season, accommodation, traveler's insurance, connecting flight, lost –and- found office, customs, layover, tour guide, first class, ticket office, a locker, check in, check out.

rent or hire?

Rent and *hire* mean the same but we normally use *rent* for a longer period of time, e.g. you rent a flat or apartment, and *hire* for a short time, e.g. you hire skis, a bike, a boat, etc. With a car you can use *hire* or *rent*.

Adjectives:

Match the questions and answers.

1. What was the weather like? It was ...
2. What was the hotel like? It was ...
3. What was the town like? It was ...

4. What were the people like? They were ...

5. What was the food like? It was ...

+comfortable, luxurious

-basic, dirty, uncomfortable

+friendly, helpful -unfriendly, unhelpful

+beautiful, lovely -noisy, crowded

+delicious -nothing special, disgusting

+ warm, sunny - very windy, foggy, cloudy

General positive and negative adjectives

+ *lovely, wonderful, fantastic, great, OK, not bad, alright*

-*awful, horrible, terrible*

Reading

a. In one minute, write down five things you like doing when you're on holiday, e.g. *relaxing, going to museums*. Then compare with a partner.

b. In pairs interview your partner with the holiday questionnaire. Ask *Why?*

My perfect summer holiday

Which do you prefer ... ?

going abroad or going on holiday in your country

going by car, bus, plane or train

going to the beach or going to a city

staying in a hotel (or apartment) or going camping

sunbathing, going sightseeing or going for walks

hot, sunny weather or cool, cloudy weather

going with friends or going with your family

Exercise 1. a. Work in pairs. A read about Joe's holiday. B read about Laura's holiday. Find the answers to questions 1- 5:

1. Where did he/she go on holiday?

2. Who did he/she go with?

3. Where did he/she stay?

4. What was the weather like?

5. Why didn't he/she enjoy the holiday?

b. Now tell your partner about the holiday you read. Use question 1-5 to help you.

c. Read your partner's text. In pairs, guess the meaning of the highlighted words and phrases. Whose holiday do you think was worse? Why?

d. Have you ever had a holiday that you didn't enjoy very much? What happened?

The place is perfect, the weather is wonderful, but if you're with the wrong person, a holiday can be a disaster ...

Joe 28, a flight attendant

Last October I went on holiday to Thailand for two weeks with my girlfriend, Mia.

The holiday began well. We spent two days in Bangkok and saw the Floating Market and the Royal Palace. But things went wrong when we left Bangkok. I wanted to stay in **hostels**, which were basic but clean, but Mia said they were too uncomfortable and so we stayed in quite expensive hotels. I wanted to experience the local **atmosphere** but Mia just wanted to go shopping. I thought I knew Mia very well, but you don't know a person until you travel with them. It was awful! We argued about everything.

For our last four days we went to Ko Chang, a beautiful island. It was like being in paradise. The weather was lovely and the beaches were wonderful, but we just sunbathed without speaking. We spent our last night back in Bangkok and we went for a drink with some

Australians. They were really friendly and Mia started **flirting** with one of the boys. That was the end. When we arrived at Heathrow airport the next day we decided to **break up**.

I took hundreds of photos, but when I got home I didn't show them to anyone.

'You don't know a person until you travel with them.'

Laura 26, a nurse

I'd love to go back to Venice one day ... but without Linda.

Last spring my best friend Isabelle and I booked a holiday in Venice. We rented a small apartment for a week with a fantastic **view of the canals**. At the last moment another friend, Linda, asked if she could come too. We **felt sorry for her** because she had problems with her boyfriend, so we said yes.

Venice was magical and the weather was perfect, but the holiday was a **disaster** for one simple reason: Linda was so mean! She has a good job so she's not poor, but she just didn't want to pay for anything. When we went sightseeing she didn't want to go to any museums or galleries that cost money. When we went on a gondola she complained that it was very expensive. When we went to have lunch or dinner she always wanted to go to cheap restaurants or she bought pizzas and ate them in the flat. But the night I invited her and Isabelle out on my birthday she chose the most expensive things on the menu! The worst thing was that although Isabelle and I paid for the apartment, Linda never once bought us a coffee or a drink. I'd love to go back to Venice one day ... but without Linda.

Exercise 2. a. You are going to listen to Mia and Linda talking about the holidays.

First listen to Mia. Does she agree with Joe about the holiday?(T.5.1)

b. Listen again. What does Mia say about ...?(T.5.1)

1. her relationship with Joe before they went
2. the places where they stayed
3. talking to other travellers
4. photos
5. going on holiday with a boyfriend

c. Now listen to Linda.(T.5.2) What's her opinion of the holiday? Then listen again.

What does she say about 1.Venice 2. what they did there 3. the cost of her holiday 4. her next holiday

d. Who do you sympathize with most, Joe or Mia? Laura or Linda?

e. Listen to five speakers talking about holidays they didn't enjoy. Which speaker...?(T.5.3)

- a. didn't have a very exciting weekend
- b. wasn't with the people he / she wanted to be with
- c. chose a holiday destination because of the weather there
- d. went on holiday after a relationship ended
- e. didn't feel well when he / she was on holiday

Learn these words and phrases: atmosphere disaster hostels complain enjoy flirt view break up feel sorry for (sb) go wrong

Exercise 3. Write the expressions in the correct column: on holiday, the sights, in a hotel, shopping, to the beach, at a campsite, in a bed and breakfast, a show, the Statue of Liberty.

Stay	Go	See

Exercise 4. a. Read the adverts:

This is a once-in-a-lifetime holiday in the snow and ice of the Antarctic. You visit the isolated places the great explorers discovered and you can see animals and birds you only normally see on TV or in zoos. The trip starts in South Africa and finishes in Western Australia. You travel on a Russian ship, *Kapitan Khlebnikov*, and the holiday lasts for just under a month.

Go on safari

This holiday is a safari with a difference. You travel by helicopter over parts of Kenya, listening to classical music as you fly, and then you sleep under the African stars in a luxury bed. There's another trip, this time in a hot-air balloon for two people, which gives you a second chance to see wild animals in their natural habitat. The best moment is the Elephant Watch in Samburu, where your experienced guide can tell you all about these amazing animals.

Fly high

This is probably the most expensive holiday in the world. You can go on a flight into space and orbit the Earth in a spaceship - if you have the money! The only problem with this holiday is the six-day training course before you take the trip. You travel 80 miles above the Earth for between 30 and 90 minutes and you get a beautiful view of our green and blue planet.

Live like Robinson Crusoe

If you dream of life on a desert island, then this is the holiday for you. The island of Quilalea is off the coast of Mozambique and the only inhabitants are turtles and a few tourists. You can live like Robinson Crusoe: watch the turtles, go fishing, or sail to another island to have a picnic.

b. Read the text again and match the tourists to a holiday:

1. A millionaire looking for something to tell his friends. 2. A rich couple who like animals and hot weather. 3. A strong young scientist who enjoys cold weather. 4. A group of friends who want to forget about their stressful jobs.

Exercise 5. Complete the sentences with an adjective:

1. We loved our room. It was very _____ 2. The weather was warm and s_____ every day. 3. There were a lot o f people everywhere. It was very cr_____. 4. We ate very well. The food was d_____. 5. The staff in the hotel were horrible. They were very unh_____, and sometimes quite rude. 6. There wasn't much in the apartment. It was very b_____. It didn't even have a fridge. 7. The other people on the trip were very fr_____. We hope to meet some of them again in the future. 8. The town was l_____. All the houses had flowers on the balcony and were painted different colours. 9. It was cl_____ and we didn't see the sun at all. 10. Our first meal was d_____, so we didn't eat at the hotel again.

Exercise 6. a. Complete the text with the past simple form of the verbs: arrive ask book cannot decide go(x2) look take want:

The holiday that wasn't

Four years ago, we 1. _____ to go away for the weekend. We 2. _____ to go to Portugal, so we 3. _____; a beautiful apartment online. A week later, we 4. _____ a taxi to the airport. We 5. _____ at the airport at two o'clock, and we 6. _____ to check in. The woman at the desk 7. _____ us for our passports. We 8. _____ in our bags, but we 9. _____ find them. So we 10. _____ home!

c. Read the text in a again. Complete the questions.

1. When _____ to go away for the weekend? Four years ago.
2. Where _____ to go? Portugal.
3. How _____ the apartment? They booked it online.
4. When _____ at the airport? At two o'clock.
5. What _____ ask for? She asked for their passports.
6. Where _____ in the end? They went back home

Exercise 7. Choose the most appropriate word:

**Planning a trip/
travel**

1. We still have to (*book/make*) a hotel and to buy our plane tickets.
2. I'm leaving tomorrow and I still haven't (*packed/stacked*) my suitcases.
3. I always get great deals on hotels because my friend is a (*trip/travel*) agent.
4. A "bed and " (*breakfast/food*) is a private home which takes in guests.
5. It is often very expensive to travel during (*peak/expensive*) season.
6. Arranging (*acclimations/ accommodations*) means arranging a place to stay (like a hotel, guest house, etc.)
7. Travel agents often ask you whether or not you would like to buy traveler's (*insurance/policy*).
8. A (*package/combined*) tour/holiday is one that includes air, hotel, and often food.
9. A (*connecting/connect*) flight requires a passenger to change from one plane to another.
10. If you lose something at an airport, you should check at the airport's lost-and- (*find/found*) office.
11. When you arrive in a new country, you often have to go through (*customs/custom*) at the airport.
12. A (*lay around/layover*) is the time you have to wait at an airport for your connecting flight.
13. Our tour (*guide/conductor*) was amazing! He knew so much about the city!
14. Traveling first- (*level/class*) is very expensive.
15. I wanted to buy train tickets, but the ticket (*office/bureau*) was closed.
16. Q: Are you here on vacation? A: No. I'm here on (*affairs/business*).
17. We plan to do some (*sightseeing/see-sights*) while we're in Chicago.
18. I left my bag in a (*locker/lock*) at the train station.
19. You have to check (*in/on*) at the airport three hours before your flight.
210. Is the room air- (*cold/conditioned*)?

Lesson 2.

Grammar: be going to+verb

Positive(+)	I'm going to work in a restaurant. She's going to meet me at the airport.
Negative(-)	We aren't going to stay very long. He isn't going to like the weather there
Question(?)	Are you going to find a job? When is your brother going to visit you?

1. Use *be going to*+ infinitive to talk about future plans or intentions.
2. We use *be going to* + infinitive to make a prediction when we know or can see that something is going to happen.
It's winter there so it's going to be cold. Look at that car! It's going to crash.

Grammar exercises:

Exercise 1. Order the words to make sentences:

1. going / She / holiday / enjoy / 's / the / to *She's going to enjoy the holiday.* 2. to / aren't / We / a / going / stay / in / hotel 3. going / They / to / go / 're / swimming 4. 'm / I / go / camping / going / to 5. you / to / Are / trip / for / going / pay / the? 6. isn't / see / the / He / to / going / pyramids

Exercise 2. Complete the dialogue. Use *going to*:

A. So, where 1. _____ (go) on holiday?
B. We 2. _____ (travel) round Europe by train.
A. That sounds great. Which countries 3. _____ (visit)?
B. Italy first, and then Croatia, Greece, and Turkey.
A. Where 4. _____ (sleep)?
B. Well, we 5. _____ (not / stay) in hotels! We don't have much money. We can sleep on the train. The only problem is that it 6. _____ (be) very hot.
A. And where 7. _____ (go) after Italy?
B. After Italy we 8. _____ (get) the train to Zagreb. Then Makiko 9. _____ (come) home a _____ (spend) a week on a Greek island before I go to Turkey. I 12. _____ (not / get) home until the end of August.

Exercise 3. Complete the dialogue with *going to* + the verbs:

Jenny: 1. _____ (you/have) a holiday this summer?
Philip: Yes, but 2. _____ we / not / go) to the Mediterranean. 3. _____ (we / go) to Scotland!
Jenny: When _____ (you / travel)?
Philip: In August. 5 _____ (we / be) there for two weeks.
Jenny: What 6 _____ - (you / do) while you're there?
Philip: 7 _____ (we / stay) in Edinburgh for a week, and then 8 _____ (we / rent) a car and visit the Scottish Highlands.
Jenny: 9 _____ (it / be) sunny in Scotland in August?
Philip: I don't know. But I hope 10 _____ (it / not / rain) too much!

Exercise 4. Look at these verbs and complete the sentences using *Going to Future*: play, do, take, set, ride, visit, buy, swim

1. Emma _____ her English exam next week. 2. It is very hot today. I _____ in the lake. 3. We _____ our grandparents this weekend. We haven't seen them for a long time. 4. John and his brother _____ their bikes. 5. I _____ the table. It's time for lunch. 6. David _____ his homework after school. 7. It's Paul's birthday next week. We _____ him a present. 8. His sister _____ the violin at the concert.

Exercise 5. Write in the verbs in the future using *be going to*:

1. Mr Potts (sell) _____ his house. 2. Our neighbours (spend) _____ their next holidays in the Caribbean. 3. I (move) _____ to another town. 4. My husband (build) _____ a tree house for the kids. 5. His friends (learn) _____ English. 6. I (tell/not) _____ you the secret.

7. She (ring/not) _____ me. 8. We (invite/not) _____ him to our party. 9. Greg (work/not) _____ abroad. 10. Her parents (lend/not) _____ her any more money.

Exercise 7. Write questions in the future I (going to):

1. (you/help/me) ? 2. (she/study/in Glasgow) ? 3. (they/paint/the room) ? 4. (he/apply/for that job) ? 5. (what/you/do) about this?

Exercise 8. Put the verbs into the correct form. Use going to:

1. It _____ (rain) . 2. They _____ (eat) stew. 3. I _____ (wear) blue shoes tonight. 4. We (not / help) _____ you. 5. Jack (not / walk) _____ holiday abroad this year.
home. 6. (cook / you) _____ dinner? 6. Sue (share / not) _____ her biscu

TRANSPORT AND TRAVEL

Airport vocabulary: arrivals, baggage, drop-off, baggage reclaim, check-in, customs, departures, gates, lifts, passport control, terminal, toilets, trolley.

Exercise 1. a. What is your nearest airport? What's it like? What can you do there while you're waiting for a flight?

b. Read an article about the top airports in the world. Which is the best airport(s) if you . . ?

1. have a medical problem
2. would like to see a film
3. want to do some sport or exercise
4. need to leave your dog for the weekend
5. are worried about getting lost
6. want to sleep between flights
7. would like to see the city between flights

Top Airports in the World

For many people airports are a nightmare - long queues when you check in and go through **security** and an even longer wait if your flight is **delayed**. But there are some airports where you can actually enjoy yourself. All good airports have excellent **facilities** for business people and children, free Wi-fi, restaurants, cafes, and shops. But the best airports have much more ...

SINGAPORE AIRPORT is paradise for flower lovers, as it has an indoor orchid garden! It also has a rooftop swimming pool and a free sight-seeing tour for people who have at least five hours to wait for their **connecting flight**.

If you like computer games, you'll never be bored at HONG KONG INTERNATIONAL AIRPORT - there are dozens of free Play stations all over the terminals! It's also good for people with no sense of direction - there are 'Airport Ambassadors' in red coats, who help you to get from one place to another.

SEOUL AIRPORT is the place to relax. You can go to the hairdresser and have beauty treatments or a massage. Sports fans can also play golf at their 72-hole golf course!

MUNICH AIRPORT helps to keep **passengers** entertained with a 60-seat cinema and non-stop films. There is also free coffee and tea near all the seating areas, and lots of free magazines and newspapers.

If you worry about your health and like to be near medical services at all times, OSAKA AIRPORT in Japan is the perfect place to wait, as it has a dentist and doctor's surgery. And for people with animals, there is even a pet hotel!

If you have a long wait between flights at ZURICH AIRPORT in Switzerland, you can rent day rooms with their own bathroom and kitchen and wake-up call service. So you can have a shower and then sleep peacefully until you have to **board** your flight.

c. Look at the highlighted words and phrases related to airports and guess their meaning.

d. Role-play with a partner.

A imagine you are at one of these airports and your flight is delayed for three hours. **B** calls you on your mobile. Tell **B** where you are and what you are going to do. Then swap role. Do the same with other airports.

Exercise 2. Complete the text with vocabulary airports:

Last summer, I flew to New York with my boyfriend to visit some friends. The flight left from 1. _____, so my brother dropped us outside the building. We went inside and looked for the 2. _____ to take us upstairs to 3D _____. We picked up our boarding passes at the 4. ch _____. Then we did some shopping. After that, we made our way to the 5. g _____ to board our plane. We had a good flight, but we were very tired when we landed at JFK Airport. There was a long queue at 6. p _____ and they asked us a lot of questions at Immigration. Finally, we went to 7. B _____ R _____ to pick up our bags. We needed a 8. tr _____

Exercise 3. a. Listen to five conversations at the airport. Match the speakers with the places: Arrivals, Baggage reclaim, Check-in, Customs, Immigration (T.5.4)

Dialogue 1 _____ Dialogue 2 _____ Dialogue 3 _____ Dialogue 4 _____ Dialogue 5 _____

b. Listen again and answer the questions:

1. What did the man eat on the plane?
2. What's the Gate number?
3. What's the friend's phone number?
4. What colour is the suitcase?
5. What did the woman buy?

Public transport and vehicles

Carriage coach lorry (*AmE* truck) motorway platform scooter the underground (*AmE* subway) tram van

On the road

Compound nouns

Compound nouns are two nouns together where the first noun describes the second, e.g. *a child seat* = a seat for a child, *a bus stop* = a place for buses to stop, etc. In compound nouns the first noun is stressed more strongly than the second. There are many compound nouns related to road travel.

Complete the compound nouns:

belt camera crash crossing fine hour jam lane lights limit rank station works zone

1. car _____
2. cycle _____
3. parking _____
4. pedestrian _____
5. petrol _____
6. road _____
7. rush _____
8. seat _____
9. speed _____
10. speed _____
11. taxi _____
12. traffic _____
13. traffic _____
14. zebra _____

How long does it take?

It **takes** about an hour to get from London to Oxford by train.

It **took (me)** more than an hour to get to work yesterday.

How long does it take (you) to get to school?

Use *take(+ person)+ time {+ to get to}* to talk about the duration of a journey, etc. Read the information above. Then ask and answer with a partner.

1. How do you get to work/ school? How long does it take?
2. How long does it take to get from your house to the town centre?

Phrasal verbs. Learn these phrasal verbs connected with transport and travel.

We **set off** at 7.00 in the morning to try to avoid the traffic. (= leave on a journey)

I arrive at 8.15. Do you think you could **pick me up** at the station?(= collect sb, in a car, etc.)

I got on the wrong bus, and I **ended up** on the opposite side of town. (find yourself in a place/situation that you did not expect)

We're **running out of** petrol. Let's stop at the next petrol station. (= finish your supply of sth)

Watch out! / Look out! You're going to crash! (= be careful or pay attention to sth dangerous)

Exercise 4. You are going to read about a race which the BBC car programme *Top Gear* organized across London.

a. Read the introduction and answer the questions.

1. Where do they have to go from? Where to?
2. What are the four methods of transport?
3. Which one do you think will be the fastest? Why?
4. In what order do you think the other three will arrive? Why?

TopGear Challenge

*What is the fastest way to get across
London?*

On *Top Gear*, a very popular BBC TV series about cars and driving, they decided to organize a race across London, to find the quickest way to cross a busy city. The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east, a journey of approximately 15 miles. Four possible forms of transport were chosen, a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat** and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport**. He had an Oyster card. His journey involved getting a bus, then the Tube, and then the Docklands Light Railway, an over ground train which connects east and west London. They set off on a Monday morning in the rush hour.

Jeremy in the motorboat

His journey was along the River Thames. For the first few miles there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon he was going past Fulham football ground. He phoned Richard and asked him where he was – just past Trafalgar Square. This was good news for Jeremy. He **was ahead** of the bike! He **reached** Wandsworth Bridge. The speed limit finished there, and he could now go as fast as he liked. Jeremy felt like the fastest moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now?

He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!

Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not **to crash** into the buses! He hated buses! Horrible things! When the traffic lights **turned red** he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly he was delighted to see that there was a terrible traffic jam - he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square, and then went into a cycle lane. From now on it was going to be easier ...

James in the car

He started off OK. He wasn't going fast but at a steady speed - until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic **was getting worse**. Now he was going really slowly. 25 miles an hour, 23, 20 ... 18 ... It was so frustrating

b. Now read about the journeys by boat, bike, and car. Do you still think your predictions in a. 3 and 4 are right?

c. Read the three journeys again and answer the questions with Je (Jeremy), R (Richard), or Ja (James).

Who ... ?

1. was asked to show a piece of paper
2. went much faster in the later part of his journey
3. nearly did something illegal
4. went more slowly in the later part of his journey
5. was happy to see that there was a lot of traffic
6. got slightly lost
7. had the most exciting journey

d. Look at the highlighted verbs and verb phrases. With a partner, work out their meaning from context.

Exercise 5. a. Now listen to what happened to The Stig.(T.5.5)

b. Listen again. What information or warning do you hear when you are travelling on the Tube?(T.5.5)

c. With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?(T.5.6)

d. Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

Glossary

1 mile the unit of distance used in the UK and the USA(= 1.6 kilometers):15 miles≈approx25 km

The Stig nickname given to one of the members of the *Top Gear* team

Oyster card a kind of travel card which you use to travel on public transport in London

the Tube nickname for the London Underground

Exercise 6. Look at the statements below and decide whether you agree or disagree. Tick the ones you agree with and put a cross next to the ones you disagree with. Think about your reasons:

1. Slow drivers cause more accidents than fast drivers.
2. People who drink and drive should lose their driving license for life.
3. Speed cameras do not stop accidents.
4. Drivers who are over 70

are as dangerous as young drivers. 5. Cyclists should have to wear helmets. 6. The minimum age for riding a motorbike should be 25.

Exercise 7. a. Look at the four forms of public transport in London: the Tube, double-decker bus, Boris bike, black taxi. Which one do you think is probably ... ?

• the most expensive • the healthiest • the best if you want to see the sights of London • the safest to use late at night

b. Read an article from an online magazine for foreign students about public transport in London and check your answers to a. Then answer these questions from memory.

1. What can you use an Oyster card for?
2. Why are the bikes you can hire called 'Boris Bikes'?
3. What's the difference between a black taxi and a mini-cab?

c. Read the article again and complete the gaps with a preposition from the list: around, at, in, next to, off, on (x2), on the top of, with.

Transport in London

London Underground (The Tube)

This is the quickest way to get 1. *around* the city and here are many underground stations all over London. The cheapest way to use the underground is to get an Oyster card. This is like a phone card. You put money on it, and then top it up when you need to, and then you use it every time you get 2. _____ or 3. _____ the Tube. You can buy Oyster cards at tube stations and in newsagents.

Buses

They can be quicker than the underground if there isn't too much traffic. The easiest way to use the buses, like the underground, is to just use your Oyster card. You can also buy tickets from machines 4. _____ bus stops. On some buses you can buy a ticket with cash when you get 5. _____ the bus. Some of the buses operate 24 hours a day, so you can also use them late at night travelling 6. _____ a double-decker bus is also a good way to see London.

Bikes

Bikes are now more popular than ever in London, especially 7. _____ tourists and people who want to be fit. There are quite a lot of cycle lanes, and bikes that you can hire, nicknamed 'Boris Bikes' after Boris Johnson, the mayor of London. You can use your credit card to hire a bike, and the first 30 minutes are free.

Taxis and Mini-cabs

London's black taxis are expensive, but they are comfortable and the taxi drivers know London very well. You normally tell the driver where you want to go before you 8. _____ the taxi. Mini-cabs are normal cars which work for a company, and which you have to phone. They are much cheaper, but make sure you use a licensed company. Taxis or mini-cabs are probably the safest way to travel late 9. _____ night.

d. Write an article about transport in your nearest town or city for foreign students. Plan what headings you're going to use, and what to say about each form of transport.

e. Check your article for mistakes (grammar, vocabulary, punctuation, and spelling).

Exercise 8. Complete the compound nouns with one word:

1 Don't forget to put your _____ belt on.

- 2 You'll get a _____ fine if you leave your car there.
- 3 Sorry we're late. We were stuck in a _____ - jam in the city centre.
- 4 We got held up by the _____ works on the motorway.
- 5 I wish cyclists would use the _____ lane instead of the pavement.
- 6 We need to fill up at the _____ station before we set off.
- 7 The traffic is always worse during the _____ hour.
- 8 There aren't any cabs waiting at the _____ rank.
- 9 Slow down! There are _____ cameras on this road.
- 10 We stopped at the _____ lights and waited for them to turn green.

Exercise 9. Guess the word:

- 1 It's where you wait for a train in the station.
- 2 It's bigger than a car but smaller than a lorry.
- 3 It's like a motorbike but less powerful.
- 4 It's used for transporting large quantities of things by road.
- 5 It's a type of bus that drives by electricity along special rails in the road.
- 6 It's one section of a train.
- 7 It's a type of railway system, called the Tube in London or Metro in other cities.
- 8 It's a fast road where traffic can travel long distances between large towns.
- 9 It's a comfortable bus that's used for long journeys.

Exercise 10. a. Read the article once. Which is the oldest form of transport?

Bamboo trains

This is the best way to see rural Cambodia. A bamboo train, or *nori* as the locals call it, is a bamboo platform on wheels which travels along **tracks**. It's powered by an engine, and it can **reach a speed** of 40 kilometres per hour. Passengers sit on a grass mat on the *nori*. *Noris* may not be as comfortable as conventional trains, but they're certainly a lot cheaper. Pick up a *nori* from Battambang Station, but remember to agree on a price before you get on.

Totora reed boats

These boats **have been around** for centuries. They are made from the reeds that grow on the banks of Lake Titicaca, one of the largest lakes in South America. **As well as** making boats from totora reeds, the local people use them to make their houses, which they build on floating islands. Totora reed boats are still used for hunting and fishing, but today some of the local people transport people across the lake in them. Travelling on a reed boat among the floating islands of the lake is **a must** for visitors to Peru.

Jeepney

A jeepney is the most common form of public transport in the Philippines. They are made out of the jeeps left on the islands by the American army at the end of the Second World War. The people gave the jeeps a roof, put in two long seats on either side and painted them, turning them into small buses. Jeepneys have open windows instead of air conditioning. They're often **packed** with passengers and there are no bus stops - the driver just slows down to let the passengers **jump on and off**.

Dog sleds

Dog sledding is a **unique** experience as it's something you can't do in many other parts of the world. It was once the only way to get around in the snow of Alaska in the US, but now its use is limited to winter sports and tourism. The best time to try it is from January to March - in the summer there isn't enough snow so the dogs pull sleds on wheels. The ride can be a bit **bumpy**.

as the sled sometimes goes over stones and the dogs bark a lot. All the same, it's an opportunity not to be missed.

b. Read the article again. Mark the sentences T (true) or F (false).

1. Noris are a good way of seeing Cambodian cities.
2. The train fare is not always the same.
3. Totora reed boats are made from special planes.
4. Today the boats are only used to carry tourists.
5. Jeepneys have been used in the Philippines for about twenty years.
6. There are usually a lot of people in jeepneys.
7. Most people in Alaska don't travel by dog sled any more.
8. Dog sleds are a very relaxing way to travel.

c. Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

Exercise 11. a. Listen to the experiences of five speakers who were doing dangerous things while they were driving. Match the speakers with the things they were doing. (T.5.7)

Speaker 1 _ A. Putting on make-up

Speaker 2 _ B. Listening to his/her favourite music

Speaker 3 _ C. Writing a text message

Speaker 4 _ D. Setting or adjusting a satnav

Speaker 5 _ E. Talking on a mobile

b. Listen again and answer the questions.(T.5.7)

1. What did Speaker 1's car crash into?
2. How far had Speaker 2 driven past Exeter before she realized her mistake?
3. Where did Speaker 3 end up?
4. Who did Speaker 4 nearly hit?
5. What colour were the traffic lights when the accident happened to Speaker 5?

c. Learn these words and phrases: adjust (satnav) reach be a head of crash (into) get stuck in a traffic jam get worse turn red turn round do your hair put on make-up

Exercise 12. Read the text. Mark the sentences T (true) or F (false):

1. New York taxis are all the same model of car.
2. A medallion number has four numbers and one letter.
3. An off-duty cab won't pick you up.
4. You should stand in the street until a taxi stops for you.
5. When you get in a taxi, the price starts at 40 cents.
6. You pay per minute if there are problems with traffic.
7. Taxi drivers like to be paid in cash.

New York Taxis

New York taxis provide an essential service to New Yorkers and tourists for getting around the city. There are over 12,000 yellow medallion taxicabs so it doesn't take long to see one.

What does a New York taxi look like?

New York taxis come in many different shapes and sizes, but to be official taxis they must be yellow. They must also have a special code called a medallion number: one number, then one letter, and two more numbers. A bronze badge with the same code should also be displayed on

the hood. Only taxis with the above are legally licensed to pick you up!

How will I know when a New York taxi is available?

It's all in the lights! When just the centre light illuminates the medallion number, the taxi is available to be hailed. When the centre light is off and both sidelights are on (illuminating the words 'Off Duty'), the taxi is off duty and won't stop for you.

How to hail a New York taxi.

First, try to hail a taxi in the direction you are already going; it saves time and money. When you see an available taxi, make sure it's safe and step off the pavement whilst holding your hand up high. If for any reason you don't get the driver's attention, step back onto the pavement and wait for the next available taxi and repeat the process. It's as simple as that.

New York taxi fares.

Once you step into the cab the meter will be turned on. This is called the 'flag-drop fare' and is \$2.50. After that it will cost you 40 cents for every 400 metres, or 40 cents per minute if you are stuck in traffic. There is a flat-rate charge of \$45 from Manhattan to JFK Airport. If you're happy with the journey, you should tip your driver between 15% and 20% of the total fare. Paying by cash is preferred, however all taxis now accept credit cards.

b. Underline five words or phrases you don't know. Use your dictionary to look up their meaning and pronunciation.

Lesson 3.

Grammar: Expressing movement

under (*the bridge*) along (*the street*) round / around (*the lake*) through (*the tunnel*) into (*the shop*) across (*the road*) over (*the bridge*) up (*the steps*) past (*the church*) towards (*the lake*) down (*the steps*) out of (*the shop*)

in (to) and out (of)

After a verb of movement we use either *in/out* or *into/out of*+ place, e.g. Come **in**. Come **into** my office. He ran **out**. He ran **out of** the room.

Away, off, and back

We use **away** to express movement to another place. e.g. **Go away!** I don't want to speak to you. The man **ran away** when he saw the policeman.

We use **back** to express movement to the place where something or somebody was before. e.g. After dinner we **went back** to our hotel. Their dog ran away and never **came back**.

We use **off** to express movement down or away, e.g. **Get off** the bus at the railway station. The man **ran off** when he saw the policeman.

The man **went up** the steps and into the church.

He **drove out of** the garage and along the street.

I ran **over** the bridge and across the park.

To express movement use a verb of movement, e.g. *go, come, run, walk*, etc. and a preposition (or adverb) of movement e.g. *up, down, away*, etc.

Grammar Exercises:

Exercise 1. Choose the correct preposition:

1. I lost my mobile phone signal when we went *across/through* a tunnel. 2. We ran *to/down* the sea, and jumped *into/out of* the water. 3. If you go *over/past* the bank, you'll see the supermarket on the right. 4. He walked *along/ across* the street until he got to the park. 5. The plane flew *on/ over* the town and then landed. 6. The dog ran *towards/to* me, but then it stopped. 7. We cycled *over/out of* the bridge and *in/into* the city centre. 8. The racing cars went *round/under* the track 12 times. 9. The little boy suddenly ran *across/through* the road.

Exercise 2. Complete the sentences with the correct preposition:

1. He jumped _____ his car and drove away. 2. As I cycled under the bridge, a train went _____ it. 3. Come _____. The door's open. 4. This is the 3rd floor. Go _____ those stairs and you'll come to the 2nd floor. 5. He walked _____ the bar and ordered a drink. 6. I like going _____ on a Saturday night. 7. He took his passport _____ his bag. 8. I'm exhausted. I've just cycled a huge hill.

Exercise 3. Read the story, and complete it with the prepositions:

across, into, out of, past, round, through, to, towards, under, along (x 2):

Last day at school for boy with dirty shoes!

Last Wednesday started as normal for 15-year-old Michael Brewster at Hove Park School.

At 10.30 a.m., Michael's class were jogging 1. _____ the gym. But when Charles Duff, the sports teacher, told Michael to clean his dirty trainers, he got really angry. He ran 2. _____ the gym, and back to the changing rooms where he found Mr Duff 's keys. From there, he went 3. _____ the car park, got 4. _____ Mr. Duff 's Ford Mondeo, and started the car. Then he drove 5. _____ the road , 6. _____ the bridge , 7. _____ the security guard, and 8 the school gates. Then he turned left and drove 9. _____ the road for about 100 metres 10. _____ the maths teacher's house. That was when he lost control. He tried to stop, but instead went 11. _____ a field and crashed into a tree. Michael has now left Hove Park School.

Exercise 4. Complete the sentences with a verb from the list: *hit kick run throw*

1. In basketball you have to _____ the ball **through** a ring with a basket. 2. In football you have to _____ the ball **into** a goal. 3. In tennis you have to _____ the ball **over** a net. 4. In the 800 metre you have to _____ twice **round** the track.

Exercise 5. Look at the sentence below. Try to think of three different verbs you could put in the gap, e.g. *walked*.

The man _____ along the street until he got to the corner.

TOWNS AND CITIES

Read the description of Reading and choose the correct words or phrases:

Reading is a town in the *south/north* of England, on *the River Thames/the South* coast. It is about 40 miles *east/west* of London. It is a *small/medium sized/large* town and it has a population of about 250,000. It is famous for its music festival, which is one of the biggest in the UK.

What is it like? Adjectives to describe a town or city

a. Match the adjectives and sentences 1- 6.

boring crowded dangerous modern noisy polluted

1. There are a lot of bars and clubs with loud music.
2. The air is very dirty.
3. There are too many people.
4. The buildings were all built quite recently.
5. There's nothing to do.
6. You have to be careful, especially at night.

b. Match these adjectives with their opposites in a. clean empty exciting interesting

old quiet safe

What is there to see?

Put the words in the right column.

Castle cathedral department store museum palace statue temple church
market mosque shopping centre town hall

<i>Religious buildings</i>	<i>Places where you can buy things</i>	<i>Historic buildings and monuments</i>

Exercise 1. a. Read the information about getting around London and fill in the gaps with the words: the tube, uncomfortable, rush hour, sights, journey, underground, expensive, to park.

**Getting around
London By
underground**

The London Underground, usually called 1. _____, is **enormous** and can take you everywhere quickly. However, it is hot and 2. _____ in the summer, and can be confusing for tourists, who often get on the wrong train. It can also be very **crowded** in the 3. _____ (7.00-9.00 in the morning and 5.00-7.00 in the evening).

By bus

The buses give you a good view of the 4. _____, especially if you travel upstairs, but if the traffic is bad, your 5. _____ can take a long time. Special tickets, called travelcards, can be used on both buses and the underground and are quite **economical**.

By taxi or car

Taxis are **excellent**, but very 6. _____. Never take a car into central London - it's nearly impossible 7. _____, and you also have to pay a congestion charge (currently £5) every time you drive into the centre.

b. Answer the questions.

1. What's another name for the London Underground?
2. When is the underground usually very busy?
3. Where is a good place to sit to see the sights?
4. Where can you use travelcards?
5. What's the problem with taking a taxi?
6. How much do you have to pay if you take your car into the centre of London?

c. Match the highlighted adjectives to their meanings.

very big _____ full of people _____ very

good _____
difficult to _____ quite
cheap _____
understand _____

Exercise 2. a. Which European countries are the cities in? What do you know about them? Have you been to any of them? Barcelona Copenhagen Dublin Paris Venice
b. Read the article and complete it with the cities in a.

Travel survey gives its verdict on European cities

London is the dirtiest city in Europe says a new survey by travel website TripAdvisor, but it has the best public parks and the best nightlife. According to the survey of almost 2,400 travellers ...

1. _____ is the most romantic city.
2. _____ is the cleanest city.
3. _____ has the best-dressed people.
4. _____ has the best architecture.
5. _____ is the friendliest city.

Europe's big cities all have their highs and lows, but they offer travelers a huge variety of culture and sights within very short distances, ' said a TripAdvisor spokesman.

c. Look at 1- 5 in the survey in b. Think about your country or continent. Which cities would you choose?

Exercise 3. a. Read the article. In pairs, answer the questions:

1. What are the three tests? 2. Do you think they are good ones? 3. Which city do you think will be the friendliest/ most unfriendly?

All capital cities are unfriendly or are they?

Big cities often have a reputation for being rude, unfriendly places for tourists. *Sunday Times* journalist Tim Moore went to four cities, *London, Rome, Paris, and New York*, to find out if this is true. He went dressed as a foreign tourist and did three (not very scientific!) tests to see which city had the friendliest and most polite inhabitants.

The three tests were:

1. The photo test

Tim asked people in the street to take his photo (not just one photo, but several - with his hat, without his hat, etc.). Did he find someone to do it?

2. The shopping test

Tim bought something in a shop and gave the shop assistant too much money. Did the shop assistant give back the extra money?

3. The accident test

Tim pretended to fall over in the street. Did anybody come and help him?

Exercise 4. a. Read about what happened in New York, Paris, and Rome:

Paris

The photo test

I was standing in front of the Eiffel Tower and I asked some gardeners to take some photos of me. They couldn't stop laughing when they saw my hat, but they took the photos.

The shopping test

I went to a greengrocer's and I bought some fruit. I gave the man a lot of euro coins and he carefully took the exact amount.

The accident test

I fell over in the Champs Elysees. The street was very busy, but after a minute someone stopped and said to me, 'Are you OK?' He was Scottish!

Rome

The photo test

I asked a very chic woman who was wearing sunglasses to take some photos. She took a photo of me with my hat on, then without my hat. Then another photo with my sunglasses. Then she asked me to take a photo of her!

The shopping test

I bought a copy of *The Times* newspaper from a newspaper seller near the railway station. It was three euros. I gave the man four euros and he didn't give me any change.

The accident test

I went to a busy street near the station. When I fell over about eight people immediately hurried to help me.

b. Together decide which of the cities is the friendliest so far.

Exercise 5. a. Now listen to Tim Moore talking about what happened in London. How well does London do in each test?(T.5.8)

b. Listen again and answer the questions. (T.5.8)

The photo test

1. Who did he ask first? 2. What did the person say? 3. Who did he ask next? What happened?

The shopping test

4. Where was the tourist shop? 5. How much did the bus and key ring cost? 6. How much did he give the man? 7. Did he get the right change?

The accident test

8. Where did he do the accident test? 9. Did anyone help him? 10. What did the man say?

Exercise 6. Think about the nearest big city to where you live. Imagine you did the three tests there. What do you think would happen? Is it a friendly city?

Exercise 7. Think about how to answer these questions about where you live. Compare with a partner.

• Do you live in a village, a town, or a city? • Where is it? • How big is it? • What's the population?

Exercise 8. a. Read the text and complete it with these words: area city food historic modern nature population rivers weather.

b. Match the questions with paragraphs 1- 5.

What's it famous for?

What's the weather like?

What's the best thing about it? Do you like living there?

What's your home town like? What is there to see there?

Where do you live? Where is it? How big is it?

1. I live in Kayseri, which is an important 1. _____ in Central Anatolia in Turkey. It has a 2. _____ of over 1,000,000 people. It's near the famous Cappadocia 3. _____, so there are a lot of tourists in the summer.
2. Kayseri is one of the richest cities in Turkey because it has a Lot of industry. It is a university town, and there are also many 4. _____ buildings, for example Kayseri Castle. Hunat Hatun Mosque, and the Grand Bazaar around Cumhuriyet Square, with its famous statue of Ataturk. But Kayseri also has 5. _____ residential areas full of Luxury blocks of flats, shopping centres, and stylish restaurants.
3. The 6. _____ in Kayseri is typical of the Middle Anatolia Region. Winters are cold and snowy - great for skiing – and summers are hot and dry. It sometimes rains in the spring and autumn.
4. Kayseri is famous for its mountains. Mount Erciyes is the symbol of the city and it has a well-known ski resort, and on Mount Ali there are national and international paragliding championships. It's also famous for its 7. _____ and has many Local specialities like *postirno*, which is dried beef with spices and *manti*, which is a kind of Turkish ravioli. They're delicious!
5. What I Like best about Kayseri is that we are so close to 8. _____. When I'm tired of city Life, I can easily get out and enjoy the mountains, 9. _____ waterfalls, and thermal spas, which are only a short distance away.

Exercise 9. a. Write a description of the place where you live. Write five paragraphs. Answer the questions in bin the right order. First, make notes on the questions in 9 b.

b. Check your email for mistake (grammar, punctuation, and spelling). Show your description to other students in your class. Which place that you read about would you most like to visit?

Unit VI

Lesson 1.

Grammar : Reported Speech (Present Simple)

- **Direct Speech is the exact words someone said. We use quotation marks (“ ”) in direct speech.**
e.g. “I’m very tired ”, Mary said.
- **Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word *that* after the introductory verb or we can omit it.**
e.g. Mary said (that) **she was very tired.**

We use a 'reporting verb' like 'say' or 'tell' . If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

e.g. Direct speech: “I like ice cream”
Reported speech: She **says** she **likes** ice cream

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

e.g. Direct speech: “I like ice cream”
Reported speech: She **said** she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	“I like ice cream”	She said (that) she liked ice cream.

Say – Tell

We use the verb say :

- **Both in direct and reported speech without the preposition *to* when it is not followed by the person being spoken *to*.**
e.g. Jerry **said** , „I need some money”. Jerry **said** (that) he needed some money.
- **Both in direct and reported speech with the preposition *to* when it is followed by the person being spoken *to*.**
e.g. Jerry **said to me** , „I need some money”. Jerry **said to me** (that) he needed some money.
- **In expressions such as : say good morning/ afternoon, etc., say something, say one's prayers , say so, etc.**
We use the verb *tell* without the preposition *to* :
- **Both in direct and reported speech when it is followed by the person we are talking *to*.**
e.g. Jerry **told me** , „ I need some money”. Jerry **told me** (that) he needed some money

- **In expressions such as :** tell the truth, tell a lie, tell a secret, tell a story, tell the time, tell the difference, tell sb one's name, tell sb the way, tell one from another, etc.

In general, the present form in direct speech changes to the past form in reported speech :

am/is – **was** do/does – **did** will - **would**

are – **were** have/ has – **had** can – **could**

want/ like/ know / go etc. – **wanted/ liked/ knew / went** etc.

Compare direct speech and reported speech:

You met Jenny. Here are some of the things she said in direct speech :	Later you tell somebody what Jenny said. You use reported speech:
<p>„My parents are very well”.</p> <p>„I’m going to learn to drive”.</p> <p>„I want to buy a car. ”</p> <p>„John has a new job”.</p> <p>„I can’t come to the party on Saturday”.</p> <p>„I don’t have much free time”.</p> <p>„ I’m going away for a few days , I’ll phone you when I get back”.</p>	<p>Jenny said that her parents were very well.</p> <p>She said that she was going to learn to drive.</p> <p>She said that she wanted to buy a new car.</p> <p>She said that John had a new job.</p> <p>She said that she couldn’t come to the party on Saturday.</p> <p>She said that she didn’t have much free time.</p> <p>She said that she was going away for a few days and would phone me when she got back.</p>

General Question in Indirect Speech

I We You they Mary and Tom	ask	if (whether)	the weather is fine. Mary speaks English. father is free on Sunday. Tom likes to play chess. the children can skate well.
He (She) Mary The boy	asks		

Grammar exercises:

Exercise 1. Change the direct speech into reported speech. Use 'she said' at the beginning of each answer. It's the same day, so you don't need to change the time expressions.

1) “I live in New York”

- 2) "He works in a bank"
- 3) "Julie doesn't like going out much"
- 4) "I don't have a computer"
- 5) "They never arrive on time"
- 6) "We often meet friends in London at the weekend"
- 7) "David doesn't have any children"
- 8) "I don't go to the gym very often"
- 9) "Lucy owns three flats in the city"
- 10) "I never get up early on Sundays"

Exercise 2. Complete the sentences with say or tell (in the correct form). Use only one word each time.

1. Ann **said** goodbye to me and left.
2. us about your holiday. Did you have a nice time ?
3. Don't just stand here ! something!
4. I wonder where Sue is. She she would be here at 8 o'clock .
5. Dan me that he was bored with his job.
6. The doctor that I should rest for at least a week.
7. Don't anybody what I It's a secret just between us.
8. Did she you what happened? No, she didn't anything to me.
9. Gary couldn't help me. He me to ask Caroline.
10. Gary couldn't help me . He to ask Caroline.

Exercise 3. Use the following questions in indirect speech according to the given model. Make all the necessary changes:

Model: The teacher asks: "Do you know any English words?" The teacher asks if we know any English words.

1. Tom asks: "Do you know English well?"
2. She asks: "Do you like to skate?"
3. My friends ask: "Are you free on Sunday?"
4. The student asks: "Do you have any English books at home?"
5. She asks: "Do you want to read this book?"
6. The teacher asks: "Are there any mistakes in spelling on the blackboard?"
7. The student asks: "Are there any mistakes in my pronunciation?"
8. The teacher asks me: "Do you know any poem by heart?"
9. Mary asks me: "Do you know many English words?"
10. Betty asks Tom: "Must you go to the Institute today?"
- The teacher asks the boy: "Is May a spring month?"
12. The students ask me: "Do you like our University?"
13. Mr. White asks Betty: "Is Doctor Sandford in?"
14. The children ask Betty: "Do you play the piano?"
15. The teacher asks the boy: "Do you have any brothers or sisters?"
16. The teacher asks the girls: "Can you spell the word 'white'?"
17. The boy asks his sister: "Do you see anything on the table?"

Exercise 4. Make up short dialogues according to the given model. Use the following questions.

- Model: A: Do you know Helen?
 B: What do you ask me?
 A: I ask you if you know Helen.

C: What does A. ask you?

B: A. asks me if I know Helen.

1. Are you busy? 2. Are the lessons over? 3. Is he already twenty? 4. Are there any new words in Lesson Four? 5. Do you know the pronunciation of all the new words? 6. Is this translation difficult? 7. Do the students of your group work much at their English? 8. Who is the monitor of your group? 9. Can you swim? 10. Must we finish this work today? 11. Are you fond of animals?

Exercise 5. Write a composition. Choose one of the following topics:

1. Write a fable from your country in which animals speak. Use quotation marks.
2. Write a children's story that you learned when you were young. When the characters in your story speak, use quotation marks.
3. Make up a children's story. When the characters in your story speak, use quotation marks.
4. Make up any kind of story. When the characters in your story speak, use quotation marks.
5. Write a joke in which at least two people are talking to each other. Use quotation marks when the people are speaking.
6. Make up an interview you would like to have with a famous person. Use your imagination. Write the imaginary interview using quotation marks.

DESCRIBING FEELINGS

Under the High Trees

It was six o'clock when Ben Smith, dreadfully **tired**, arrived home from the school where he was a teacher. He had had **a lot** of work and trouble that day. He dreamed of a quiet evening at home. June, his wife, met him at the door smiling radiantly. She asked Ben to be quick with his supper and change after that. She said she had **got everything arranged** and they would go to the theatre.

Only then did Ben remember it was the **very** night that had been **settled** for their going out. So June was **realizing** her dream. He envied his daughter Penny, a sixteen-year old girl, who said she would stay **indoors** and **watch television**. But suddenly he was sorry for June who got too little entertainment even at **week-ends**.

It was already past seven when they **started for** the theatre. The weather was **unusually** nasty. Ben's nose and feet were cold. After 20 minutes a number 64 bus stopped. They got on, but the seats were full. Unfortunately the bus conductor told Ben to get off as only seven people could stand in the bus. Ben did so forgetting that his wife had got the tickets.

It was pouring now. The road was wet and there was a hole in his shoe. Luckily he got on the next number 64 bus soon enough and found a seat. Ben shut his eyes. When he opened them again, the bus was past the theatre. It was still raining as he walked back to it **feeling unhappy**. Over the doors were the words, "Under the High Trees".

The man at the door said he could not let him in without a ticket. Ben **was about to** leave when a girl behind the ticket-office window said: "Are you Mr. Smith? Your wife left your ticket with me."

Ben squeezed to his seat in the dark, stepping on people's feet. He asked June what the play was about. She whispered she could not understand much as one actor, an old man, spoke very quietly, and the other, a young man, spoke very quickly.

As soon as the play was over, they ran out. There were no buses and it was raining. They waited and waited and their clothes got wetter. At last Ben lost his patience and shouted: "Taxi!"

A passing taxi stopped. Ben pushed his wife in.

"Two pounds," said the driver when they arrived.

"What?"

"After ten o'clock in the evening the fare is higher."

Unwillingly Ben paid the driver. **Besides** all the trouble it turned out to be too **expensive** for them.

"Did you watch television, Penny?" Ben asked his daughter.

"Yes," she said. "You can't imagine how brilliant the play was."

"What was the name of it?" asked Ben as he picked up his cup of coffee.

"Under the High Trees" was the answer. Ben Smith put his cup of coffee on the kitchen table and went slowly upstairs to bed.

Vocabulary

be tired after *e. g.* They were tired after having practice in hearing and pronunciation. If you are tired of London, go down to the sea. **be tired (of)** ; **be sick and tired** *e. g.* I am sick and tired of this noise.; **a lot (of)** The following word combinations are all translated into Romanian with the word «multe». Mind their usage and the way prepositions are used: **a great deal (of)**, **a good deal (of)** are used with uncountable nouns, *e. g.* He spends a good (great) deal of time at the language laboratory. She plays the piano a good (great) deal, **a great number of**, **a great many** are used with countable nouns, *e. g.* There is a great number of old newspapers in the desk. I saw a great many needles in the working-basket, **a lot of**, **plenty of** are used both with countable and uncountable nouns, *e. g.* There is a lot (plenty) of fruit in the shop today. There are a lot (plenty) of tooth-brushes on the shelf. He knows a lot.; Mind the way of strengthening the meaning of the given word combinations: He knows a lot **more** than you think. I can tell you a great deal **more** on the subject.; **get everything arranged** *e. g.* Robert and Tom got everything arranged for their excursion.; **very** *adj* *e. g.* At that very moment Mrs. Hilton told them that it was high time for everybody to go to bed. He is the very person we want to see. ;**settle** *vt* *e. g.* It was not difficult to settle the question. *Syn.* **decide** *vt/i* *решать*, *e. g.* She decided to leave Nick at home.; **realize** *vt* **1.** *Syn.* **understand (understood, understood)** *vt*, *e. g.* The man was very quiet. He didn't realize the danger. **2.** *e. g.* The plan was hard to realize (fulfil). *But:* It's necessary to understand the rule before doing this exercise. I don't understand why he has left.; **indoors** *adv* *acasă*; **out-of-doors** *afară*; **indoor games:** chess, draughts, lotto, dominoes, etc.; **outdoor games:** football, golf, cricket, hockey, etc.; Mind the stresses in the following word combinations: **'indoor** 'games, but **to 'stay in' doors;** **out-of-' doors;** **watch television (TV)** *e. g.* The Leonovs bought a TV-set and invited the neighbours to watch TV. **to see (watch) the TV programme** *e. g.* I'm sorry you didn't see the TV programme on Sunday evening. It was really interesting.; **week-end** *n* Sunday, with parts of Saturday and sometimes of Monday, as a period of rest or as a holiday. Mind the use of prepositions: to do something **at** the week-end, to go somewhere **for** the week-end.; **start (for some place)** *vt/i* **1.** *e. g.* The family started for the railway station. **2.** *e. g.* The machine started working.; **unusually** *adv* *e. g.* He thought that Jane looked unusually pretty that day. *Ant.* **usually** *обычно*, *e. g.* He usually takes a cold shower at 8 o'clock, **as usual** *e. g.* He took off his coat and hung it on the hook as usual.; **to feel (look) unhappy (happy, bad, chilly)** , but **to feel (look) well** *e. g.* He always feels happy when he comes to his native town. She felt chilly and swam ashore. Ann looked surprisingly beautiful in her black dress. John looked well in spite of his illness.; **to be about to** *e. g.* They were about to leave the house when the telephone bell rang.; **besides** *adv*; **beside** *prp* *e. g.* X. is a wonderful singer and a good pianist besides. There was a house beside the river.; **expensive** *adj* *e. g.* The hat is too expensive, I can't

buy it. *Syn.* **dear** (пaзp.), *e. g.* Isn't the toy dear? *Ant.* **cheap** *e. g.* The cheapest things cannot be very good.

Exercise 1. Answer the following questions:

1. Why was Ben Smith so dreadfully tired when he came home? 2. Why was June smiling radiantly? 3. What kind of dream was June realizing? 4. What was Penny's idea of spending that evening? 5. Why did Ben envy his daughter? 6. What do you think of Ben's attitude towards June? 7. What can be said about the weather? 8. Why did Ben have to get off the bus? 9. How did it happen that Ben went past the theatre? 10. Why didn't the man at the door let Ben in? 11. Who saved the situation at that moment? 12. Was it easy for Ben to find his seat? Why? 13. Why did Ben and June find it difficult to understand the plot of the play? 14. Why did Ben decide to take a taxi on their way back? 15. Why did the journey turn out to be rather expensive? 16. What struck Ben when he talked to his daughter about watching TV?

Exercise 2. Fill in the right word out of those in brackets (*to hear, to listen; to leave, to stay; tall, high; short, low*):

1. She said she did not like the idea of ... the children all by themselves. 2. When Tom ... the old man's words he trembled with fear. 3. He said he had spent his childhood far away in ... mountains. 4. When the teacher made sure that all his pupils were ... to him he began explaining the new material. 5. Peter the First was an unusually ... man. 6. The girl said that she would never ... a moment in the house where nobody liked her. 7. He was so ... that his wife was ... than he. 8. Pay attention to that... building.

Exercise 3.

a) Retell Text I in the words of the author, Ben Smith, June, Penny, one of the spectators at the theatre.

b) Think of another way for the Smiths to spend their week-end.

c) Sum up the content of the text in a few sentences.

Exercise 4. Fill in articles wherever necessary. Retell the stories:

1. ... young lady entered ... crowded bus with ... pair of ... skates for ... figure skating over her arm. ... gentleman stood up to give her his seat. "Thank you very much, sir," ... lady said, "but I've been skating all ... afternoon and I'm tired of sitting down." 2. ... young man and his girlfriend once decided to see ... football match. It was very difficult to get ... tickets and they had to wait outside for ... long time. ... young people got there only thirty minutes after ... beginning of ... first half. "What's the score?" Peter asked ... fan sitting next to him. "Nothing to nothing." ... fan replied. "You see," said ... girl with ... smile, "we haven't missed anything."

Exercise 5. Make up dialogues:

between Ben and June; b) June and Penny; c) Ben and Penny; d) Ben and June, looking out of the windows of a taxi; e) Ben and his neighbour after the visit to the theatre; f) two friends who have come to Moscow for their vacation; g) two friends going on a visit.

Exercise 6. Respond to the following sentences. Work in pairs:

1. Excuse me, I haven't looked through this paper yet. 2. Oh, it's you! 3. Give me that pencil, please. 4. May I take your newspaper? 5. What about going to the country today? 6. How are you? 7. I'm afraid, I'm very short of time. 8. Well, if it isn't old Jack!

Exercise 7. Think of stimulating phrases to which those below could be replies. Work in pairs:

1. Here you are. 2. Oh, no, I didn't. 3. I am afraid not. 4. It's nonsense. 5. Really? 6. I think so. 7. Certainly. 8. Oh, it's too bad. 9. Right you are. 10. Don't worry. 11. See you tomorrow, then.

Describing Feelings

How are you feeling today?



Exercise 8. Match the feelings to the pictures:

bored tired worried excited annoyed interested



Exercise 9. Complete each sentence with the correct adjective:

1. excited, exciting

Life in New York is very

The football fans were very.....

2. tired, tiring

The marathon runners were very

That game of tennis was very

3. annoyed, annoying

The child's behaviour was really

The teacher was when nobody did the homework.

4. worried, worrying

The news is very

Everybody was very when they heard the news.

Exercise 10. Match the feelings and reasons to make sentences:

Feelings		Reasons
I am	bored tired worried excited annoyed interested	because I'm going on holiday tomorrow. we have a good teacher. I worked very hard today. I can't find my keys. I have nothing to do. I want to go to the party but I

NOTE : Some adjectives can end in both *-ed* and *-ing*.

The book was interesting.

I was interested in the book

The lesson was boring.

The students were bored.

Lesson 2.

Grammar:

1. Adverbs

• An adverb can be one word (carefully) or a phrase (in the park). Adverbs show manner (how), place (where) , time (when), frequency (how often), etc.

e.g. He drives **carefully**. (How does he drive ? **Carefully** – adverb of manner)

Your coat is **here**. (Where is it ? **Here** – adverb of place)

He left for Italy **yesterday**. (When did he leave? **Yesterday** – adverb of time)

He **usually** eats out. (How often does he eat out? **Usually** – adverb of frequency)

• Adverbs usually go after verbs . e.g. He walks **slowly**.

• Adverbs of frequency go after auxiliary verbs and the verb *to be* , but before main verb.

e.g. He is **always** on time for appointments.

He has **never** visited Paris.

He **always** comes to work on time.

Formation of adverbs

• We usually form an adverb by adding *-ly* to the adjective.

e.g. dangerous – dangerously

- **Adverbs ending in –le drop the –e and take –y.**
e.g. gentle – gently.
- **Adverbs ending in consonant +y drop the –y and take –ily.**
e.g. easy – easily.
- **Adverbs ending in –l take –ly.**
e.g. wonderful – wonderfully.
- **Some adverbs are not formed according to these rules. They have either a totally different form or the same form as the adjective.**

Adjective	Adverb
good	well
fast	fast
hard	hard
early	early
late	late

Order of Adverbs

- **When there are two or more adverbs in the same sentence , they usually come in the following order :**

He was studying **hard** **in his room** **last night.**
 (how) (where) (when)
 manner - place - time

- **If there is a verb of movement (go, come, leave, etc.) in the sentence , then the adverbs come in the following order :**

She came **home** **by bus** **yesterday.**
 (where) (how) (when)
 place - manner – time

2. Comparative and Superlative Forms of Adverbs

Adverbs form their comparatives and superlatives in the same form as adjectives.

- **Adverbs which have the same form as the adjective take –er in the comparative and –est in the superlative.**
e.g. hard – harder – hardest , early – earlier – earliest.
- **Adverbs formed by adding –ly to the adjective take *more* in the comparative and *most* in the superlative.**
e.g. carefully – **more** carefully – **most** carefully.

Irregular Adverbs	well	better	the best
	badly	worse	the worst
	far	farther/ further	the farthest/furthest

Grammar Exercises:

Exercise 1. Adverb or adjective? Choose the correct word:

- 1 The children played *happy/happily* in the garden.
- 2 Your children are always very *happy/happily*.
- 3 She sings very *good/well*.
- 4 Yes, she's a very *good /well* singer.
- 5 'How are you?' 'Very *good/well*, thank you. And you?'
- 6 I just want a *quick/quickly* snack. Just a sandwich, please.
- 7 I had breakfast *quick/quickly* because I was late for work.
- 8 You're speaking very *quiet/quietly*. I can't hear you.
- 9 He's a very *slow/slowly* reader.

Exercise 2. Position of adverbs. Put the adverbs in brackets in the correct place in each sentence. Sometimes more than one place is possible.

1. I went to the beach. It rained all the time, (yesterday/unfortunately)
Yesterday I went to the beach. It rained all the time, (yesterday/unfortunately)
2. Listen. I want you to come home, (carefully/ immediately)
Listen. I want you to come home, (carefully/ immediately)
3. I work and at night I sleep, (hard/well)
I work hard and at night I sleep well.
4. I know Peter because we play tennis, (well / together)
I know Peter because we play tennis well together.
5. 'I love you.' 'I love you.' (very much/too)
'I love you very much.' 'I love you very much.'
6. Please speak and explain, (slowly/clearly)
Please speak slowly and explain clearly.

Exercise 3. Once upon a time - a fairy story. Complete the story with the adjectives and adverbs from the box. Use each word once only:

Adjectives	Adverbs
beautiful	carefully
green	happily
hot	quickly
angry	suddenly
deep	immediately
handsome	unfortunately
unhappy	quietly

The Princess and the Frog

ONCE UPON A TIME there was a (1) *beautiful* princess who had a golden ball. She lived in a palace with her father, the King, and her seven sisters. Every day she played with her ball in the garden of the palace.

At the end of the garden there was a (2) _____, dark lake. When the weather was (3) _____, the princess liked playing near the lake. (4) _____, one day she dropped her golden ball into the water. She was very (5)..... and she sat on the

grass and started to cry. (6)_____ she heard a voice: 'Don't cry, princess.' She opened her eyes and saw a large (7)_____ frog. 'Oh, please help me!' she said, 'I can't get my ball.' 'I'll help you,' said the frog, 'if I can come and live with you in the palace!' 'Yes, yes, of course. I promise,' said the princess.

So the frog jumped into the water and came back with the ball. The princess laughed and took the ball. She ran (8)_____ back to the palace and forgot all about the frog. The frog was very (9)_____. He followed the princess into the palace and told his story to the King. 'A promise is a promise,' said the frog.

'Yes,' said the King and called his daughter. 'A promise is a promise, my daughter. Take this frog to your room and look after him (10)_____.

The princess cried again, but she took the frog and put him on her bed. The frog looked at her and said (11)_____. 'Please kiss me, princess.' She closed her eyes and kissed him. (12)_____, the frog turned into a (13)_____ prince .

Of course, he and the princess fell in love. One week later they married and they lived (14)_____ ever after.

Exercise 4. Write another fairy story that you know. Write about 200 words. Remember to use adjectives and adverbs:

Begin *Once upon a time ...* End *... and they lived happily ever after.*

Exercise 5. Give the comparative and superlative forms of the following adjectives and adverbs:

- | | |
|---------------|--------------------|
| 1. High | 7. Dangerous |
| 2. Good..... | 8. Slowly |
| 3. Lazy..... | 9. Friendly |
| 4. Hot | 10. Careful |
| 5. Late | 11. Bad |
| 6. Happy..... | 12. Far..... |

Exercise 6. Underline the correct item:

- 1 My bedroom is *tidy/tidily*.
- 2 It is snowing *heavy/heavily*.
- 3 Cross the road *careful/carefully*.
- 4 My teacher was very *angry/angrily* yesterday.
- 5 Get ready for school *quick/quickly*.
- 6 The test was very *easy/easily*.

Exercise 7. Fill in the comparative form as In the example:

1. My motorbike goes ...*faster than...* (fast) yours,
2.I work (hard) Paul.
3.Today it is (cold) yesterday.
4.I'm (old) you.
5.English is (little) difficult..... Japanese.
6.The last bus was (crowded) the first bus.
7.I need a(big) bag this.
8.Travelling by train is (expensive) travelling by bus.
9.A coat costs (much) a jacket.

10..... Vegetables are (good) for your health..... crisps.

Exercise 8. Choose the correct answer:

- 1 He is ...C... man in the world.
A tall B taller C the tallest
- 2 I am than my sister.
A old B older C the oldest
- 3 This picture isof all.
A good B better C the best
- 4 My car wasthan yours.
A expensive B more expensive C the most expensive
- 5 This is film I've ever seen.
A boring B more boring C the most boring
- 6 I think History is a(n)subject.
A interesting B more interesting
C the most interesting
- 7 England is very in winter.
A cold B colder C the coldest
- 8 Trains arethan bicycles.
A fast B faster C the fastest

TYPES OF CHARACTERS

A Train Journey

The people on the train were hot and **tired**. A tall young man sat next to three small children and their aunt. The aunt and the children talked. When the aunt spoke she always began with 'Don't .When the children spoke they always began with 'Why ... ?' The young man said nothing. The small boy **whistled** loudly. 'Don't do that, Cyril,' said his aunt. Cyril stood up and looked out of the window at the **countryside**.

'Why is that man taking those sheep out of that field?' he asked.

'Perhaps he's taking them to another field where there's more grass,' said the aunt.

'But there's lots of grass in that field. Why can't the sheep stay there?' **Perhaps** the grass in the other field is better.' 'Why is it better?' The young man looked **annoyed**. 'Oh dear,' thought the aunt, 'he doesn't like children.' 'Sit down **quietly**, Cyril. Now, listen, I'm going to tell you all a story.'

The children looked **bored** but they listened. The story was very boring indeed. It was about a very beautiful little girl, who worked hard and behaved beautifully. Everybody loved her. One day she fell into a lake and everyone in the village ran to save her.

Why did they save her?' asked the bigger girl. 'Because she was so good,' said the aunt. 'But that's stupid,' said the girl. When people fall into lakes, it doesn't matter if they're good or bad, you run to save them.' 'You're right,' said the young man, speaking for the first time. 'That's a **ridiculous** story.' 'Well, perhaps *you* would like to tell a story,' said the aunt coldly. 'OK,' said the man. The children looked interested and he began.

Vocabulary

Tired (adj.)- feeling that you would like to sleep or rest; needing rest. *to be/look/feel tired . e.g. I'm too tired even to think.*

Whistle (v.)- the sound that you make by forcing your breath out when your lips are closed.

Countryside (n.)- land outside towns and cities, with fields, woods, etc.

Perhaps (adv.)- possibly, e.g. 'Are you going to come?' 'Perhaps. I'll see how I feel.'

Annoy(v.) - to make somebody slightly angry

Quiet (adj.)- making very little noise.

Bored (adj.) - feeling tired and impatient because you have lost interest in somebody/something or because you have nothing to do. E.g. *There was a bored expression on her face.*

Ridiculous (adj.) - very silly or unreasonable. E.g. *I look ridiculous in this hat.*

Exercise 1. Think about when you were a small child. Did your parents tell you stories? Which was your favourite story? Tell the class.

Exercise 2. Answer the questions:

- 1 Who are the people on the train?
- 2 What does Cyril ask questions about?
- 3 Why does the aunt tell the children a story?
- 4 What is the story about?
- 5 Do the children like the story?
- 6 Why does the young man start speaking?
- 7 Which of these adjectives best describe the people? Write them in the correct column.

Exercise 3. Which of these adjectives best describe the people. Write them in the correct column.

quiet noisy badly-behaved tired worried bored boring annoyed annoying

The aunt
The children
The young man

Exercise 4. The young man tells the story of a little girl called Bertha. Look at the pictures. What do you think happened to Bertha?





Exercise 5. Read to part two.

The tale of horribly good Bertha

'Once upon a time, a long time ago there was a little girl called Bertha. She was always well behaved and worked hard at school to please her parents and her teachers. She was never late, never dirty or untidy, never rude, and she never told lies.'

The children on the train began to look, bored. 'Was she pretty?' asked the smaller girl.

'No,' said the young man. 'She wasn't pretty at all. She was just *horribly* good. Bertha was so good that she won three gold medals. One said *Never late*, one said *Always polite*, and the third said *Best Child in the World*.'

'Yuk!' said the three children.

'Anyway,' said the young man, 'Bertha was so good that the king invited her to his palace. So she put on her best clean white dress and she pinned her three medals to the front and she walked through the woods to the king's palace. But in the woods there lived a big hungry wolf. He saw Bertha's lovely white dress through the trees and he heard the medals clinking together as she walked.

Aha!' thought the wolf. 'Lunch!' And he started to move quickly but quietly through the trees towards Bertha.'

'Oh, no!' cried the children. 'Is he going to eat Bertha?'

'Yes, of course,' answered the young man. 'Bertha tried to run away but she couldn't run fast because the medals were so heavy. The wolf caught her easily and he ate everything, every bit of Bertha, except her three medals.'

„That's a terrible story", said the aunt.

'No it isn't,' shouted the children. 'It's the best story ever!' Ah,' said the young man, 'the train's stopping. It's my station.'

Exercise 6. Put some adjectives and adverbs from the story of Bertha into the correct box:

Adjectives	Adverbs

Exercise 7. Answer the questions:

- 1 What is the same and what is different in the aunt's story and the young man's story?
- 2 Does the aunt like the young man's story? Why/Why not?
- 3 Do the children like the story? Why/Why not?
- 4 Which of these do you think is the moral of Bertha's story?
It pays to be good.

It never pays to be good.
It doesn't always pay to be good.

Types of Characters

These words can help you describe someone's personality:

Ambitious	Individualistic	Emotional
careless	Likeable	Shy
chatty	Moody	Tolerant
cheerful	Outgoing	Romantic
childish	Popular	Sociable
competitive	Reckless	Polite
Considerate	Reliable	Logical
Easy-going	Reserved	Liberal
Hard-working	Romantic	Independent
Idealistic	Selfish	Creative
Impatient	Sensible	Decisive
Kind	Sensitive	Vain

Words used to describe someone's personality

Adaptive -changing in order to deal with new situations

addictive - someone who has an addictive personality becomes addicted to things very easily

babyish - like a baby

badass - ready to behave in an unpleasant way when necessary

classy -

someone who is classy has the natural ability to choose the best thing or behave in a suitable way in every situation

clingy - wanting to be with another person all the time in a way that is annoying

constitutionally - in a way that is related to your general character

flawed - a flawed person has some faults in their character

flexible - able to make changes or deal with a situation that is changing

great - used about someone who is nice and a pleasure to be with

larger-than-life

someone who is larger-than

life has a very strong or lively personality that impresses people very much

native - native abilities or qualities are those that you have had since birth

natural - existing in someone from an early age

natural-born - showing a particular ability or tendency from an early age

needy someone who is needy has emotional problems that make it difficult for them to form good relationships

out-and-out - showing all the qualities of a particular type of person that you do not approve of

outward used about the feelings or qualities that someone seems to have but may not really have

overweening

used for describing a bad quality that someone has which makes them very unpleasant

perfect - used for emphasizing how much someone has of a particular quality

personally

used for emphasizing that you do not dislike someone, just something that they do or the group they belong to

predisposed - likely to think, feel, or behave in a particular way

prone - likely to do something or be affected by something, especially something bad

reactive - reacting to things that happen, rather than making things happen yourself

sad - used about people's behaviour or appearance

self-aware - understanding what your own true thoughts, feelings, and abilities are

self-confessed

admitting to being a particular bad type of person or to having a particular negative quality

snivelling - often complaining or crying, in a way that is annoying

sporty - a sporty person likes playing sport and plays regularly

temperamental - relating to temperament

temperate - not extreme in behaviour or language

territorial

territorial animals or people do not like other animals or people entering an area that they believe belongs to them

thick-skinned - not easily upset or offended by what other people say about you

tidy - a tidy person always puts their things away in the correct place

Walter Mitty

someone who imagines that unusual or exciting things happen to them, but whose life is in fact very ordinary

wayward - a wayward child or someone with wayward behaviour is difficult to control and does unexpected things

well-endowed

having a lot of something that people admire or want, for example money, beauty, or intelligence

a leopard can't change its spots

used for saying that someone will never change their behaviour or character

a man of something - a man with a particular quality or ability

as a person -

used for talking about someone in relation to their character rather than their professional position

at heart - used for saying what someone's basic character is

be a bundle of something - used for emphasizing that someone has a lot of a particular quality

be a good/bad etc judge of something -

to be someone whose opinions about something are usually right, wrong, intelligent etc

be made of sterner stuff - to be stronger in your character than people expect

be nothing if not -

used for emphasizing that someone or something has a lot of a particular quality

deep down -

if you have a particular quality deep down, you have that quality, although you try to keep it hidden from other people

given to something - having the tendency to do something

in your own right -

as a result of your own ability, achievements, qualifications etc and not because of anyone else

not be one to do something - to not be the type of person who would do a particular thing

not have a bad/jealous etc. bone in your body -

used for emphasizing that someone is not bad/jealous etc in any way

on the outside -

used for talking about the way that someone or something seems to people, when this does not show what they are really like

say this/that for someone -

used for admitting that someone who you do not approve of has a good quality

do/is/can etc someone ever -

used for emphasizing that someone does something or has a particular quality

someone's bark is worse than their bite -

used for saying that someone is not as unpleasant or rude as they seem to be when they talk to you
the complete... - someone who has all the qualities needed for a particular activity

through and through -

used for saying that someone has all the qualities of a particular type of person

too clever/nice/generous etc for your own good -

so clever/nice/generous etc that it is a disadvantage instead of an advantage

to the core

used for emphasizing that an aspect of someone's character is very strong and will not change

to your fingertips

if you are a particular type of person to your fingertips, you are a perfect example of that type of person, in every detail

true to form/type -

used for saying that someone is doing exactly what you expected because this is what they usually do

your old self - the way that you normally were in the past, before something happened

Exercise 8. Classify these words that describe the types of character into positive or negative qualities .

Exercise 9. Describe your friend, members of your family.

Lesson 3.

Grammar:

1. Past Continuous

We form the past continuous with was/were (past simple of the verb to be) and the main verb with the -ing suffix. We form questions by putting was/ were before the subject. We form negations by putting the word not after was/were.

a)	Our cousin My sister Her friend	was (not)	reading a newspaper playing the piano listening to the news	when he came. when I rang her up. at that time.
	The girls	were (not)		
b)	Were	you they	playing chess having supper taking a shower	when he returned? at that moment?

We use the past continuous:

♦ for an action which was in progress at a stated time in the past. We do not know when the action started or finished.

e.g. *At three o'clock yesterday afternoon Mike and his son were washing the dog. (We do not know when they started or finished washing the dog.)*

♦ for a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

e.g. *He was reading a newspaper when his wife came, (was reading = longer action; came = shorter action)*

♦ for two or more actions which were happening at the same time in the past (simultaneous actions).

e.g. *The people were watching while the cowboy was riding the bull.*

♦ to give the background information in a story.

The sun was shining and the birds were singing . Tom was driving his old truck through the forest.

Time expressions used with the past continuous include:

while, when, as, all day/night/morning, etc.

when/while/as + past continuous (longer action)

when + past simple (shorter action)

2. Connecting Ideas

and - tells you more , e.g. We went home and went straight to bed.

but - makes a contrast , e.g. They are rich but they aren't happy.

because - answers the question Why ...? , e.g. We went home because we were tired.

so - tells you a result , e.g. We went home early, so we missed the end of the concert.

when - answers the question When ...? e.g. We went home when Jane wanted to.

before/after - answers the question What happened first...? e.g. We went home before the concert ended. We went home after Max Jones had sung his first song.

Although/ though - tells you something surprising e.g. We went home although / though we did not really want to.

If - makes a condition e.g. We will go home if we are tired.

Other connecting words

The words in this table are useful for making connections between words and phrases.

only - says something is not very big or not very much, e.g. . He sleeps only 3 hours every night.

even - says something is surprising or unusual, e.g. Even their 10-year-old son works in the shop.

like - makes a comparison, e.g. She looks like her dad.

than - used after a comparative adjective or adverb, e.g. She works harder than he does.

also, too, as, well - says something is extra, e.g. He works in the shop and she does also / too / as well.

Grammar Exercises:

Exercise 1. Put the verbs in brackets into the past *simple* or past continuous. Which is the longer action in each sentence?

1. As I ...*was doing*... (do) the washing-up, I ...*broke*... (break) a glass. "*Doing the washing-up is the longer action.*"
2. We (walk) in the woods when the storm (begin).
3. John (repair) his motor bike when his mother (arrive).
4. I (eat) my lunch when the phone (ring).
5. He (ride) his bicycle to school when he (drop) his bag.
6. We (see) a bad accident as we (drive) to the airport.
7. Tom (watch) the match when the TV (break down).
8. We (talk) when she (come) into the room.

Exercise 2. Put the verbs in brackets into the past continuous:

Yesterday. I went for a walk in the park. While I was there, I saw lots of children who 1) ...*were playing*... (play). There was a man who 2)..... (walk) his dogs. He 3)(throw) sticks and the dogs 4).....(run) to catch them. A gardener 5)..... (plant) some flowers and some old ladies 6).....(sit)

on a park bench enjoying the warm sunshine. It was lovely.

Exercise 3. In pairs, ask and answer questions, as in the example:

- 1 at six o'clock yesterday evening?
SA: *What were you doing at six o'clock yesterday evening?*
SB: *I was doing my English homework.*
- 2 at two o'clock this morning?
- 3 at half past nine last Sunday evening?
- 4 an hour ago?
- 5 at noon last Saturday?

Exercise 4. Put the verbs in brackets into the past continuous or the past simple:

1. We ...went... (go) swimming every week when we were young.
2. Simon (dance) when he fell and hurt his leg.
3. Why (you/laugh) all through your history lesson yesterday?
4. I (drink) a glass of milk every day when I was a child.
5. Todd often (ride) horses when he was a boy.
6. Bill (write) a letter when his mother came home.
7. It (rain) while I was waiting for the bus.
8. I (play) the guitar when I was young, but I don't any more.
9. Debbie (sing) in the school choir many years ago.
- 10..... Liz (clean) the windows when I saw her.

Exercise 5. Put the verbs in brackets into the past continuous or the past simple. Then, put the pictures in the right order:

1) *It...was...* (be) a beautiful spring morning when Emma and her father 2) (decide) to visit Seaton Castle. The sun 3)..... (shine) and the birds 4).....(sing). Emma 5)..... (feel) very excited. The castle 6)..... (be) very old and made of stone. They 7)..... (climb) the steps to the top of the tower. While they 8)..... (admire) the view, they 9) (hear) some noises. They 10)(look) around but they 11)..... (not/see) anybody. 'That's funny.' said Emma. 'I 12)..... (think) I 13)..... (see) someone standing over there.' After a while they 14)..... (decide) to visit the cellar of the castle.



Emma 15)..... (examine) an old barrel when she 16)..... (hear) the door of the cellar close behind them. 'Dad,' she 17)..... (say), 'don't close the door!' 'But. I 18).....(not/close) it. dear,' her father said. Emma 19)..... (turn) around and 20)..... (see) a shadow on the wall. . She 21) (know) then that the ghost of Seaton Castle 22)..... (watch) them!

Exercise 6. Make past continuous 'wh' or 'yes / no' questions:

1) When you arrived at the party (Alan/dance)? .

2) When you arrived at the party (Susie/drink gin)? .

3) When you arrived at the party (John and Ann/sing)? .

4) When you arrived at the party (Luke/talk to the girls)? .

5) When you arrived at the party (Jodie/put on make up)? .

6) When you arrived at the party (we/cook)? .

7) When you arrived at the party (Jane/play the guitar)? .

8) When you arrived at the party (David/read a book)? .

9) When you arrived at the party (Francis/sit in the corner)? .

10) When you arrived at the party (everybody/have fun)? .

11) When I saw you and Lucy last night, where (you/go)? .

12) When I saw you and Lucy last night, what (you/do)? .

13) When I saw you and Lucy last night, who (you/meet)? .

14) When I saw you and Lucy last night, what (Lucy/wear)?

15) When I saw you and Lucy last night, what (you/eat)? .

16) When I saw you and Lucy last night, what (you/drink)? .

17) When I saw you and Lucy last night, why (Lucy/smoke)? .

18) When I saw you and Lucy last night, who (you/talk to)? .

19) When I saw you and Lucy last night, what (you/carry)? .

20) When I saw you and Lucy last night, how (Lucy/feel)? .

Exercise 7. Past Simple vs. Past Continuous - Fill in the blanks with the correct form of the verb in brackets:

1. He _____ (ride) his skateboard when he _____ (fall). 2. He _____ (crash) into a tree while he _____ (drive) his car. 3. The wheels _____ (fall) off as he _____ (ride) his quad. 4. While he _____ (breakdance), he _____ (hit) his head. 5. He _____ (trip) while he _____ (walk) down the stairs. 6. While she _____ (eat), she _____ (fall) asleep. 7. He _____ (run) when he _____ (trip). 8. He _____ (be) kicked in the face when he _____ (play football). 9. As she _____ (play) volleyball, the ball _____ (hit) her face.

Exercise 8. Choose one of the underlined words to complete the sentence:

- 1 Sam liked school because/although/if he had many friends there.
- 2 Sam left school so/but/and he joined the navy.
- 3 He hadn't travelled much but/before/after he joined the navy.
- 4 Sam was seasick when/if/so he left the navy.
- 5 He got a job in a bank because/although/and he had no qualifications.
- 6 He will stay at the bank when/if/though he likes it there.

Exercise 9. Think about your family and your habits. Write sentences using *only, even, than, like, also, too* and *as well* about your habits.

Exercise 10. Complete these sentences for *yourself*:

- | | | | | | |
|---|------------------------------------|---------|----------|---------|----------|
| 1 | I | am | learning | English | because |
| 2 | I'll | learn | more | English | if |
| 3 | I | am | learning | English | and |
| 4 | I | am | learning | English | although |
| 5 | I | started | learning | English | when |
| 6 | I can speak some English, so _____ | | | | |
| 7 | I'll learn more English but _____ | | | | |

Exercise 11. Complete the sentences with *and, so, but, or because*:

1. In my bedroom there's a bed *and* a wardrobe.
2. We live in a flat on the top floor, _____ we don't have a garden.
3. Our flat's small, _____ it's comfortable.
4. I like living here _____ it's near the shops.
5. I like Chinese food, _____ my husband doesn't like it at all.
6. We both like sailing, _____ we live near the sea.
7. I'm always tired on Friday evenings _____ I like to stay at home and relax.
8. New York is expensive, _____ I like it.

THE RAIN



A small boy and his father were having a walk in the country when it suddenly began to rain very hard. They did not have their umbrellas with them, and there was nowhere to hide from the rain, so they were soon very wet, and the small boy did not feel very happy.

For a long time while they were walking home through the rain, the boy was thinking. Then at last he turned to his father and said to him, 'Why does it rain, Father? It isn't very nice, is it?'

'No, it isn't very nice, but it's very useful, Tom,' answered his father. 'It rains to make the fruit and the vegetables grow for us, and to make the grass grow for the cows and sheep.'

Tom thought about this for a few seconds, and then he said, 'Then, why does it rain on the road too, Father?'

Exercise 1. Answer these questions:

1. Where were the small boy and his father when it began to rain?
2. Why did they get wet?
3. Why didn't the small boy feel happy?
4. How is rain useful?
5. Was Tom happy with his father's answer?
- 6.

Exercise 2. *Opposites.* Write these sentences. Put one word in each empty place:

1. The small boy did not like being wet: he preferred to be
2. The boy did not think for a . . . time: he thought for a long time.
3. He thought, 'Rain isn't nice. It's'
4. But rain isn't . . . : it's very useful.
5. The boy was not . . . : he was clever.

Exercise 3. Write this story. Put one word in each empty place. You will find all the correct words in the story:

A lady and a . . . girl were getting very wet, because they were walking in the . . . and they were not wearing coats or carrying The girl did not like being . . . , so she did not feel Then they saw a star between two clouds. 'Do you know,' the lady . . . , 'that star's much bigger than our world.' The small girl . . . about that for a few . . . , and then she . . . to the lady and answered, 'Well, why doesn't it keep the rain off us then?'

Unit VII

Lesson 1.

Grammar: 1. The Future Indefinite Tense

Structure of sentence

Subject + will/shall + verb

[questions] will/shall + subject + verb

In English, the future simple tense is used for spontaneous decisions, an assumption/promise or an action in the future that cannot be influenced.

Examples of future simple in use:

1. "Wait, I will help you" (a spontaneous decision)
2. He will probably come back tomorrow (an opinion, hope, uncertainty or assumption)
3. "I will not watch TV tonight" (a promise)
4. "It will rain tomorrow" (an action in the future that cannot be influenced)

I			
We	(shan't)		
He (She) You They My pa- rents	will (won't)		
Shall	we	go to the theatre	next Saturday. (?) tomorrow. (?)
Will	he (she) you		on Sunday. (?) next week. (?)

Question – Positive: Will you help me?

Negative: Will she not speak tonight?

Answer – Positive: Yes, she will.

Negative: No he will not.

Signal words for future simple

in a year, next ..., tomorrow I think, probably, perhaps

2. The Future Continuous Tense

Structure

Subject + will + be + verb + ing

[questions] Will +subject + be + verb + ing

Affirmative	Negative	Interrogative
I will be working	I will not (won't) be working	Will I be working?
You will be working	You will not (won't) be working	Will you be working?
He will be working	He will not (won't) be working	Will he be working?
She will be working	She will not (won't) be working	Will she be working?
It will be working	It will not (won't) be working	Will it be working?
We will be working	We will not (won't) be working	Will we be working?
You will be working	You will not (won't) be working	Will you be working?
They will be working	They will not (won't) be working	Will they be working?

In English, the future continuous is used for actions in progress at a certain time in the future. For planned actions and for asking questions about people's plans.

Examples of future continuous in use:

1. I'll be flying to London exactly this time tomorrow. (certain point in the future)
2. I'll be talking to John in the evening, can you remind him please? (planned action)
3. Will you be using the computer tonight? (someone's future plan)

Students vocally complete each sentence and write down different examples on their time tense log form.

Statement – Positive: He will be shopping....
 Negative: She will not be running....(won't)

Question – Positive: Will they be eating...?
 Negative: Will she not be gardening....?

Answer – Positive: Yes, she will...
 Negative: No he will not...

Signal words for future simple

in a year, next ..., tomorrow, I think, probably, perhaps

Grammar exercises:

Exercise 1. Put the verbs into the correct form (future simple):

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn)_____ a lot of money.
2. You (travel)_____ around the world.
3. You (meet)_____ lots of interesting people.
4. Everybody (adore)_____ you.
5. You (not / have)_____ any problems.
6. Many people (serve)_____ you.
7. They (anticipate)_____ your wishes.
8. There (not / be)_____

anything left to wish for. 9. Everything (be) _____ perfect. 10. But all these things (happen / only) _____ if you marry me.

Exercise 2. Write some sentences down about which of these activities you think people will or won't do in the future? In how many years? Finish off with 2 ideas of your own:

1. Learn by computer at home instead of going to school
2. Eat food pills
3. Produce babies in a laboratory
4. Fly to Mars
5. Live on the Moon

I think that people.....

Exercise 3. Complete the sentences with the correct form of the verbs in brackets (future continuous):

1. Hopefully tomorrow, we _____ (lie) on the beach all day.
2. What _____ (you do) in a year from now?
3. At this level you _____ (speak) Spanish fluently in a few months.
4. Before long, he _____ (ask) you for more money again.
5. Just wait. She _____ (not telephone) you every night.
6. This time tomorrow, _____ (they sit) on a train to Barcelona.
7. I _____ (not use) my computer in the evening so you can play on it.
8. _____ (you study) for your test tonight? I'd like to study with you.
9. He _____ (not work) on this project next week. He'll be off.
10. What class _____ (she teach) at 8 o'clock tomorrow?

Exercise 4. Think of and write down 4 questions to ask your partner about what they will actually be doing in the future. Use the given time frames and use future continuous tense within your questions:

a. Some possible questions: "What will you be doing at 7pm tonight?" "Tonight, will you be watching T.V.?"

"What will you be planning....?" "Do you think you will being tonight?"

1. (tonight)
2. (tomorrow)
3. (next week)
4. (next month)

b. Next, write down your partners answers using future continuous.

Example: "Mark said that he will be washing his car at 7pm tonight."

Exercise 5. Change each of these sentences using the Future Continuous:

1. At 10 o'clock he was still working at the laboratory.
2. My friend was preparing for her written test when I came.
3. Were you waiting for me at the station at 8 o'clock in the morning?
4. Was his friend giving a lesson at 5 o'clock?
5. My nephew was repairing our vacuum-cleaner at 7.
6. My uncle was listening to the news when I went to bed.
7. My aunt was knitting the whole morning.

Exercise 6. Write questions to the parts of the sentences in bold type:

1. He will begin his lectures **next month**. 2. My brother will go **to India** for six months. 3. My sister will go to the South **because of her child's illness**. 4. It will take me **20 minutes** to get to her house. 5. I shall be waiting for you **at the station**. 6. It will take **two years** to build this theatre. 7. It was snowing hard **when I got up this morning**. 8. I shall be able to translate this article **next week**. 9. He will see her **at 9 o'clock tomorrow**. 10. I shall get up tomorrow **at 6 o'clock**. 11. He will stay in the country **for two months**. 12. I shall be able to go to the canteen **after the lesson**. 13. I shall have to repair my aunt's iron **tomorrow**. 14. I shall be having dinner **soon**.

Exercise 7. Use the verbs in brackets in the correct future tenses. Use will-future, going to-future, Simple Present or Present Progressive:

1) The trainat 11:45. (to leave). 2) We dinner at a nice restaurant on Saturday. (to have). 3) It in the mountains tomorrow evening. (to snow). 4) On Sunday at 8 o'clock I my friend. (to meet). 5) They to London on Friday evening. (to fly). 6) Wait! I you to the station. (to drive). 7) The English lesson at 8:45. (to start). 8) I my sister in April. (to see). 9) Look at the clouds –it in a few minutes. (to rain). 10) Listen! There's someone at the door. I the door for you. (to open)

Exercise 8. Complete the text with the most appropriate form of the verbs; using will, be going to or the present simple:

I was standing at the bus stop reading my horoscope in the newspaper. It said “You - good moments and bad moments today.” I looked up and saw the bus coming. Then I realized it _ because it was already full. “Oh, no”, I thought. “If I _____walking fast, I _ late for my first class!” I had just started walking when a car pulled up beside me and one of my classmates leaned out. “Hey, Jean, get in, we _ you a lift.” It’s amazing how the bad moments _____the good moments feel so much better.

Exercise 9. Some of the sentences are correct and some have a word which shouldn't be there. If it's correct, put a tick. If it's incorrect, cross the unnecessary word out of the sentence and write it in the space:

1. They're probably going to knock the building down. ✓
2. We are be going to get a dog soon. _____ be _____
3. The bus is leaves at eight twenty. _____
4. The doors of the theatre are about to open. _____
5. The meeting will be start at half past seven. _____
6. The festival is for to take place in June. _____
7. My friend will be calling here tomorrow morning. _____

Exercise 10. Complete the following sentences using the Present Indefinite or the Future Indefinite:

1. If you travel by car to the Crimea 2. I should like to accompany you in case 3. If the weather remains fine 4. We shall wait till 5. I should like to know when 6. Don't go away before 7. Tell me when 8. The rain will soak us to the skin unless 9. He is clever enough to understand what you want if 10. If it looks like rain 11. I am not quite sure if 12. I understand you are going to stay at home till 13. Please, ring me up as soon as 14. We'd better stay at home if 15. You may go skating after 16. Don't forget to remind him tomorrow in case 17. We'll remain here and wait for you until... 18. He must join us

tomorrow; ask him when 19. I'm afraid I shan't be able to join you before 20. She promised to come tonight. Please try to find out if...

Exercise 11. Give the four forms of the following verbs:

come, blow, drive, fall, prefer, freeze, ski, put, sweep, hang, show, sew, awake, sleep, build, stop, sit, read, write, play, leave, begin, become.

Exercise 12. Give the degrees of comparison of the following adjectives and transcribe them:

dark, heavy, hard, large, old, severe, pleasant, bad, good, strong, weak, little, far, near, late, clear, hot, warm, beautiful.

Exercise 13. Check what you know. Put the verb in brackets in the right future form (*will/shall*+ infinitive, *going to* or present continuous). Sometimes more than one form is possible:

Future forms

1. A It's freezing in here!
B _____ I _____ the window? (close)
2. The sky is really clear! I'm sure it _ a lovely day tomorrow. (be)
3. A Do you think _____ while we're in London? (rain)
B I don't know, but I _ my umbrella just in case.
I've already put it in my case. (take)
4. A _____ we _____ lunch in the garden ? (have)
B I'm not sure if it's warm enough. What do you think?
A I think it's fine. I _____ the table outside. (lay)
5. A What time _____ you _____? (leave)
B Soon, in about ten minutes. It's very foggy, but don't worry. I _ (drive)
really slowly, I promise. And I'm sure there _ too much traffic. (not be)

14. Write questions for the bold typed words in the following sentences:

Example: A: Where will you live?

B: I will probably live on the island of Heybeliada.

1. A: ?

B: Lolita will be a very good swimmer in the future.

2. A: ?

B: I will speak with George about this matter later on.

3. A: ?

B: Tony will give me his telephone number in the afternoon.

4. A: ?

B: The train will arrive at the station at ten o'clock.

5. A: ?

B: I will wait in front, of the cinema until my friends come.

6. A: ?

B: They will not go to the circus because they don't have any money.

7. A: ?

B: Helen will go to the cinema as soon as she finishes her homework.

8. A: ?

B: I will accompany the lady while she is singing.

9. A:.....
.....?
B: There will be twenty soldiers in the castle tomorrow.
10. A:.....?
B: There will be a quarrel between the two families.
11. A:..... 7
B: No, she won't get up at seven o'clock tomorrow morning.
12. A:?
B: As soon as I find enough money, I will buy that house.
13. A:.....
.....?
B: We will visit the Topkapi Palace when we go to Istanbul.
14. A:.....
.....?
B: We will have a lot of time to play tennis in the afternoon.
15. A:?
B: Stella will do the exercises very carefully.
16. A:.....?
B: The journey from Ankara to Istanbul will take two hours in the future.
17. A:.....
.....?
B: The network will extend from Edirne to Ardahan.

SEASONS

Seasons and weather

When two Englishmen meet, their first words will be "How do you do?" or "How are you?" And after the reply "Very well, thank you: how are you?" the next remark is almost certain to be about the weather. "It's a lovely morning, isn't it?" or "Isn't it hot today?" and the other person will reply "Yes, it's wonderful weather we are having. I hope it will **keep fine**, it seems almost too good to last."

Or perhaps the day is **dull**, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they **splash** the water and mud on the passers-by.

Gradually it gets darker: a thick **fog** is **spreading** over London. The lamps are **lit** in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along. As one friend bumps into another, he says, "Isn't it a **beastly** day?" - "Yes," replies the other, you can **hardly** see a yard in front of you."

Then comes winter. There has been a good fall of snow and **a hard frost**. It is just the day for a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost **sparkles** on the branches, and icicles hang from the houses.

It is still freezing hard and the ponds are frozen over. There are crowds of people on them **sliding** and skating, and here is a merry group of schoolboys having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the **thaw** begins.

A few months have passed and it is a beautiful spring day. The rain fell heavily last night, but now the soft white clouds are **floating** across the blue sky, and the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass.

The farmer has ploughed his fields and the new corn is just beginning to appear above the ground. In a few months autumn and **harvest** time will come. When the corn has turned ripe and golden the farmer will reap it and put it in his barn.

(Abridged from "Modern English Course for Foreign Students" by Eckersley)

Vocabulary

Seasons: winter, spring, summer, fall/autumn. to shine brightly; to be out-of-doors; to be in blossom (to be in bloom); flower-bed; to cycle; to boat; to fish; to go cycling (boating, fishing); to bathe, to swim; to lie in the sun; to play with a ball; to play tennis (football); to play a game of chess (tennis); to pick flowers, to pick (gather) berries and mushrooms; to travel by car; at the seaside; on the beach; on the bank of the river; to blow; to go skating; skating-rink; to toboggan; flakes of snow; sleet; sledge; slush; to get wet through; melt

Conversational phrases

Weather remarks: What a marvelous (shocking) day! It seems to be getting more settled (clearing up), doesn't it? It's very windy (mild, wet, stormy) today. I'll be glad when the rain's over (the fog's cleared), won't you? It's nice (cold, warm, chilly, hot), isn't it?

Hesitation devices: um, er, well, actually, in fact, you see, you know, the thing is, it's like this, how shall I put it, I think..., I believe ..., I suppose.

Exercise 1. Look at the picture and answer the following questions:

1. Which of the four seasons is it? 2. Is the sky overcast with heavy clouds or is it clear and bright? 3. Has the sun gone in or is it shining brightly? 4. What is the ground covered with? 5. Are the fruit trees in blossom? 6. Do you see any flower-beds in the picture? 7. Who do you see in the picture? 8. What are the grown-up people doing? 9. What are the children doing? 10. Do people stay at home in spring or do they prefer to go out into the garden? 11. How do you like to spend your time in spring?

Exercise 2. Look at the right-hand picture and ask one another questions using the words and word combinations given below:

season; summer; hot, cold; the sun; to shine brightly; on the bank of the river; to bathe, to swim; to boat, to fish (to go boating, to go fishing); to lie in the sun (on the sand); to pick flowers; to pick (to gather) berries and mushrooms; in the woods; to spend one's vacation (holiday) at the seaside; to travel by car; to go cycling; in a rest-home; on the shore.



Exercise 3. Describe the picture using the following words and word combinations:

autumn; weather; nasty; the sky; to be overcast; cold, wind, to blow; low clouds, to drive across the sky; to rain heavily (hard); to hurry along the streets; to wear raincoats; to carry an umbrella; to get wet through; cars, trolley-buses, buses; to go (run) along the streets; to splash; mud; passers-by

Exercise 4. Look at the right-hand picture and make up a dialogue. Use the Topical Vocabulary, Conversational Phrases and Hesitation Devices:

Exercise 5. a) Read the following dialogue and copy out all the adjectives and adverbs used in the comparative and the superlative degrees. b) Retell the dialogue in indirect speech:

"Good evening, Mrs. Martin. Let me take your things. Put your bag on this table." "How is Mr. Jones?"

"Quite well, thank you. He is not in yet. And how is your husband?" "He is coming in a moment. He is busier than ever."

"My husband usually comes home about six. Sometimes a little earlier. But he never comes later than half past six."

"It is only a quarter past."

"Let us go into the sitting-room. Please, sit down in this armchair. It is the most comfortable."

"I like your house very much. It is the quietest I know."

"There is very little traffic in our street."

"Your garden is so large. It is much larger than ours."

"But yours is more beautiful. Your trees are older and you have finer flowers."

Exercise 6. Fill in prepositions or adverbs:

A. 1. Be careful! Don't splash mud ... passers-by. 2. A thick fog is spreading ... the city and though cars and buses have put ... their lights they can only crawl ... 3. It is pleasant to look ... the trees when the frost sparkles... the branches. 4. There is a bridge ... the river. 5. The rivers and lakes freeze ... winter. 6. I don't like to be out-of-doors ... such bad weather. I prefer to stay ... home. 7. Let us have a tramp ... the country lanes. 8. The new corn is just beginning to appear ... the ground. 9. The ground is usually covered ... snow ... winter.

Exercise 7. a) Respond to the following sentences. Develop them into dialogues. Use conversational phrases and hesitation devices:

1. It looks like rain. 2. It's pouring, what shall we do? 3. What nasty weather we are having today! 4. It's a lovely morning, isn't it? 5. Isn't it a hot day? 6. It's wonderful weather we are having. I hope it will keep fine. 7. What a tremendous clap of thunder! 8. Look! It's clearing up.

Exercise 8. Find a picture on the topic "Season and Weather" for your discussion in class. Prepare 8-10 questions which would help your fellow-students to describe the picture:

Exercise 9. Complete the weather forecast these adjectives:

bright changeable clear heavy icy settled strong sunny thick

In the north of England and Scotland it will be very cold, with winds and rain. There will also be fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be icy. However, the south of England and the Midlands will have skies and sunshine, though the temperature will still be quite low. Over the next few days the weather will be changeable, with some showers but occasional periods. It should become more settled over the weekend.

Exercise 10. Match the sentences. Can you guess the meaning of the words in bold?

- | | |
|--|-----------------------------------|
| 1. Be careful! The pavement's very slippery . | A Come and sit in the shade |
| 2. You're shivering . | B It will all be gone by tonight. |
| 3. I'm sweating . | C You might fall over. |

- | | | | |
|----|---------------------------------------|---|--|
| 4. | I got soaked this morning. | D | It's hot and damp and there's no air |
| 5. | It's very humid today. | E | Can we turn the air conditioning on? |
| 6. | The snow is starting to melt . | F | Do you want to borrow my jacket? |
| 7. | Don't get sunburnt! | G | It poured with rain and I didn't have an umbrella. |

Exercise 11. Make up a dialogue with the following words:

below zero breeze chilly cool damp drizzling
 freezing gale-force mild pouring (with rain)
 scorching showers warm

Exercise 12. Complete the text with *fog, mist, and, smog*:

When the weather is foggy or misty, or there is smog, it is difficult to see.
 _____ is not usually very thick, and often occurs in the mountains or near the sea.
 _____ is thicker, and can be found in towns and in the country.
 _____ is caused by pollution and usually occurs in big cities.

Lesson 2.

Grammar: The Future Perfect Tense

Subject + will + have + verb + ed (or) Past Participle form of the verb [questions]

Will + subject + have + verb + ed (or) Past Participle form of the verb

The future perfect tense is used for an action that will be finished before a stated future time. In other words; it is used when you talk about the past in the future.

Examples of present perfect in use:

I will have finished by 10am.
I will have sung by this time tomorrow.

Statement –Positive: They will have run...(they'll)

Negative: He will not have worked... (he'll)

Question–Positive: Will she have seen...?

Negative: Will I not have watched....? (won't...?)

Answer–Positive: Yes, he will have....

Negative: No, I will not have... (won't...)

Signal words for future perfect

By Monday, in a week etc.

Grammar exercises:

Exercise 1. Put the verbs into the correct form (future perfect):

1. By 9 o'clock we (cook)_____dinner.
2. They (eat)_____by then.
3. In one week he (cross)_____the Atlantic by boat.
4. She (go)_____home.
5. Jane (not / finish)_____her work.
6. The sun (not / rise)_____by 4 o'clock.
7. (do / you)_____the washing up by six o'clock?
8. Our boss (not / leave)_____the office yet.

Exercise 2. Read the short story about Fred and underline all of the future perfect tenses in it:

By the end of this year Fred will have been a dentist for two years. He will have had two thousand patients and he will have earned \$25 000. He will probably have bought another car. He won't have moved to another house and he won't have got married. Will he have met an interesting girl? Will she have fallen in love with him?

Exercise 3. Form the questions by using future perfect and ask them to your partner:

1. How many new words you / learn by the end of the week?
2. How many crossroads you / pass before you get home?
3. you / read any books by the end of the month?
4. What places you / visit by this time next year?
5. How many new buildings / be built in your city by 2021?
6. you / do any computer lessons / by next

Mary is 18 now. Read how she sees her future.

As a class, answer the questions

1. This year I will go to university.
2. In 5 years I will finish my studies and find a good job.
3. In 7 years I will get married.
4. In 10 years I will have my first baby and I will be on maternity leave to take care of him / her
5. In 11 years I will have my second baby.
6. In 13 years I will go back to work.
7. In 20 years I will start my own company.
8. In 30 -31 years my children will start studying.
9. In 35 years I will retire and move with my husband to the country and my children will have their own families.
10. In 38 years my first grandchild will be born.

What will have happened to Mary:

1. by the end of this year ?
2. by the time she is 27 ?
3. by the time she is 35 ?
4. by the time she is 50 ?
5. by the time she is 60

Exercise 4. Put the verbs in brackets into the correct form (future perfect continuous):

- 1) By the end of the week I (work) _____ here for four months.
- 2) By the end of this month we (live) _____ together for six years.
- 3) By the end of the term she (study) _____ for nine years.
- 4) By midnight we (play) _____ this computer game for 48 hours.
- 5) She (talk) _____ on the phone for the last couple of hours.
- 6) They (look for) _____ me all night long.
- 7) He (play) _____ soccer all day long.
- 8) You (watch) _____ TV all the time.
- 9) He (not / sleep) _____ all morning.
- 10) (wait / they) _____ for 2 hours?

Exercise 5. Put the adjectives and adverbs in brackets in the required degree of comparison:

1. Today the frost is (severe) than it was yesterday.
2. This book is (interesting) of all I have read this year.
3. It snows (hard) this winter than it did last winter.
4. January is (cold) month of the year.
5. My sister speaks English (bad) than I do.
6. Which is (hot) month of the year?
7. Which is (beautiful) place in this part of the country?
8. This nice-looking girl is (good) student in our group.
9. Does this sportsman run (fast) than you? -Oh, yes, he is (fast) in our group.
10. The students of our group will have (little) spare time this term and I (little) of all as I've got (much) work at the scientific society.

Exercise 6.

a) Make the following sentences interrogative and negative:

1. It is as chilly today as it was yesterday.
2. The frost will be as hard tomorrow as it is today.
3. She is as fond of frosty weather as her brother is.
4. It has stopped raining.
5. She will be working when you come.
6. Pressure will remain high.

b) Ask one another questions on the following sentences and answer them in the negative. Add a sentence or two to develop a situation. Use conversational phrases:

1. It's coming on to pour.
2. There was a good fall of snow yesterday.
3. It's still freezing hard.
4. The rain fell heavily last night.
5. It was foggy yesterday morning.
6. It's clearing up.
7. The clouds are lifting.
8. I've got my folding umbrella with me.
9. A thunderstorm is coming.
10. I've just read the weather-forecast.

Exercise 7. Complete the dialogue with verbs in the future continuous or future perfect:

- A** Well, it looks like the weather's going to be different in the 22nd century. have
- B** What do you mean?
- A** Well, they say we 'll be having much higher temperatures here in London, as high as 30 degrees. not lie
- And remember, we _____ on the beach, we _____ in 30 degrees, work
- which is quite different. And islands like the Maldives _____ by 2150 because of the rise in the level. They say the number of storms and tsunamis _____ by the middle of the century too, so even more disappear
- people _____ to the cities looking for work. Big cities _____ even double
- move bigger by then. Can you imagine the traffic? grow
- B** I don't think there will be a problem with the traffic.
- Petrol _____ by then anyway, so nobody will have a car. run out
- Someone _____ a new method of transport, so we _____ invent
- around in solar powered cars or something. Drive

Exercise 8. Put the verbs in brackets into either "The Present Simple" or "The Future Perfect Simple":

1. Don't worry. I (repair)..... the car by the time your father (get back)..
- 2. The rain (stop) before we (reach)..... home. 3. Within five years, I (hope).....I (get)..... a big promotion at work. 4. If you (not, hurry up) the bus (go)... .. before we(get to)..... the bus-stop. 5. The film (already, start) by the time we (get) there.
6. I (run out of) money by the end of the month. 7. In two years, you (forget) all about this event. 8. By next June, I (work) for this Firm for seven years. 9. In six months' time, the election (certainly, hold)..... We may have a new government. 10. It (be)..... five o'clock; they (arrive)..... home by now. 11. By the end of the month I (finish)... .. my job if everything (go)..... all right. 12. You (get)... .. the result of the exam before the teacher (arrive)here. 13. Miranda speaks English very well. She (take).... .. private lessons. 14. It is already midnight. The children (go) to bed by now. 15. Next year, I (be) married to Patricia for twenty years. 16. .They (complete) the building by the time we (receive).....financial aid from the government. 17. We (play).....tennis for four hours if we (not, stop)before it(get)..... dark. 18. We (have)..... dinner by the time the programme (begin) 19. The train (arrive).....and all the passengers (leave)the station if we (not, hurry) 20. I (learn)..... English within two years, I think. 21. . Monica (forget)..... you before she (reach)..... her destination. 22. They (return) by the time Angela (get) home. 23. The ship (leave).... .. the harbour within fifteen minutes. 24. The dance (start)..... by the time we (arrive) there. 25. I will be able to buy your car next June. I am afraid I can't wait that long. By then I (sell)..... the car to someone else.

WEATHER AND CLIMATE

Exercise 1. Memory Work:

When the weather is wet
We must not fret, -
When the weather is cold
We must not scold.
When the weather is warm
We must not storm,
-But be thankful together
Whatever the weather.

Exercise 2. Weather discussion:

Leon: Lovely day today, isn't it?

Geor ge : It is. There's hardly a cloud in the sky in fact.

Leon: We'll have a heat wave, I fear. It must be 25 **degrees** in the shade.

Geor ge : It is very **close** today. Not a leaf is stirring.

Leon: There's hardly a **breath** of air.

George: By the way, I've just read the **weather-forecast** in my newspaper here.

Leon: What does it say?

George: (*reading*) "Pressure will **remain** high to the southwest of the British Isles. There will be occasional rain or **drizzle**, but bright weather with a few scattered showers will spread to England and Wales."

Leon: I fear a **thunderstorm** is coming.

George: The sky is **overcast** and the sun is going in.

Leon: It looks like rain. Actually it's beginning to rain. And I have left my umbrella at home. It never rains but it **pours!**

George: **Fortunately** enough, I've got my folding umbrella with me. Let me put it up.

Leon: What a **tremendous** clap of thunder!

George: And what a flash of **lightning!**

Leon: But the English have a saying about the weather: If you don't like it now, just wait a bit.

George: Look! It's clearing up. The clouds are lifting.

Leon: It has stopped raining. Look at this wonderful rainbow!

George: Bright sunshine again. Now I know why English weather is something **worth** talking about.

Exercise 3. Give a title to the story. Retell the story using the vocabulary of the lesson:

The weather in England can change very quickly. One day last week I went for a walk in the country. When I started early in the morning the weather was beautiful. The sun was shining, the sky was blue and there were no clouds at all. In the middle of the morning a sudden change came. A cool wind started to blow, black clouds covered the sun and in a very short time it started to rain heavily. There were no houses in sight and I had no coat with me. So I got very wet indeed and very cold too. After about an hour I managed to catch a bus which took me home. But when I arrived I was shivering and sneezing and I've had a cold ever since. We sometimes say that England is the only country where you can have four seasons in one day.

Exercise 4. Retell the text:

George got hold of the paper, and read us the weather forecast "rain, cold, wet to fine, occasional local thunderstorms, east wind with general depression over the 'Midland Counties'." I do think that, of all the silly, irritating foolishness by which we are plagued, this "weather forecast" fraud is about the most aggravating. It "forecasts" precisely what happened yesterday or the day before, and precisely the opposite of what is going to happen today.

I remember a holiday of mine being completely ruined one late autumn by our paying attention to the weather report of the local newspaper. "Heavy showers, with thunderstorms, may be expected today," it would say, and so we would give up our picnic, and stop indoors all day, waiting for the rain. And people would pass the house, going off in coaches as jolly and merry as could be, the sun shining out, and not a cloud to be seen.

"Ah," we said, as we stood looking out at them through the window, "won't they come home soaked!"

And we chuckled to think how wet they were going to get. By twelve o'clock, with the sun pouring into the room, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin. At one o'clock the landlady would come in to ask if we weren't going out, as it seemed such a lovely day.

"No, no," we replied, with a knowing chuckle, "not we. We don't mean to get wet - no, no." But not a drop ever fell, and it finished a grand day, and a lovely night after it.

The next morning we would read that it was going to be a "warm fine to set-fair day, much heat," and we would dress ourselves in flimsy things, and go out, and, half-an-hour after we had started, it would commence to rain hard, and a bitterly cold wind would spring up, and both would keep on steadily for the whole day, and we could come home with cools and rheumatism all over us, and go to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

(Abridged from "Three Men in a Boat" by Jerome K. Jerome)

Lesson 3.

Grammar: Adverbial Clauses of Time and Condition

When the adverb-clause indicates time. The adverb can be termed as **Adverb Clause of Time**. Use The Present Simple Tense after the following conjunctions to speak about a future action.

1. Whenever
2. While
3. After
4. Before
5. Since
6. When
7. As
8. As soon as
9. Till
10. If

Examples:

- I will study for my school **while** I **am** on holiday.
- You are going to do your exercise **before** you **eat** dinner.
- Wait by the bus stop **until** I **come** back.

Grammar exercises:

Exercise 1. Use the correct form of the verb in the adverbial clauses of time and condition:

1. If you (to translate) this article into Russian, I shall use it in my report. 2. If she (to be) in Moscow now, she will meet you. 3. If you don't (to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. 5. When my friend (to come) to Moscow we shall go to the Bolshoi Theatre. 6. What will you be doing when he (to come) to your place? 7. Don't forget to pay for your dinner before you (to leave) the canteen. 8. I shall be able to translate this article if you (to give) me a dictionary. 9. You will have to work hard at the laboratory if you (to miss) the lesson. 10. Where will you go when you (to come) to Moscow? 11. You will lay the table as soon as Mary (to wash) the dishes. 12. I shan't have dinner before mother (to come) home.

Exercise 2. Use the following sentences in indirect speech. Make other necessary changes:

1. He says: "I am sure she will come in time." 2. She says: "I shall be able to read English newspapers without a dictionary in a year." 3. They say: "We shan't go to the Institute on Sunday." 4. Mr. Sandford says: "I shall have to pay much money for the house." 5. Peter says: "I'll be waiting for you at the station." 6. Mary says: "I'll be back soon." 7. She says: "What are you going to do when you come home?" 8. She says: "I hope I'll soon speak English as well as you do." 9. He says: "I am sure it will rain tomorrow." 10. They say: "We'll go for a walk if it is hot tomorrow." 11. She says: "I am busy today but I'll be much busier tomorrow." 12. Jane says: "I shall come earlier tomorrow." 13. John says: "I shan't be able to meet them tomorrow." 14. He says: "I'll come if I am free." 15. She says: "I'll go to the cinema in the evening if I am not very tired." 16. My mother says: "You'll be sleepy tomorrow if you don't go to bed at once." 17. My aunt says: "I shan't be thirsty if I have some grapes." 18. My mother says: "Don't serve dessert before I clear the table."

Exercise 3. Insert the missing conjunctions and comment on the use of tenses in the following sentences. (Conjunctions to be used: when, till, before, after, as soon as, while, if):

1. I shall believe it ... I see it. 2. You must wait ... the light changes to green. 3. I shall be ready ... you count ten. 4. He will ring up for the taxi ... you finish packing. 5. I shall tell you a secret... my brother goes out. 6. We shall be starting immediately ... you finish your dinner. 7. I don't think he will write ... he arrives. 8. I shall always remember you ... I live. 9. I shall be preparing breakfast... you are taking a shower. 10. I shall put on my raincoat ... it starts to rain. 11. He'll tell you ... you ask him. 12. ... you stay in the reading-hall I'll be working in the laboratory. 13. He will stay here ... you come. 14. ... they show me their homework, I will correct it.

Exercise 4. Use the correct form of the verb in the adverbial clauses of time .

1. We (go).....on an excursion tomorrow. (Lend)..... me your camera?
2. I(lend) you my camera as long as you (promise)..... to bring it back tomorrow evening.
3. By the time the train (arrive)....., we (wait) here for more than half an hour.
4. Sorry, she can't come to the telephone right now. She (be about) to leave for her dancing lesson. It (start) at 7 p.m.
5. By dinner time I (write) all the letters.
6. I guess Robert (stop)working by the time we (arrive).....
7. Kathy (not/come)with us on Sunday morning. She (have) a French lesson.
8. Please Mum, let me go to the disco. I (not/come) home late, I promise.
9. Look out! You (hit) the car in front!
10. Whatever you (decide) to do, I (support) you.

Exercise 5. Complete the following sentences using the Present Indefinite or the Future Indefinite:

1. If you travel by car to the Crimea 2. I should like to accompany you in case 3. If the weather remains fine 4. We shall wait till 5. I should like to know when 6. Don't go away before 7. Tell me when 8. The rain will soak us to the skin unless 9. He is clever enough to understand what you want if 10. If it looks like rain 11. I am not quite sure if 12. I understand you are going to stay at home till 13. Please, ring me up as soon as 14. We'd better stay at home if 15. You may go skating after 16. Don't forget to remind him tomorrow in case 17. We'll remain here and wait for you until... 18. He must join us tomorrow; ask him when 19. I'm afraid I shan't be able to join you before 20. She promised to come tonight. Please try to find out if....

Exercise 6. Fill in prepositions or adverbs:

A. 1. Be careful! Don't splash mud ... passers-by. 2. A thick fog is spreading ... the city and though cars and buses have put ... their lights they can only crawl ... 3. It is pleasant to look ...the trees when the frost sparkles... the branches. 4. There is a bridge ... the river. 5. The rivers and lakes freeze ...winter.6.Idon't like to be out-of-doors ... such bad weather. I prefer to stay ... home. 7. Let us have a tramp ... the country lanes. 8. The new corn is just beginning to appear ... the ground. 9. The ground is usually covered ... snow ... winter.

B. 1. The temperature is 25° ... zero ... the shade today. 2. Look ... the sky. There is hardly a cloud ... it. 3. A heat wave will spread ... the south-west ... Moscow. 4. It's beginning to rain. Put ... your umbrella. 5. The rain is ... and it's clearing 6. The weather is getting worse. The sun is going 7. Look ... picture ... page 25. What do you see ... the picture? 8. It's pouring. We shall be wet 9. My aunt will stay ... our place ... two months.

Exercise 7. Complete the following sentences using the words in brackets:

1. The sky will be clear if the wind ... (to stop). 2. I shall go to the country if the weather ... (to be fine). 3. We shall go to the skating-rink if the frost ... (to be not severe). 4. The snow will melt if the sun ... (to be hot). 5. You will feel warm if you (to put on) a warm coat. 6. He will ring you up when he (to come) home. 7. The days will be longer when summer (to come). 8. I shall go home if it (to rain). 9. We look forward to the time when spring (to come).

Exercise 8. Think of stimulating phrases to which those below could be replies. Work in pairs:

1. Very well indeed, thank you. 2. I don't know exactly. 3. Sometimes I do. 4. I think so. 5. I've no idea, I'm afraid. 6. No, I don't think I'll 7. Yes, I'll have to change my clothes. 8. I think that's a very good idea. 9. I don't think so. 10. I've lost my umbrella. 11. Fancy that!

Exercise 9. Complete the following sentences and add something to develop a situation:

1. I shall go skiing if 2. The pond will be frozen over when 3. The farmers will reap the corn when 4. The unpleasant time comes when 5. We shall go for a walk as soon as 6. I'll stay out-of-doors till 7. She'll be able to help you if she 8. He'll make good progress if 9. I shall put up my umbrella when 10. Don't go out before

Exercise 10. Put the verbs in brackets into either "The Present Simple" or "The Future Simple":

Example: We (eat) dinner as soon as my father (come) home
We will eat dinner as soon as my father comes home.

1. If it (rain)....tomorrow, I (stay) at home. 2. They (finish)the job after we (give)..... them the money. 3. We (wait)..... here until she (make) a phone call. 4. When the children (get) here, they (be)..... hungry. 5. If you (give) me the letter, I (take)..... it to the post. 6. I (go) there when I (feel) a bit better. 7. I (give) him your message as a soon as I (see)..... ..him. 8. I (call for) an ambulance if your friend (get) an electric shock. 9. We (have) lunch before the train (get to)Paris. 10. She (have) a cup of tea before she (go)..... to school. 11. The race (start) as soon as I (drop) my handkerchief. 12. I (never, go) to that restaurant as long as I (live)here. 13. Once/when we (arrive) home, we (have).... .. dinner. 14. When he (come back) I (tell) him what we will do. 15. We (not, start)..... the meeting until everybody (arrive)..... 16. If she (find) a better job, I (think) that she (leave)..... Istanbul for Paris. 17. I (paint)..... the kitchen if I (have).... .. some free time. 18. I (not, forgive)..... him until he (apologize) to me. 19. By the time we (come back) from our holiday, they (get)..... married. 20. When 1

(go).....home after work, I (take)..... a rest for a while. 21. Dinner (be over)..... by the time they (come) home. 22. If I (earn) enough money, I (buy) a car for you. 23. I am sure that the shop (be).....closed by the time you (get) there. 24. He (not, take)..... the job unless we (offer)..... him a higher salary. 25. You (stay)..... here until it (stop)..... raining. 26. I (be)..... sure that you (like)..... your new teacher. 27. I(give)..... you everything as long as you (remain)loyal to me. 28. The moment the film (finish) , we (leave)the cinema. 29. I (phone)..... him as soon as I (finish)my job.30. I (never, speak)..... to her as long as I (stay)..... in London.

Exercise 11. Answer the following questions using the necessary "Conjunctions" and the "Prompts" on the list below:

- * I work in a bank.
- * She watches television.
- * They play football.
- * The train passes.
- * I have breakfast.
- * I get married.
- * I go to the United States.
- * The bull goes away.
- * I find a better job.
- * He takes me to the cinema.
- * School is over.
- * I join the navy.
- * I buy a villa.

Example: A: What will you do when you graduate from this school?

B: I will work in a bank when I graduate from this school.

1. A: Where will you go when you finish this course?

B:

2. A: What will you do if you win a lot of money in the lottery?

B:

3. A: What will you do if you cannot find a job in Istanbul?

B:

4. A: How long will you stay in Istanbul?

B:

5. A: What will your mother do after she has dinner?

B:

6. A: What will you do if you become rich?

B:

7. A: What will the students do as soon as they get out of the school?

B:

8. A: What will your father do when he comes home?

B:

9. A: When will your classmates go for their summer holiday?

B:

10. A: When will you go for a walk?

B:

11. A: How long will you stay up in this tree?

B:

12. A: How long will the gates remain closed?

B:

Exercise 12. a) Read the following dialogue and copy out all the adjectives and adverbs used in the comparative and the superlative degrees. b) Retell the dialogue in indirect speech:

"Good evening, Mrs. Martin. Let me take your things. Put your bag on this table." "How is Mr. Jones?"

"Quite well, thank you. He is not in yet. And how is your husband?" "He is coming in a moment. He is busier than ever."

"My husband usually comes home about six. Sometimes a little earlier. But he never comes later than half past six."

"It is only a quarter past."

"Let us go into the sitting-room. Please, sit down in this armchair. It is the most comfortable."

"I like your house very much. It is the quietest I know."

"There is very little traffic in our street."

"Your garden is so large. It is much larger than ours."

"But yours is more beautiful. Your trees are older and you have finer flowers."

INTRODUCTION TO NATURAL DISASTERS

Natural disasters occur all around the world and can have a devastating effect on the natural environment and on human beings. There are lots of different types of natural disaster, for example, hurricane, tropical cyclone, typhoon, tornado, drought, flood, volcano, landslide, tsunami, heat wave, wildfire, insect plague, famine, health epidemic, avalanche and earthquake. It is very important that we have an understanding of natural disasters. The effect of a natural disaster can sometimes be minimized with careful preparation, awareness of warning signs (if appropriate) and knowledge of what to do once the disaster occurs. We need to be prepared to respond to them when they happen to us and to be able to provide support when they happen to others.

Hurricane Approaching

Instructions

Read through the following story about how a hurricane affects a family.

The story is not complete. At each gap in the story there is a question to help your group think about how to decide what happens next.

B). Make the story into a short play to show the rest of the group.

The story

Your family live in a house on a hill overlooking the ocean, near the equator. You have your own power supply from a wind generator and solar panels. You live in an area that receives hurricanes and when the hurricane season is upon you, you know to be prepared. Your family has an emergency kit ready permanently and you keep an eye on the weather forecasts. For the last few days, your family has been watching reports on the evening news of a low pressure system that has deepened considerably, turned into a tropical cyclone and is travelling across the ocean heading your way! The latest prediction is that it will hit the coast tomorrow morning. Everyone is warned to be on high alert and prepare for hurricane damage immediately. The hurricane is expected to bring severe wind for around 12 hours.

Question

What do you and your family do to prepare for the hurricane?

Its 6.30 am on the day of the predicted hurricane. The winds are starting to pick up and rain is falling heavily. There are new warnings of a major storm surge/ Ocean levels could rise as much as 5 meters due to the upward sucking of the cyclone system.

Question

Does this change any of the plans your family made?

It is now 7.30 pm. The winds were terribly strong this morning and coming from the east— pieces of buildings and tree branches was flying everywhere, trees were being flattened and the rain kept coming down. Just after lunch, the eye of the storm crossed over you – it was strangely

calm and the sun was shining. Then Bam!! The winds came howling again, this time from the west, and more rain fell. More flying materials, and the storm surge came in. Everything within 1 km of the coast flooded– there were fish in the streets. Now the winds are dying down, but the rain is still falling.

Question

What damage did your home suffer?

It is one week later and the hurricane has totally gone but the damage to your neighborhood and the environment hasn't.

Question

How did you help after the hurricane?

Vocabulary

Translate the following words and check the pronunciation:

air	snow
barometer	snowstorm
blizzard	snowy
Celsius	storm
chill	sun
cirrus	sunny
cloud	temperature
clouds	thermometer
cloudy	thunder
cold	thunderstorm
cyclone	tornado
degree	tsunami
dew	typhoon
drizzle	warm
dry	weather
dry season	wind
flood	windy
fog	
forecast	
freeze	
frost	
hail	
heat	
hot	
humidity	
hurricane	
ice	
lightning	
meteorology	
moon	
precipitation	
pressure	
rain	
rainstorm	
rainbow	
rainy	
rainy season	
sky	
sleet	

Exercise 1. Talk to a partner:

- | | |
|---|--|
| 1 What kind of weather do you think is good or bad for ...? | 2 What cities or countries do you associate with...? |
| a camping | a fog |
| b going for a walk in the mountains | b smog |
| c running a marathon | c heavy snow |
| d sailing | d floods |
| e sightseeing | e hurricanes |

Exercise 2. Pronounce the words and translate them:

1 blow	snow	showers	below
2 weather	sweat	heavy	heat
3 drizzle	blizzard	chilly	mild
4 hard	warm	yard	farm
5 flood	cool	monsoon	loose
6 fought	ought	drought	brought
7 muggy	sunny	hurricane	humid
8 scorching	tornado	world	storm

Exercise 3. In small group, talk about a time when you were somewhere when...:

- There was a flood.
- It was very foggy or there was bad smog
- It was unbearably cold
- It was pouring with rain for days on end
- There was a gale or hurricane
- There was a terrible heatwave
- You were caught outside in a thunderstorm.

What were you doing at the time?

What did you do to protect yourself from the weather?

Did you ever feel scared or in danger?

Exercise 4. Write a short blog (like the ones in I) describing what the weather has been like recently. Talk about how it has made you feel and how it has affected what you have been doing.

Exercise 5. Listening (T 7.1):

a) You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).

- His office wasn't at risk, but his flat was.
- He took his wife and child to his parent's house.
- He went back to the flat because he was excited by the situation
- Martin went to a place near his flat to watch the water level rising
- He looked out of the window and saw that his car park was starting to flood
- He was the last person to leave his block of flats
- All of the roads he tried were flooded now
- He decided to follow another car through the water
- Martin's car broke down as he drove through the water

- All the flats in his building were seriously damaged
- b) Listen again. Then in pairs, correct the false sentences.
- c) What do you think you would have done in Martin's situation?

Exercise 6. Match the words and definitions:

<u>blizzard</u>	drought	flood
<u>hailstorm</u>	<u>heatwave</u>	<u>hurricane</u>
<u>lightning</u>	monsoon	<u>thunder</u> <u>tornado</u>

1. _____ (n) a period of unusually hot weather. 2. _____ (n) a long, usually hot, dry period when there is little or no rain. 3. _____ (n) a storm with small balls of ice that fall like rain. 4. _____ (n) a flash of very bright light in the sky caused by electricity. 5. _____ (n and v) the loud noise that you hear during a storm. 6. _____ (n) a snowstorm with very strong winds. 7. _____ (v and n) when everything becomes filled and covered with water. 8. _____ (n) a violent storm with very strong winds especially in the western Atlantic Ocean. 9. _____ (n) a violent storm with very strong winds which move in a circle. 10. _____ (n) the season when it rains a lot in southern Asia.

Exercise 7. With a partner, think of three things that could go wrong when you are on holiday:

Match the words to their definitions.

1. a monsoon
 2. an earthquake
 3. a tsunami
 4. a cyclone
 5. a blizzard
 6. a flood
 7. a forest fire
- A. a very bad storm with snow and strong winds
 B. a very strong wind that moves in a circle
 C. a big fire that can destroy many trees and houses
 D. a very large wave in the sea
 E. when it rains very heavily for three months or more
 F. when there is too much water in a river and it comes onto the streets or fields
 G. when the ground suddenly shakes very strongly

Exercise 8. Listen to what happened to Mr and Mrs Svansson. (T. 7.1) Mark their route on the map. What natural disaster happened in each place?



Exercise 9. Listen again and answer the questions.

1. How long did they have to wait at Munich airport?
2. What weather were they expecting in Bali?
3. Where were the streets full of smoke?
4. Where did they sleep in Cairns?
5. Why did they fly to Auckland and not to Christchurch in New Zealand?
6. What were they doing when the Japanese earthquake struck?
7. Where did they go for the last part of their holiday?
8. Did anything happen to them there?
9. Do you think they were lucky or unlucky? Why?

Exercise 10. Listen to a radio programme about natural disasters (T. 7.2.). How many tips does the expert give?



- 1 Can you avoid natural disasters?
- 2 At what time of year should you not go to the Caribbean?
- 3 What will travel insurance probably pay for?
- 4 Why is it important not to panic?
- 5 Who should you contact as soon as possible?
- 6 What should you ask your airline when you book

Unit VIII

Lesson 1.

Grammar: Verb Patterns II

Uses of the infinitive with *to*

1. I need **to buy** some new clothes.
Try **not to talk** about politics.
2. It'll be nice **to meet** your parents.
It's important **not to be** late.
3. I don't know where **to go** or what **to do**.
4. A. Why did you go to the party?
B. **To meet** new people.
I went to the party **to meet** new people

- The infinitive is the base form of the verb. It is often used with *to*. It can be positive (e.g. *to be*) or negative (e.g. *not to be*).
- Use the infinitive with *to*:

1. after some verbs, e.g. *want, need, would like, etc.* See Verb forms below.

Common verbs which take the infinitive include: (can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like.

Complete the *to+* verb column with *to+* a verb from the list.

Be bring buy catch drive find get married go (x2) help pay rain see turn off

- | | |
|----------------|--|
| 1. I decide | We've decided to _____ France for our holiday. |
| 2. forget | Don't forget _____ all the lights. |
| 3. hope | We hope _____ you again soon. |
| 4. learn | I'm learning _____. My test's next month. |
| 5. need | I need _____ to the supermarket. We don't have any milk. |
| 6. offer | He offered _____ me with my CV. |
| 7. plan | They're planning _____ soon. |
| 8. pretend | He pretended _____ ill, but he wasn't really. |
| 9. promise | He's promised _____ me back when he gets a job |
| 10. remember | Remember _____ your dictionaries to class tomorrow. |
| 11. start | It was very cloudy and it started _____. |
| 12. try | I'm trying _____ a job, but it's very hard. |
| 13. want | I want _____ - the six o'clock train |
| 14. would like | I'd like _____ a new car next month. |

2. after adjectives.

3. after question words, e.g. *what, where, when, etc.*

4. to say why you do something.

I came to this school to learn English. NOT for learn English.

Infinitive without *to*

Remember that we use the infinitive without *to* after auxiliary verbs (*do/ does I didn't*) and after most modal verbs (*can, could, will, would, etc.*), e.g. *Do you live near here? Can you help me? I won't forget. What would you do?*

Uses of the gerund (verb + -ing)

1. **Eating** outside in the summer makes me feel good.

My idea of happiness is **getting up** late and

2. I love **reading** in bed.

I hate **not getting** to the airport early.

3. I'm thinking of **buying** a new car

He left without **saying** goodbye.

• The gerund is the base form of the verb+ *ing*. It can be positive (e.g. *going*) or negative (e.g. *not going*)

• Use the gerund:

1. as the subject or object of a sentence. not going to work.

2. after some verbs, e.g. like, love, hate, enjoy, etc. See Verb forms below

Complete the gerund column with a verb from the list in the gerund:

be cook do have make rain read talk tidy wake up work

1. enjoy I enjoy _____ in bed.

2. finish Have you finished _____ your room?

3. go on (= continue) I want to go on _____ until I'm 60.

4. hate I hate _____ late when I'm meeting someone.

5 like I like _____ breakfast in a cafe.

6 love I love _____ on a sunny morning.

7. (don't) mind I don't mind _____ the ironing. It's quite relaxing.

8. spend (time) She spends hours _____ on the phone.

9. start* It started _____ at 5.30 in the morning.

10. stop Please stop _____ such a noise. I can't think.

11. feel like I don't feel like _____ today. Let's go out for lunch.

• *start* can be used with a gerund or infinitive, e.g. *It started raining. It started to rain.*

3. after prepositions.

• Remember the spelling rules for the *-ing* form.

Grammar Exercises:

Exercise 1. Complete the sentences with the infinitive (with *to*) of a verb from the list:

not do find not finish rent see not tell wash up

1. John's very polite. He offered _____ after the meal.

2. Thanks for coming. We hope _____ you again soon.

3. She wasn't enjoying the lasagne, so she decided _____ it .

4. My boyfriend is unemployed. He needs _____ a job.

5. I'll tell you what she said, but please promise _____ anybody.

6. I'm sorry I shouted at you. I'll try _____ it again.

7. They want to live together. They're planning _____ a flat.

Exercise 2. Write sentences using the adjective and the correct form of the verb:

1. **nice / meet**

Hello! How _____ you.

2. **difficult / talk**

Do you find it _____ to my mum?

3. **easy / buy**

It's _____ presents for my girlfriend

4. **important / not say**

It's _____ the wrong thing.

5. **great / hear**

Thanks for calling. It was _____ from you.

6. **fun / be**

It's _____ with your family.

7. **kind / invite**

Her parents were very _____ him.

Exercise 3. Complete the sentences with *to* and a verb.

1. He gave them some chocolates _____ thank you
2. They're going to evening classes _____ Chinese
3. We called the restaurant _____ a table
4. He told us a joke _____ us laugh.
5. I went to a cash machine _____ some money.
6. Do you use your phone _____ photos?

Exercise 4. Complete the sentences with a question word from the list, and *to* + the verb in brackets:

How how many how much what when where

1. She gave me her address, but I don't know _____ there. (get)
2. My brother is always busy so I don't know _____ him. (call)
3. My mum asked me to get some eggs, but she didn't say _____. (buy)
4. We'd like to travel around the world, but we don't know _____ first. (go)
5. She wants to go to university, but she doesn't know _____. (study)
6. Who's going to be here for lunch? I have pasta, but I need to know _____. (make)

Exercise 5. Complete the text with a verb from the list in the past tense:

Forget try not want promise pretend learn offer plan start need not remember

Charlie wasn't happy at his work so he 1. _____ to apply for a new job. Soon, one company called him and 2. _____ to give him in an interview. Charlie 3. _____ to tell his boss, so he 4. _____ to be ill. He told his boss that he had a stomach ache, and he 5. _____ to go to the doctor's. His boss 6. _____ to call him later to ask him how he was. Charlie was really hoping to get the job, so he was a bit nervous. He 7. _____ to drive to the interview, but there was a lot of traffic. In the end, he took the underground and was very late, and he 8. _____ to turn his mobile phone off. Unfortunately, it rang while he was in the interview, but Charlie didn't answer it. However, when his boss called later he 9. _____ to act ill. The next morning, his boss said, 'I'd like to see you in my office'. Charlie 10. _____ to apologize, but his boss was very angry and Charlie nearly lost his job. But he 11. _____ an important lesson: not to lie to his boss again.

Exercise 6. Read the article and complete the gap with the verb in the list:

to answer not to be to do (x2) to have to know to make to say to show not to talk

How to ... Survive Meeting Your Girlfriend's Parents for the First Time It's stressful, but these top tips can help you to get it right ...

Tips

1. You need _____ some 'homework' before you go. Ask your girlfriend about her parents. Where does her mother work? Does her father like football? Do you have any common interests? If you do this, it will be easy _____ a conversation with them.
2. Make sure you dress _____ the right impression. Don't wear a suit, but don't just wear your old jeans and the Che Guevara T -shirt you bought in the market.
3. Be punctual. It's very important _____ late at a first meeting.
4. When they greet you at the door shake the father's hand firmly (no father likes a weak handshake!). Ask your girlfriend what kind of greeting her mum will prefer.
5. Call her parents Mr and Mrs (Smith) until they ask you to call them 'Dave' and 'Sharon'.
6. Be ready _____ questions about yourself! Her parents will want _____ everything about you and your ambitions. Make a good impression!
7. If you are invited for a meal, eat everything they give you and say something positive about the meal, like 'This is absolutely delicious!' Offer _____ the washing-up after the meal (_____ them that you are a 'new man').
8. Be yourself, and don't be a 'yes' man. If they ask you for your opinion, be honest. However, try _____ about controversial subjects – this isn't the moment to give your views on religion and politics!
9. If the conversation is dying and you can't think what _____, ask them what your partner was like as a child. This is a brilliant tactic! All parents love talking about their children and it shows you have a deep interest in their daughter.

Adapted from wikiHow

Exercise 7. Complete the sentences with a verb in the list in the *-ing* form:

Be do practise remember study swim teach text travel

1. One thing that always makes me happy is _____ in the sea.
2. You can't learn to play a musical instrument well without _____ regularly.
3. My mother's very bad at _____ names.
4. _____ teenagers is very hard work.
5. My sister spends hours on the phone _____ her friends.
6. I hate _____ the first to arrive at parties.
7. _____ by train is usually cheaper than by plane.
8. I'll go on _____ for as long as I can - I love being a student!
9. I really enjoy _____ exercise. It makes me feel great!

Exercise 8. Put the verbs in the *-ing* form or infinitive:

1. _____ Pilates is good for your health. (do)
2. We've decided _____ a holiday this year. (not have)
3. We won't take the car. It's impossible _____. (park)
4. I'm not very good at _____ map . (read)
5. You can borrow the car if you promise _____ slowly. (drive)
6. Has it stopped _____? (rain)
7. I don't mind _____, but I don't like _____ the washing-up. (cook, do)
8. I hate _____ early in the morning. (get up)
9. I like _____ to the radio in the mornings. (listen)

Exercise 9. Complete the sentences with the *-ing* form of the verbs in brackets:

1. I hate _____ - (be) cold. I find it really depressing.
2. You spend too long _____ (play) video games.
3. We stopped _____ (study) French because we didn't like the classes.
4. He's celebrating because he's finished _____ (write) his book.
5. It started _____ (snow) during the night while we were asleep.
6. I'm bored. I feel like _____ (go) for a walk.
7. My parents have bought a house by a beach, because they love _____ (swim).
8. I don't mind _____ (get) up early in the morning.
9. Kathy really enjoys _____ (listen) to her iPod.
10. The best thing about _____ (use) the bus is _____ (not drive) in busy traffic.

Exercise 10. Match the sentence beginnings and endings:

1. Do you ever dream of
2. Are you interested in
3. Please don't leave without
4. She isn't very good at
5. We ended the evening by
6. I'm really looking forward to
- a. doing some part-time work?
- b. seeing you tonight.
- c. stopping work and retiring?
- d. thanking everybody for coming.
- e. saying goodbye to me.
- f. parking her boyfriend's car.

Exercise 11. Complete the text with the *-ing* form of these verbs:

Drive exercise get up go have imagine leave listen read send stay take turn write

What makes you feel good?

1. I _____ and then 2. _____ a funny email or text message to my friends. And of course, 3. _____ their faces when they read it.
2. I really like 4. _____ at night when there's no traffic, 5. _____ to my favourite music. I feel completely free.
3. 6. _____ in bed on Sunday morning and 7. _____ the newspaper. Then _____ very late and 9. _____ my dog for a long walk.
4. I enjoy 10. _____ to the gym and really 11. _____ hard, then 12. _____ a long hot shower followed by a nice cold drink. There's nothing better.
5. 13. _____ off my computer at the end of the day and 14. _____ work! It's the best moment of the day. I love it!

Exercise 12. Complete the text with the correct form of the verbs in brackets (*-ing* form or infinitive):

Reading the digital way

Many of us who love 1. _____ (read) are changing our habits. Today, a lot of us have decided 2. _____ (use) e-readers, and so we've stopped 3. _____ (buy) traditional books.

E-readers have a number of advantages. They are very easy 4. _____ (carry), so they are ideal for people who like 5. _____ (travel). If you're abroad, and you don't have anything 6. _____ (read), you don't need 7. _____ (look for) a bookshop that has books in your language - you can download it as a digital book.

In addition to this, e-readers are very private, so you don't need 8. _____ (show) people what you are reading. Finally, when you finish 9. _____ (read) a book, you no longer have to find room for it on a bookshelf.

However, there are some disadvantages. Some people say their eyes hurt if they spend a long time 10. _____ (look) at the screen. Also, you have to be careful 11. _____ (not lose) your e-reader or you'll lose all your books. As well as this, if a friend would like 12. _____ (borrow) a book you've read, you can't offer 13. _____ (lend) it to them. With an e-reader, you can only go on 14. _____ (read) as long as the battery lasts, so you have to remember 15. _____ (take) your charger with you and you mustn't forget 16. _____ (charge) the battery.

Exercise 13. Choose five things to talk about from the list below:

Something ...

- you **don't mind doing** in the house
- you **like doing** with your family
- you **love doing** in the summer
- you **don't feel like doing** at weekends
- you **spend too much time doing**
- you **dream of doing**
- you **hate doing** at work / school
- you **don't like doing** alone
- you are **thinking of doing** this weekend
- you think you are **very good (or very bad) at doing**

SHOPPING I

Vocabulary

department store *n* ready-made clothes/clothes department ; footwear, millinery, knitted goods, leather goods, textiles hosiery, haberdashery, cosmetics (departments)

pretty *adj* *Syn.* good-looking, beautiful; handsome (*usually about men*)

cut *n. e. g.* The saleswoman assured Eliza that the cut of the coat was fashionable, **cut (cut, cut)** *vt; proverb:* Cut your coat according to your cloth.

fashion *n* ; *Syn.* style, *e. g.* Take this coat. It's the latest fashion (style). **in fashion** *e. g.* Such shoes are in fashion now. **out of fashion** *e. g.* This cut is out of fashion now, **fashionable** *adj* *e. g.* Alice has gone shopping and is sure to buy a fashionable hat. **old-fashioned** *adj, e. g.* I don't like old-fashioned furniture.

to help smb. on with smth.; **to help smb. off with smth.**

become (became, become) *vt/i, e. g.* I don't think it's very becoming. Compare the use of the verbs **to become, to fit, to match, to go with, to suit.**

fit *vt, e. g.* The dress fits her like a glove. **match** *vt, e. g.* She is going to buy a hat to match her new coat, **go with** *vi, e. g.* That cardigan does not go with a silk skirt, **suit** *vt* (is the most general term), *e. g.* The costume suits her. She looks smart in it.

size. *e. g.* What size shoe(s) do you wear? What size glove(s) do you wear? What size clothes do you wear?

loose; to be loose on smb., *e. g.* The frock's a bit loose on me. *Ant.* **tight: to be tight on smb.,** *e. g.* The coat is tight on him. The shoes are tight on me.

How much is it? What is the price of...? What does it cost? The expressions are used only in the process of shopping. Compare the use of tenses in the following situation: "I bought a new hat yesterday." "Really? How much was it?" ("What was the price?")

cashier *n* **cash-desk** *n*. **box-office** at the theatre; **booking-office** at a railway station

to try on smth.

wear (wore, worn) *vt* 1. Sue always wears a grey hat. Kitty was wearing, a lovely pink dress that night. *Syn.* **to be dressed in smth.; to have smth. on**, *e. g.* She was dressed in a light summer frock. She had a light summer frock on. 2. *vi.e. g.* Does that material wear well?

advise *vt, e. g.* The teacher strongly advised him to work more at the language laboratory,

advice *n*; Pay attention to the use of the noun **advice** which is uncountable, *e. g.* We got so much good advice from him.

knowledge, money, weather, hair, work, information, news.

made of, as made of leather, wood, etc.

to run out of smth. *e. g.* We've run out of sugar..

to have hardly any, *e. g.* We've hardly any bread in the house..

turn; in turn. *g.* Speak in turn, please. I can't understand you when you are talking together. « -

to stand in a queue (line) for something.

the greengrocer's, the baker's, *e. g.* I met her at the baker's yesterday, **the grocer's the butcher's** Note also the names of some other shops: **provision shop fishmonger's; fruit-shop; confectionery dairy; supermarket; shopping centre**

Oh, bother!!

It was ... who (that), *e. g.* It was Nelly who did all the shopping.. The word combination **it is (was)... who (that)** is used to emphasize the subject.

to do shopping, to go shopping. *g.* Boys don't like to do shopping. Mary likes to go shopping in the morning, when there are fewer people.

as well *adv*; *Syn.* **too, also**, *e. g.* Everybody was eager to go sightseeing. Ann wanted to see the town as well.

Model *e.g.* Tom Sawyer hated the model boy because he was so good, **model** *n, e. g.* Sentences must be formed according to this model.

sigh *vi*; **sigh expect** *vt. g.* I expect a letter any day now. Everybody expects

he will come tomorrow, *Syn.* **to wait** Whom are you Waiting for? I am waiting for a friend of mine.

Note that **wait** refers to physical activities (*e. g.* to sit and wait) while **expect** denotes supposition, looking forward to smth.

Kinds of clothes: coat, shirt, blouse, cardigan, sweater, skirt, suit, trousers, shorts, a pull-over, dressing gown, jersey, jeans, corduroy trousers (corduroys).

Articles of clothing: socks, stockings, scarf, muffler, kerchief, gloves, mittens, tie, handkerchief, tights, pajamas, nightgown, underwear (undies).

Parts of clothes: collar, sleeve, belt.

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, rubber boots, training shoes (trainers).

Textiles: silk, cotton (print), velvet, woollen cloth.

Jewellery: ring, bracelet, ear-rings, chain, brooch, necklace.

Cereals: buckwheat, rice.

Meat: beef, pork, mutton, chicken, goose, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish.

Dairy products: cream, sour cream, cottage cheese.

Confectionery: biscuits, cakes, chocolate, pastry.

Vegetables: onions, turnips, melon, water-melon, cauliflower, lettuce, radish, parsley, celery.

Exercise 1. Read, translate and retell the text:

Carrie goes to a department store.

The extract is taken from "Sister Carrie" by Th. Dreiser, a well-known American writer (1871-1945). Carrie, a young provincial girl, comes to Chicago and is greatly attracted by the pleasures the big city offers. Shopping is one of them. Drouet,* her friend, is to meet her at the **ready-made clothes department**.

Carrie reached Dearborn Street. Here was the great Fair store with its crowds of shoppers. She thought she would go in and see. She would look at the jackets.

She paused at each article of clothing. How **pretty** she would look in this, how charming that would make her! Carrie stopped at the jewellery department. She saw the ear-rings, the bracelets, the pins, the chains. But the jackets were the greatest attraction. When she entered the store, she already had her heart fixed on a jacket with large mother-of-pearl buttons. The **cut** was all the **fashion** that fall*. She said to herself there was nothing she would like better.

Here she saw Drouet who was coming up to her smiling.

"Let's go and look at the jackets," he said as if he had read her thoughts.

When Carrie got the jacket in her hand, it seemed so much nicer. The saleswoman **helped her on with it**. It **fitted** perfectly. It was just her **size**, not a bit **loose**. She looked quite smart.

Carrie turned before the glass. She could not help feeling pleased as she looked at herself. It was so **becoming**.

"That's the thing," said Drouet. "Now pay for it."

"It's nine dollars," said Carrie, after she had asked the saleswoman **how much it was**. She took out one of the bills and gave it to **the cashier**.

From there they went to a shoe department where Carrie **tried on** some shoes. Drouet stood by and when he saw how nice they looked, said: "**Wear** them."

Then Drouet **advised** her to buy a purse **made of** leather, a pair of gloves and Stockings.

Carrie thought that she would come the next day and buy herself a skirt to **match** the new jacket.

* **fall: autumn** in the American Variant of English.

* Drouet [dru:'ei].

(After "Sister Carrie" by Th. Dreiser)

Exercise 2. Read, translate, role-play:

Shopping

M o t h e r: Pete, we've **run out of** vegetables and **we've hardly any bread** in the house. You know, now it's your **turn** to go to **the greengrocer's** and to **the baker's**.

P e t e: **Oh, bother?** Why do we have to go shopping so often?

M o t h e r: The day before yesterday **it was Nelly who did all the shopping**. She went to **the grocer's** and to **the butcher's**.

P e t e: Did she? But, Mother, girls are so fond of shopping. Let Nelly do it today **as well**.

M o t h e r: Oh, you've been a lazy-bones ever since you were born! It's so difficult to make you go anywhere.

P e t e: Do you want to make me a **model** boy, Mum?

M o t h e r: I'd like to. Take that bag and don't grumble. Buy a cabbage, a pound of onions, half a pound of carrots and a loaf of bread. Here is the money and don't forget the change.

P e t e: Did I ever forget it?

M o t h e r: I don't say you did. But you are so absent-minded.

P e t e: (*sighing*): My teacher says the same.

M o t h e r: I **expect** you to be back in half an hour.

P e t e: All right. I'll do my best.

Exercise 3. Each sentence describes a certain situation in a concise way. Some points of the situation are already known to you. Find out some more details about the situation by asking questions. Work in pairs:

1. My wife has spent a lot of money on fashionable furniture. 2. Ann wore a black velvet dress that night. 3. Jack wants Pete to give him a piece of good advice. 4. Alice's bag is made of silk. 5. Mrs. Brown will go shopping in the morning.

Exercise 4. Fill in prepositions or adverbs wherever necessary:

A. 1. What size ... gloves does your daughter wear? 2. Is your blouse made ... silk or ... nylon? 3. This frock suits ... her and she looks so well today. 4. Go ... the fitting-room and try ... the green frock. 5. Go ... the mirror and have a look ... yourself. 6. I'm afraid the shirt is a bit loose ... you. 7. You must choose another belt. This one does not go ... your light dress. 8. I'm sure they will soon make ... their quarrel. 9. The woman was made to believe that such shoes were not ... fashion ... that time.

B. 1. We've run meat. Let's go and buy some ... the butcher's. 2. Please weigh half ... a pound ... sweets. 3. Will you give me a quarter ... a pound ... sausage? 4. Whom are you waiting ...? -- I'm waiting ... my friends. They are ... the greengrocer's. 5. She paid ... a cabbage and went ... 6. The salesmen will finish their work ... half ... an hour. 7. There is no cottage cheese ... the dairy today. 8. I'm not going to stand ... a queue ... a tin ... sprats.

Exercise 5. Change the following direct questions into indirect and answer them. Begin the sentences with the words *I wonder ...* or *Tell me ...* or *I'd like to know*:

1. At what shop did you buy this hat? 2. What colour scarf would you like to buy to match your new coat? 3. Are those gloves old or new? 4. How old is your father? 5. Does Ann do shopping every day? 6. When will you go to the State Department Store? 7. Were any new films on last week? 8. How much is this material? 9. Has anything gone wrong with the iron? 10. Why didn't you come to the dining-hall yesterday? 11. Is it snowing hard? 12. Has John given you good advice? 13. Why is it so stuffy in the room? 14. When did they get everything arranged? 15. Have you managed to knit a pull-over for your father? 16. When are you going to the dairy? 17. When was he made to write that letter?

Exercise 6. Choose the right verb:

(to expect - to wait)

1. Don't ... for him. He is going to return very late. 2. Nobody ... such an answer from him. 3. ... a minute. Your brother is sure to come soon. 4. Do you ... her to be late? 5. Nobody ... him to repair that broken radio-set. 6. Let's ... for some other students. They are sure to help us to put the tape-recorder right. 7. Everybody ... him to hurry out, but he remained proudly in his seat. 8. Nobody ... the weather to become so nasty. 9. The children ... impatiently for the beginning of the performance. 10. They ... the river to freeze over in a few days. 11. We... the box-office to be opened on Sunday.

Exercise 7. Make up your own sentences with the phrases: *How much is it? What is the price? What does it cost?* And use them in micro-dialogues.

Exercise 8. Translate the following sentences into English:

1. Ce mărime purtați la mânuși (pantofi, palton)? 2. Vă stă bine această rochie. Vă stă bine cu această pălărie. Nu probați această rochie. Nu vi se potrivește culoarea. Îmi stă bine cu această

bluză? 3. Aș vrea să-mi cumpăr pantofi în ton cu noul meu costum. 4. Acest costum nu mi se potrivește. Această rochie vi se potrivește de minune. Irinei îi stă foarte bine în această rochie. 5. Aceste mănuși nu se combină cu costumul tău. Pantofi acesta nu se potrivesc cu rochia ta elegantă. Această fundă nu se potrivește cu bluza ta lila. 6. Această bluză îți este largă. Este larg acest costum pentru dumneavoastră? Această rochie mi-i strâmtă. Acești pantofi îmi sunt mici. Această jachetă vi-i strâmtă. 7. Acești pantofi sunt foarte frumoși. Încercați-i. Acest palton este foarte elegant. Încercați-l. 8. Acest palton este prea scump pentru mine. Această umbrelă nu este atât de scumpă. 9. Am nevoie de pantofi mai ieftini pentru plimbări. Eu prefer să port lucruri ieftine. 10. După părerea mea, el e deștept. După părerea mea, aceasta este interesantă. După părerea mea, trebuie să-l așteptăm.

B. 1. Nu mai avem carne. Nu mai avem ceapă. Nu mai avem cartofi. 2. Trebuie să merg la băcănie (la brutărie, la magazinul de fructe și legume, la pescărie, la cofetărie, la lăptărie). 3. Nina a fost cea care ne-a ajutat. Mama a fost cea care a spălat toată vesela. Anume Nicolae a fost ghidul nostru. 4. E rândul meu să citesc. Este rândul tău să mergi la cumpărături. E rândul ei să spele vesela. 5. Lasă Petru să procure ceapă. Lasă Ana să cumpere o varză. Lasă Nicolaie să cumpere castraveți. 6. Nu-l așteptați, el n-o să vină. Cine mă așteaptă? - Roger. Te rog, așteaptă-ne la stație lângă casă.

Exercise 9. Fill in articles wherever necessary. Retell the text:

... train stopped at ... small station. ... passenger looked out of ... window and saw ... woman who was selling ... cakes. ... man wanted to buy ... cake. ... woman was standing rather far from ... carriage. ... man called ... boy, who was walking on ... platform near ... carriage and asked him:

"How much does ... cake cost?"

"Three pence, sir," answered ... boy. ... man gave him ... sixpence and said to him: "Bring me ... cake, and with ... other three pence buy one for yourself."

Some minutes later ... boy returned. He was eating ... cake. He gave ... man threepence change and said: "There was only one cake, sir."

Exercise 10. Translate the following sentences into English:

A. 1. Când Nina s-a apropiat de camera de probă, ea a văzut-o pe prietena ei probând o rochie elegantă. 2. Ai auzit cum Oleg a citit textul? L-a citit foarte bine. Acum e rândul tău să citești. 3. N-o sfătui să cumpere această bluză. Nu i se potrivește. 4. Lasă Elena să cumpere cartofi, ceapă și roșii. 5. Doriți ca ea să cumpere acești pantofi scumpi? – Da, păi ei sunt atât de frumoși. 6. Mama vrea ca Nina să meargă la brutărie. 7. Zilele trecute m-am întâlnit cu prietena mea. Ea ieșea din magazinul central din Moscova. 8. Nina nu dormea și a auzit cum sora ei a intrat în cameră. Ea a simțit că Ana i-a atins mâna ei. 9. Obligă-l pe copil să-și strângă lucrurile. 10. Nimeni nu-l poate obliga să vă urmeze sfaturile.

B. 1. Ieri am cumpărat de la magazinul universal o pereche de mănuși de catifea. Îmi sunt mici. Dacă vreți, pot să vi le dau dumneavoastră. – Mulțumesc. Le voi lua cu plăcere, dacă vor fi mărimea mea. – Mărimea e 6 jumate. – Ce bine! Este tocmai mărimea mea. – Cât costă mănușile? – €80. – Poftim, banii dumneavoastră. 2. Am primit bursa și va trebui să fac unele cumpărături. Trebuie să cumpăr ștrampi, ciorapi și o curea roșie din piele pentru rochia mea nouă. 3. Vara eu prefer să port rochiile din pânză albă. Aceste rochii nu sunt atât de călduroase ca cele de mătase. 4. Vi se potrivește foarte bine acest costum, dar jacheta, după părerea mea, este prea lungă. 5. În acest magazin nu se vând rochiile. Aici se vând doar costume pentru bărbați, pantaloni, jachete și cămăși pentru bărbați. 6. Ajută-mă să-mi aleg pantofi. – Încearcă-i pe cei cafenii. Mi se pare, că ei se potrivesc cu costumul tău verde. 7. Ascultă-mă sfatul, nu cumpăra acest palton. El nu mai este la modă. Acel gri, este mult

mai bine. Sunt sigură, că vi se va potrivi mult mai bine. Treceți în camera de probă. Pe aici, vă rog. – Vai, paltonul este într-adevăr minunat! Cât costă? – € 820. Să vă eliberez un cec? Da, vă rog, vă sunt foarte recunoscătoare. 8. Nu mai avem zahăr și ulei. În drum de la serviciu nu uita să intri în băcănie și să cumperi toate cele necesare. 9. Nu ne-a rămas pâine. Intră în brutărie și cumpără o franzelă și două briose 10. Noi trebuie să procurăm salam, cașcaval, o cutie de șprote, legume pentru salată, bomboane și prăjituri. 11. Nina va trebui să meargă la magazinul de legume și să cumpere varză și morcovi. 12. Robert a fost silit să meargă la magazinul alimentar.

Exercise 11. Use the following story as material for rapid reading. Retell it and give a title to it:

The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said: "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things - a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "Good morning."

The man did not even turn round. He said something which was perhaps "Good morning" and went on with his work.

George said: "I have been recommended to your shop by my friend, Mr. X."

The answer to this in the book was "Mr. X. is a worthy gentleman; it will give me the greatest pleasure to serve a friend of his."

What the man said was: "Don't know him; never heard of him."

This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr. X." You talked with the shopkeeper about this "Mr. X." and then you began to speak about your desire to buy boots, "cheap and good." But it was necessary to come to business with brutal directness. George left "Mr. X," and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a boot-shop full of boots.

George said: "One has told me that you have here boots for sale."

For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for - to smell them?"

He was one of those men that begin quietly and get more angry as they go on.

"What do you think I am," he continued, "a boot collector? What do you think I'm keeping this shop for – my health? Do you think I love the boots, and can't part with a pair? Do you think I hang them about here to look at them? Where do you think you are - in an international exhibition of boots? What do you think these boots are - a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am - a prize idiot?"

I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that George chose the best sentence that was there and used it. He said: "I shall come again, when, perhaps, you have more boots to show me. Till then, good-bye."

With that we went out. George wanted to stop at another boot shop and try the experiment once more; he said he really wanted a pair of bedroom slippers. But we advised him to buy them another time.

Exercise 12. Match a famous shopping street with a town, a store, and a product:

Street	Store	Town	Product
Oxford Street Champs-Elysees Fifth Avenue Via Montenapoleone	Guerlain Marks and Spencer Gucci Tiffany's	Milan New York London Paris	underwear and jumpers leather goods jewellery perfume

Exercise 13. Read the headline and the introduction of the newspaper article. Does anything surprise you? What do you want to find out when you read the article? Write some questions.

The Best Shopping Street in the World.

No it isn't Oxford Street, the Shamp-Elysees or even Fifth Avenue. A new rent survey has shown that the most popular shopping street in the world is... Nowy Swiat. Where is it? In Warsaw, Poland, of course.

A recent survey has shown that 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*. An incredible 14,000 Poles walk down this main street every hour.

It is a lovely place to shop. The pavements are very wide. There are statues, palaces, attractive town houses, exclusive cafes, and high class restaurants. The buildings aren't too tall. They look old, but in fact the whole city was rebuilt after World War II. 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 yet.

It is now possible to buy almost everything in Warsaw. There are a lot of shops from the West, but the interesting thing is that Polish manufacturers are now producing high quality goods. They are good because they are not mass produced for world consumption.

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 an exquisite handmade suit, Nowy Swiat 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. At *Desa*, a famous antique shop, a desk costs \$5,000, and a 19th century Russian icon is \$200.

Not everything is expensive. At the shop *Pantera* you can buy leather goods - handbags, purses, coats, and belts. *Cepelia* specializes in folk art. 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.

If you're tired, stop at *Café Blikle*. This is a fashionable place to meet. You'll find a lively atmosphere, and a lot of well-known Poles. The frozen yoghurt and ice-creams are excellent, and its famous doughnuts are delicious.

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.

Exercise 14. Read the article quickly and answer the questions you have written:

What is the best summary of the article?

Nowy Swiat is the best shopping street in the world because...

... so many Polish people go walking there.

... it is a pleasant place to shop and the shops are small.

... everything is very expensive and very exclusive.

... the shops sell quality goods that you can't buy anywhere else.

Exercise 15. Read the article again and answer the questions:

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. What can you see in the photos that are described in the article?
4. Why don't many foreign people go to Nowy Swiat?
5. Why are the things produced by Polish manufacturers so good?
6. What can you buy here? What can't you buy?
7. What is expensive? What isn't expensive?
8. What's good about *Cafe Blikle*?
9. What is special about the shops in Nowy Swiat?

Exercise 16. Language work. Complete the sentences with different ideas from the article:

*In Nowy Swiat, there are a lot of . . . There isn't any ...
There aren't any/many ... There are some ...*

Exercise 17. What do you think?

- What are some of the famous brands and products that you can buy in many countries of the world? Think of clothes, food, cars Make a list. Work in groups and choose the most famous three. Compare your list with the class.
- What is the main shopping street in your town? What can you buy there that's special?
- Do you enjoy shopping? What do you like shopping for? What don't you like shopping for?

Exercise 18. What can you buy or do in these places? Write two things for each place. Compare your ideas with the class.:

a clothes shop	a chemist's	a cafe	a bank	a newsagent's

Exercise 19. Listen to the conversations. Answer the questions (T.8.1):

1. Where are the conversations taking place? Choose from the places in exercise 1.
2. What does the customer want?
3. Can the shop assistant/cashier help?
4. How much does the customer pay?

Exercise 20. Complete these lines from the conversations. Look at the tape script and check your answers:

1. A. Hello. Can I help you?
B. I _____, thanks.
B. I'm looking for a jumper _____. Have you got _____?
A. I'll just have a look. _____ are you?
B. Medium.
A. Here you are.
B. That's great. _____?
A. Of course. The changing rooms are over there.
B. I like it.
A. It _____.

- B. How much is it?
 A. \$39.99.
 B. OK. I _____.
- A. How would you like to pay?
 B. _____.
2. A. _____ help me? I'm looking for this month's edition of *Vogue*. Can you tell me _____?
 B. Over there. Middle shelf. Next to *She*.
3. A. Hello. I _____ help me. I've got a bad cold and a sore throat. Can you _____?
 B. OK. You can take these three times a day.
 A. Thank you. _____ some tissues _____, please?
 B. Sure. _____?
 A No, that's all, thanks.
4. A. Good morning. Can I have a _____, please?
 B. Espresso?
 A. Yes, please. Oh, and a doughnut, please.
 B. _____ there aren't _____. We've got some delicious carrot cake, and chocolate cake.
 A. OK. Carrot cake, then.
 B. Certainly. Is _____?
 A Yes, thanks.
 B. _____, please.
 A. Thank you.

Lesson 2.

Grammar: Modal verbs

can, could, be able to (ability and possibility)

can/ could

- I **can** speak three languages fluently.
 Jenny **can't** come tonight. She's ill.
 My cousin **could** play the violin when she was three.
 They **couldn't** wait because they were in a hurry.
Could you open the door for me, please?

- Can** is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to*+ infinitive.

be able to+ infinitive

- Luke **has been able to** swim since he was three.
 I'd like **to be able to** ski.
 I love **being able to** stay in bed late on Sunday morning.
You'll be able to practise your English in London.
- Fortunately, I **am able to** accept your invitation.
 My colleagues **weren't able to** come to yesterday's meeting.

Use:

1. We use *be able to*+ infinitive for ability and possibility, especially where there is no form of *can*, e.g. future, present perfect, infinitive and gerund, etc.

2. We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.

have to, must, should

have to/ must(+ infinitive)

1. You **have to** wear a seatbelt in a car.

Do you have to work on Saturdays?

I **had to** wear a uniform at primary school.

I'll **have to** get up early tomorrow. My interview is at 9.00.

2. You **must** be on time tomorrow because there's a test.

You **must** remember to phone Emily - it's her birthday.

3. I love the Louvre! You **have to** go when you're in Paris.

You must see this film - it's amazing!

• *have to* and *must* are normally used to talk about obligation or something that it is necessary to do.

1. *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.

2. *must* is a modal verb. It only exists in the present, but it can be used with a future meaning.

3. You can also use *have to* or *must* for strong recommendations.

have to or must?

Have to and *must* have a very similar meaning, and you can usually use either form.

Have to is more common for general, external obligations, for example rules and laws.

Must is more common for specific (i.e. on one occasion) or personal obligations. Compare:

I have to wear a shirt and tie at work. (= It's the rule in this company.)

I must buy a new shirt - this one is too old now. (= It's my own decision.)

have got to

Have got to is often used instead of *have to* or *must* in spoken English, e.g. *I've got to go now.*

It's very late.

don't have to

You **don't have to** pay- this museum is free.

You **don't have to** go to the party if you don't want to.

mustn't

You **mustn't** park here.

You **mustn't** eat that cake – it's for the party.

• We use *don't have to* when there is no obligation to do something, and *mustn't* when something is prohibited.

• *don't have to* and *mustn't* are completely different. Compare:

You don't have to drive - we can get a train. (=You can drive if you want to, but it's not necessary/ obligatory.)

You mustn't drive along this street.(= It's prohibited, against the law, NOT You don't have to drive along-this street.)

• You can often use *can't* or *not allowed to* instead of *mustn't*.

You mustn't / can't/ are not allowed to park here.

should I shouldn't(+ infinitive)

You **should** take warm clothes with you to Dublin. It might be cold at night.

You **shouldn't** drink so much coffee. It isn't good for you.

I think the government **should** do something about unemployment.

• *should* is not as strong as *must / have to*. We use it to give advice or an opinion - to say if we think something is the right or wrong thing to do.

• *should* is a modal verb. The only forms are *should/ shouldn't*.

• You can use *ought to/ought not to* instead of *should/ shouldn't*.

You ought to take warm clothes with you to Dublin. You ought not to drink so much coffee.

Grammar Exercises:

Exercise 1. Complete with the correct form of *have to*:

1. Passengers switch off their laptops during take-off. (+)
2. _____ you do a lot of homework when you were at school? (?)
3. My sister is a nurse so some weeks she _____ work nights. (+)
4. _____ you ever have an operation? (?)
5. Saturdays are the best day of the week. I love _____ get up early. (-)
6. I _____ a message because she wasn't in. (+)
7. In the future, people _____ go to school; they'll all study at home. (-)
8. With old mobile phones, you used to _____ charge the battery more often. (+)
9. _____ your boyfriend _____ answer his work emails at weekends? (?)
10. The exhibition was free , so I _____ pay. (-)

Exercise 2. Circle the correct form. Tick if both are possible:

1. Do you think we *should/ought* to text dad to tell him we'll be late?
2. You *don't have to/mustn't* send text messages when you are driving.
3. A pilot *has to/ must* wear a uniform when he is at work.
4. You *shouldn't/ mustn't* talk on your mobile when you are filling up with petrol.
5. I *have to/ must* speak to phone company. My last bill was wrong.
6. We *don't have to/ mustn't* hurry. We have plenty of time.

Exercise 3. Complete with the correct form of *be able to*:

1. Her mobile has been switched off all morning, so I _____ talk to her yet.
2. I don't like noisy bars. I like _____ have a conversation without shouting.
3. I _____ leave home when I get a job.
4. We're having a party next Saturday. _____ you _____ come?
5. You need _____ swim before you can go in a canoe.

6. I'm going to France next week. but I don't speak French. I hate _____ communicate with people.
7. Fortunately, firefighters _____ rescue all of the people trapped inside the burning house.
8. I'm very sorry, but we _ _____ go to your wedding next month. We'll be on holiday.
9. I'm feeling a bit worse. _____ you _____ contact the doctor yet?
10. The manager _____ see you right now because he's in a meeting.

Exercise 4. Write what Ann “has to do” or “doesn t have todo”in the office. Then write about yourself:

Ann		You
sort out the morning post	✓	get up early at weekends
type letters	✗	visit my grandparents on Sundays
answer the phone	✓	do housework every day
clean the office	✗	help Mother wash up
fill in reports	✓	take exams this year
lock up the office	✗	study hard

Ann has to sort out the morning post.

Exercise 5. Tick the correct form. Tick if both are correct:

1. She *can / is able to* swim really well because she used to live by the sea.
2. You need to *can/ be able to* drive to live in the country.
3. Luke *could / was able to* read when he was only three years old.
4. If it doesn't rain tomorrow, we *can /we'll be able to* go for a long walk.
5. Sorry, I've been so busy that I *haven't could / haven't been able to* call until now.
6. If Millie had a less demanding job, she *could/ would be able to* enjoy life more.
7. I've never *could/ been able to* dance well, but I'd love to learn.
8. We're really sorry we *couldn't / weren't able to* come to your wedding.
9. I *used to can / used to be able to* speak a bit of Polish, but I've forgotten most of it now.
10. *Can you / Will you be able to* make the dinner tonight?
11. To work for this company, you *must can /must be able to* speak at least three languages.
12. I hate *not can / not being able to* communicate with the local people when I'm travelling..

Exercise 6. Choose the correct form. Tick if both are possible:

1. I've always wanted to *can /be able to* dance salsa.
2. My little boy *couldn't /wasn't able to* speak until he was nearly two years old.
3. She's much better after her operation. She'll *can / be able to* walk again in a few months.
4. He hasn't *could / been able to* mend my bike yet. I'll do it tomorrow.
5. It's the weekend at last! I love *can / being able to* go out with my friends.
6. When we lived on the coast, we used *co can / be able to* go to the beach every day.

7. I *can't* / *'m not able to* send any emails at the moment. My computer isn't working.
8. I *could* / *was able to* read before I started school.
9. We won't *call* / *be able to* go on holiday this year because we need to spend a lot of money on the house.
10. Linda's really pleased because she's finally *could* / *been able to* find a part-time job.
11. Alex *can* / *is able to* speak Portuguese fluently after living in Lisbon for ten years.

Exercise 7. Fill with *have to*, *has to*, *doesn't/don't have to*, *didn't have to*, *had to* or *won't have to*:

1. It's Sunday tomorrow so I *won't have to* get up early.
2. There's no school tomorrow, so the children go to bed early.
3. We went to a restaurant yesterday, so we cook.
4. Let's clean up now, so we do it tomorrow.
5. It rained yesterday, so I water the flowers.
6. Lucy feels better now, so she take the medicine.
7. You've got plenty of time. You hurry.
8. He shout or else she can't hear him.
9. It was very cold yesterday so I wear a coat.
10. She wear glasses or else she can't read.
11. I can't go out tonight. I study for my exam.
12. I took the dog for a walk this morning so you take it out tonight.
13. My car doesn't work, so I take the train.
14. I broke my tooth, so I go to the dentist's yesterday.

Must - mustn't - needn't

Must	expresses obligation or necessity.	You must tell the truth.
Mustn't	expresses prohibition.	You mustn't drive fast.
Needn't	expresses no necessity.	There's enough bread. You needn't buy any.

Exercise 8. Read Matthew Banks' CV. Then complete the sentences with the correct form of *can*, *could* or *be able to*:

1. Matthew _____ sail.
2. He _____ speak a little Chinese when he started working in Hong Kong.
3. He _____ speak German.
4. He design _____ websites since 1999 .
5. He'd like _____ speak Russian.
6. He _____ finish his PhD before he left the USA.
7. He _____ speak a little Russian soon.

Name: Matthew Banks

Date of Birth: 22/09/1980

Qualifications

Degree in French with Marketing (2003)

Master's in Business Administration (2006)

Started PhD in Business (2009)- incomplete

Work Experience

1998-2000: Trainer and Operator with Texas Instruments, London

2003-2009: Assistant then Marketing Manager, Texas Instruments, Dallas, USA

2009-present: Managing Director, AHH Marketing Services Ltd, Hong Kong

Other Skills

IT skills - advanced. Course in web design 1999.

Full driving license.

Languages

French (fluent) Chinese (basic) certificate 2008

I hope to start Russian classes next January.

Hobbies and Interests

Watersports, especially sailing and windsurfing.

Exercise 9. Correct any mistakes in use or form in the highlighted phrases. Tick the correct sentences:

1. People **mustn't use** their mobile phones when they're talking to you.
2. I **must** go to work by bus yesterday. My car was being repaired.
3. **Do you have to** wear a suit and tie at work?
4. You **don't have to** play football here. It says 'no ball games'.
5. My father is a taxi driver and he **should** work nights.
6. I **didn't have to** cook last night because we went out for dinner.
7. In the future, perhaps everyone **must** speak English and Chinese.
8. You don't look well. You **should** to go home.

Exercise 10. Circle the correct form. Tick if both are possible:

What you need to know before you visit the USA

1. You *have to / must* have a visa to enter the country.
2. You *mustn't/don't have to* drive on the left! Here we drive on the right!
3. You *mustn't/ don't have to* pay to visit most museums and art galleries. Entrance is usually free.
4. You *have to / should* go on a ferry to visit the Statue of Liberty. You can't go by bus.
5. You *have to/ must* wear a seat belt at all times in a car.
6. You *must/ should* always try to arrive on time for an appointment or meeting. Americans are very punctual!
7. If you are sightseeing in New York, you *must I should* buy a MetroCard which gives you cheaper travel on the subway and buses.
8. You *mustn't/ don't have to* smoke in any public building. It is prohibited by law.
9. When talking to American people, you *shouldn't I don't have to* ask them about their salary. Some people might think this is rude.
10. You *must/ have to* answer some questions when you go through immigration.

SHOPPING II

Verbs and phrases

Match the sentences:

1. I often buy books **online**.
2. This shop **sells** books.
3. We are going to buy the dishwasher **on credit**.
4. I went back to the shop to **complain**.
5. I had **to queue** /kju:/ for ages in the bank.
6. I want **to try on** this dress.
7. I'm just looking.

8. I had to **pay** 16% **VAT**

- a. I had to wait behind lots of other people,
- b. I don't need any help at the moment,
- c. I buy books on the Internet.
- d. I'm going to pay for it over 12 months.
- e. I want to see what I look like in it.
- f. I had to pay tax on it.
- g. You can buy books in this shop,
- h. I went there to tell them **I** wasn't happy

In a shop or store.

a. Write the transcription and the translation of the words:

changing rooms
checkout
customer
receipt
shop assistant
I take sth back
trolley / basket
try sth on

fit or suit?

If clothes **don't fit** you, it means they are the wrong size (e.g. too big, too small, too tight, too loose). If clothes **don't suit** you, it means they don't look good on you.

Online

b. Read the text about shopping online. Then complete it with words from the list.

Account, auction, basket, checkout, delivery, item, payment, size, webs.

Shopping online

When you are shopping online, first you go to the 1. _____. The first time you use a site you usually have to **create** an 2. _____, where you give your personal details. You then choose what you want to buy, and **click on** each 3. _____. If you are buying clothes, make sure you get the right 4. _____. Everything you buy goes into your **shopping bag** or 5. _____, usually at the top right of the page. When you are ready to pay you click on '**proceed** to 6. _____. You then have to give your 7. _____ **address** where you want them to send your things, and give your 8. _____ **details**, for example your credit card number and expiry date. Many people today also buy and sell things online at 9. _____ **sites** like eBay.

Exercise 1. Complete the text:

SHOPPING IN A SHOP OR STORE

I usually go shopping in my lunch break, so I don't have time to 1. t_____ on clothes. There's always a long queue for the 2 ch_____, so I just take them straight to the 3. ch_____ to pay. I keep the 4. r_____ them if they don't 5. s_____ so I can change me. Sometimes I get the wrong 6. s_____ and the clothes don't 7. f_____. I often 8. t_____ things b_____ to shops, but the 9 sh_____ a_____ don't seem to mind at all.

Exercise 2. Complete the sentences using "shopping online" vocabulary:

1. When you shop online, you normally have to create an _____ which has your personal details.
2. Something you want to buy is called an it _____.
3. eBay is an online au _____ site, which sells things to the person who offers the most money.
4. Amazon is a popular w _____ where you can buy things such as books, computers, and clothes.
5. When you find something you want to buy on a website, you put it in your shopping b _____.
6. You can make a p _____ in different ways, e.g. using your credit card or Paypal.
7. When you are ready to buy something, you go to the ch _____.
8. You have to enter your d _____ address so they can send your things to the correct place.

Exercise 3. In pairs, say if you think these are the same or different. Then check with your teacher:

1. buy something on line and buy something on the internet
2. a chemist's and a pharmacy
3. an outlet store and a department store
4. a shopping centre and a shopping mall
5. a library and a bookshop
6. put on a shirt and try on a shirt
7. It fits you and it suits you
8. a sale and the sales

Exercise 4. With your partner, explain the meaning of the words in the list:

a bargain a discount a price tag a receipt a refund take sth back

Exercise 5. Work with a different partner. Interview him / her with the questionnaire below. Ask for and give as many details as you can:

Shopping - in town or online?

1. What's your favourite shop or website to buy ... ?
 - a. clothes
 - b. shoes
 - c. books and music
 - d. presents
 - e. food
2. Do you ever shop ... ? What do you buy?
 - a. in street markets
 - b. in supermarkets
 - c. in shopping centres or malls
 - d. on line
3. What do you ... ?
 - a. enjoy buying
 - b. hate buying
4. Do you prefer shopping for clothes ... ?
 - a. by yourself or with somebody
 - b. at the beginning of the season or in the sales
5. What do you think are the advantages and disadvantages of buying clothes on line?

Exercise 6. In your country, if people have a problem with something they've bought, or with the service in a shop or restaurant, do they usually complain? If not, why not?

Exercise 7. a. Read the article *The King of Complainers*. Which of these adjectives (or any others) would you use to describe Clive? Why?

Admirable clever crazy eccentric mean obsessive

b. What does Clive think is the best way to complain? What did he get as a result of complaining about . . . ?

1. the smell of biscuits
2. a friend's faulty car
3. his wife's fall during a holiday
4. some old strawberries

The King of Complainers

Clive Zietman loves complaining - but not shouting in hotel lobbies, or angrily telling a shop assistant to call the manager, or making a waitress cry. He loves complaining properly and in writing. Over the last twenty years he has written over 5,000 letters of complaint. His successes include refunded holidays, countless free meals, and complimentary theatre tickets.

So how has he achieved this? 'Screaming and shouting is a complete waste of time and is usually directed at a person who is not in a position to do anything,' he says. 'I like to write a polite letter to the company. People won't want to help you if you are aggressive, they respond much better to good manners.'

It all started many years ago, on a boring train journey home to West London. The train passed by the McVitie's biscuit factory and the smell of the biscuits made Clive feel hungry. He wrote a letter to the managing director to complain, in a humorous way, about the fumes coming through the carriage window. The result? Some free packets of biscuits. But since then there have been more serious victories as well. On one occasion he managed to get a Volkswagen Golf GTI within 24 hours for a friend who had been complaining for almost a year (without any success) about his faulty vehicle. On another occasion he got a travel agent to refund the cost of a holiday worth \$2,000, after Clive's wife Bettina broke her leg when she slipped in a puddle of water in their holiday apartment in Spain.

These days, there is almost nothing he won't complain about. After Clive was served mouldy strawberries on a British Airways flight, he used a courier service to send the fruit to the airline's chief executive. To compensate, BA invited his daughters, Nina and Zoe, to Heathrow to personally inspect the airline's catering facilities. 'I just can't bear bad service,' says Clive. 'We have a right to good service, and should expect it and demand it. In fact, what irritates me more than anything is that, unlike Americans, we British are hopeless at complaining.'

So how do Bettina, his wife, and daughters Nina, 22, Zoe, 18, and 12-year-old son Joe cope with living with Britain's biggest complainer? Surely he must be a nightmare to live with? Has he ever asked Bettina to explain why a meal she made is badly cooked? 'Oh no, of course not,' says Clive. It seems there are some things even he knows you should never complain about!

Adapted from the Daily Mail website

Exercise 8. a. Now read *Clive's top tips*. Complete the tips with a heading from the list:

DON'T BE TOO SPECIFIC
DON'T LOSE YOUR TEMPER
KNOW WHO YOU ARE WRITING TO
THREATEN ACTION
WRITE A LETTER

USE FLATTERY

b. Now look at the highlighted verbs and verb phrases. With a partner, try to work out their meaning from the context.

c. Which two tips do you think are the most important?

How to complain successfully:

Clive's top tips

1.

Never shout and **swear** - it achieves nothing. Don't **spoil** your meal or your holiday by getting into an argument with a waiter or customer services call centre operator. Make a mental note of the circumstances and write a letter later.

2.

Don't send emails, or standard, printed-out complaints forms. Companies may not read these but they probably will read a letter. And unless you are particularly fond of Vivaldi, don't **waste your time** ringing a customer complaints line! Your letter should be short and to the point and should fit on one side of A4 paper. And type it. Reading other people's handwriting is hard work.

3.

Write to the company's marketing director or finance director, as they're probably the least busy. Find their name on the internet, or by phoning. Writing *Dear Sir/ Madam* is lazy. Taking the time to find a person's name and title shows initiative.

4.

If your complaint is serious enough, **make it clear** you will not **hesitate** to change to another bank/ mobile phone company. Smart companies know that changing an angry customer into a satisfied one will make the customer more loyal.

5.

Don't say exactly what you expect to receive as compensation. Leave it to the company.

6.

Use phrases like 'I can only imagine this is an unusual departure from your usual high standards,' and 'I would love to shop with you again if you can demonstrate to me that you are still as good as I know you used to be'.

Glossary

lose your temper - become angry

threaten *verb* - warn that you may punish sb if they do not do what you want

flattery *noun* - saying good things about smth. that you may not mean

Exercise 9. Complete the sentences:

1. We always book our flights _____
2. We spent all day looking round the different stores in the sh_____c_____.
3. Are you sure that jacket f_____ you?
4. My sister buys all her clothes at an ou_____st_____ because it's cheaper.
5. There was a queue at the b_____ because all the novels were half price.
6. That's a lovely shirt. Why don't you t_____ it on?
7. They went to the ch_____ to buy some aspirin.
8. That shop is having a s_____. There's 20% off all winter coats.
9. I wouldn't buy that dress, if I were you. It doesn't s_____ you.
- 10 The sports section is on the top floor of the d_____st_____.

Exercise 10. a. Read the article once and match the headings with the paragraphs:

A. Check out the company you are buying from

- B. Keep copies of all documents**
- C. Check the terms and conditions of the seller**
- D. Check your computer before and after buying online**
- E. Always use a credit card**
- F. Be security-conscious**

Top tips for safe online shopping

Currently, nine out of ten people in the UK shop online at least once a month. Experts predict that our spending on the internet over the next five years will grow by 129%. Read on to find out how you can protect yourself when you are shopping online.

1 -

When you buy things on the internet, there is always a chance that something may go wrong. The product could be broken when you get it, or it might not **turn up** at all. If this happens, your credit card will offer you the best protection. By law, your credit card company will cover anything that costs between \$100 and \$30,000 if there are any problems with your order. Which is why a credit card is the best way to pay?

2 -

Make sure that your device, for example your laptop or tablet, is safe to use at all times. It should be protected by **up-to-date** anti-virus software, and you should also install a personal firewall, which will stop **hackers** attacking your system. Check that your firewall is turned on before you start shopping, and when you finish be sure to log out of the system, especially if you share your computer with other people.

3 -

Take a minute to look at the website before you buy anything. Check that the company has a geographical address as well as a **landline** telephone number, and write down these details. It is generally better to use sellers that you know about or ones that have been recommended to you.

4 -

Sellers should have a list of all your rights (for example what to do if you have a problem with the item you bought, or if it hasn't arrived) somewhere on their website, and you need to read this before you decide to shop there. If you can't find the list, you should probably choose a different website. As a general rule, online companies usually give their customers seven days to cancel their order if they change their minds about their **purchase**. This week is called a 'cooling-off' period.

5 -

A special icon on your screen will tell you if the website you are using is safe. The icon is in the shape of a **padlock**, and you can find it on the browser bar at the bottom of the screen. Another indication of a safe website is its address. The address should begin with 'https' and not 'http' - the s stands for secure.

6 -

The final stage of online shopping is the order confirmation. This is proof that you have bought a product from this company, and it contains the special reference number for your order. You should always print this information and keep it somewhere safe - you might need it if there is a problem.

b. Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

c. Complete the sentences with one of the highlighted words or phrases.

1. That coat is a bit old-fashioned. I think you should get something more_____.
2. You should change your passwords frequently so that _____ can't get into your computer.
3. We'll exchange your _____ if you return it within a month.

4. I put a _____ on the garage door to protect nly car.
5. My friend said she would meet me outside the cinema, but she didn't _____.
6. I forgot to _____ of Facebook, and my boss read my messages.
7. Some people don't bother with a _____ these days - they only have a mobile.

Exercise 11. a. Listen to part of a radio consumer programme where people are talking about bad service. What did the people complain about ... ? (T.8.2):

1. in the taxi
2. in the hotel
3. in the restaurant

b. Listen again and answer the questions :(T. 8.2)

- 1 Who did each person complain to?
- 2 What did the people they complained to do as a result?.

Exercise 12. Talk to a partner:

1. Who's best at complaining in your family? Give examples.
2. Can you remember a time when you (or someone in your family) complained ... ?
 - to a taxi driver • to a hotel receptionist
 - to a waiter • to someone else
 Why did you complain? What did you say? What happened?

Exercise 13. Communication *I want to speak to the manager.* **Role-play a customer complaining to a shop assistant and a restaurant manager:**

Student A

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1. You're a customer. You bought something in a clothes shop in the sales yesterday (decide what) and there's a problem (decide what). Go back to the shop. B is the shop assistant. You'd like to change it for another identical one. If you can't, you'd like a refund. You start. *Excuse me. I bought ...*
2. You're the manager of a restaurant. Your normal chef is off this week, and you have a temporary chef who is not very good. One of the waiters has had a problem with a customer, who would like to speak to you. When customers complain you usually offer them a free drink or a coffee. If it's absolutely necessary, you might give a 10% discount on t heir bill, but you would prefer not to. B is the customer.

Student B

Look at the situations and role-play the conversations. Spend a few minutes preparing what you are going to say.

1. You're a shop assistant in a clothes shop. A is going to come to you with a problem with something he/ she bought in the sales yesterday. You can't change it for an identical one because there are no more in his/ her size. Try to persuade A to change it for something else, because you don't usually give refunds during the sales. A will start.
2. You're a customer in a restaurant. You have just finished your meal and you didn't enjoy it at all (decide what was wrong with it). You complained to the waiter, but the waiter didn't solve the problem. You have asked the waiter to call the manager. Try to get at least a 50% discount on your meal. A is the manager. You'll start. *Good evening. Are you the manager?*

Exercise 14 Write a letter to complain about something you bought online:

a. Read the letter of complaint. Then answer the questions:

1. Who is Chris Mason complaining to?
2. What item is he complaining about? Why?
3. Who did he contact first?
4. What problem did he have when he phoned to complain?
5. In which paragraph does Chris use flattery?

b. Read it again and complete the gaps with a word from the list:

Dear delivered forward However in stock reference service unhelpful Yours

Sandra Adams
Head of Department
John Leavis Customer Service
PO Box 908
Swindon

May 19th 2013

1. _____ Ms. Adams,
Last Wednesday, 25 April, I ordered a coffee machine from your online store (order
2. _____ #CE437184). Before placing the order I read the conditions carefully, and the item
was 3. _____. Your website says that items in stock are 4. _in 48 hours. Two weeks passed, and
nothing arrived. 5. _____, I noticed that payment had been taken from my
credit card. I phoned your customer service line, and the person that I spoke to, Becky, was rude
and 6. _____. She said that the item was not in stock, and that she didn't know when they would
arrive. She could not explain why the money had been taken from my card.
I have bought many things from you over the years, both from your London shop and the online
store, and I have always had good 7. _____. I can only imagine that this is a
departure from your usual high standards, and I am sure you will be able to resolve the situation
in a satisfactory way.
I look 8. _____ to hearing from you.
9. _____ sincerely,

Chris Mason

Useful language: a formal letter (or email)

You don't know the person's name

Start: *Dear Sir/Madam,*

Finish: *Yours faithfully,*

You know the person's name

Start: *Dear + Mr/Ms/ Mrs Garcia,*

Finish: *Yours sincerely,*

Style

- Don't use contractions
- Write *I look forward to hearing from you.* As the final sentence
- Write your full name under your signature

Note: a formal email is exactly the same as a formal letter, except in an email we don't write the address or date.

c. Write a letter (or an email) of complaint about something you bought online. Plan what you're going to write. Use the Useful language to help you.

d. Check your letter or email for mistakes (grammar, vocabulary, punctuation, and spelling).

Lesson 3.

Grammar: **Passive: *be* + past participle**

Present: *am/ is /are* + past participle

+ Kevlar **is used** to make bullet-proof vests.

- Tippex **isn't used** very much today.

? Are disposable nappies used all over the world?

Past: *was? were* + participle

+ The dishwasher **was invented** by Josephine Cochrane.

- Windscreen wipers **weren't invented** until 1903.

? When **was** the washing machine **invented**?

Present Continuous: *am/ is /are* + being + past participle

Our car **is being repaired** today.

Present Perfect Simple: *have/has* + been + past participle

Andy's bike **has been stolen**.

Past Continuous: *was/were* + being + past participle

The director died when the film **was being made**.

Future Simple: *will* + be + past participle

You'll **be picked up** at the airport by one of our staff.

Passive Infinitive: *to be* + participle

This bill **has to be paid** tomorrow.

• You can often say things in two ways, in the active or in the passive.

Josephine Cochrane **invented** the dishwasher. (active)

The dishwasher **was invented** by *Josephine Cochrane*. (passive)

• In the active sentence, the focus is more on Josephine Cochrane.

• In the passive sentence the focus is more on the dishwasher.

• You can also use the passive when it isn't known or isn't important who does or did the action.

My car **was stolen** last week.

Volvo cars **are made** in Sweden.

• Use *by* to say who did the action.

The Lord of the Rings **was written** by *Tolkien*.

Grammar Exercises:

Exercise 1. Complete with present or past passive:

1. Many of the things we use every day _____ by women. (invent)

2. In the UK most children _____ in state schools. (educate)

3. Australia _____ by Captain Cook in 1770. (discover)

4. This morning I _____ up by the neighbour's dog. (wake)

5. Cricket _____ in the summer in the UK. (play)
6. The songs on this album _____ last year. (record)
7. Nowadays a lot of toys _____ in China. (make)
8. Carols are songs which _____ at Christmas. (sing)
9. These birds _____ in northern Europe. (not usually see)
10. 'Rome _____ in a day.' (not build)
11. The Eiffel Tower _____ in 1889. (complete)

Exercise 2. Rewrite the sentences in the passive, beginning with the highlighted words:

1. Jonathan Ive designed **the iPod and the iPhone**.
2. Most Mediterranean countries produce **olive oil**.
3. Herschel discovered **Uranus** in 1781.
4. Barry Sonnenfeld directed the *Men in Black* films.
5. David Hackney painted *Mr and Mrs Clark and Percy* in 1970-1971.
6. Elvis Presley didn't write *Blue Suede Shoes*.
7. J K Rowling wrote the **Harry Potter books**.
8. They make **Daihatsu cars** in Japan.
9. Shakespeare wrote **Hamlet** in 1603.

Exercise 3. Circle correct form, active or passive:

- 1 The costumes for the show *are making / are being made* by hand.
- 2 The landscape *inspired / was inspired* him to write a poem.
- 3 This castle *hasn't inhabited / hasn't been inhabited* for nearly a century.
- 4 The director 's last film *set / is set* in the present.
- 5 The film *will shoot / will be shot* in the autumn.
- 6 The actors *aren't recording / aren't being recorded* the dialogue until next week.
- 7 The house *wasn't using / wasn't being used* by the owners during the winter.
- 8 The make-up artist *has transformed / has been transformed* the actor into a monster.
- 9 They *hadn't owned / hadn't been owned* the company for very long before they went bankrupt.
- 10 The photo *took / was taken* by my husband on the balcony of our hotel.
- 11 The college *built / was built* in the 16th century.

Exercise 4. Rewrite the sentences with the passive. Only use by if necessary:

1. They subtitle a lot of foreign films.
A lot of foreign films _____
2. Garcia Marquez wrote *Love in the Time of Cholera*.
Love in the Time of Cholera _____
3. Someone is repairing my laptop.
My laptop _____
4. They haven't released the DVD of the film yet.
The DVD of the film _____
5. They won't finish the film until the spring.
The film _____
6. You have to collect the tickets from the box office.
The tickets-----
7. They haven't told the actor about the changes in the script.
The actor _____
8. James Cameron directed *Avatar*.
Avatar -----

9. They've already recorded the soundtrack.

The soundtrack_____

10 They were interviewing the director about the film.

The director_____.

Exercise 5. Put the following sentences into the Passive Voice:

a) 1. They often invite me to their parties. 2. People speak English in different parts of the world. 3. One uses milk for making butter. 4. We form the Passive Voice with the help of the auxiliary verb "to be". 5. They build a lot of new houses in this district every year.

b) 1. They built this house in 1950. 2. Somebody locked the front door. 3. Someone broke my pen last night. 4. They punished the boy for that. 5. They finished their work in time.

c) 1. People will forget it very soon. 2. They will translate this book next year. 3. They will tell you when to come. 4. Where will they build a new library? 5. Someone will ask him about it.

Exercise 6. Put the following sentences into the Passive Voice:

1. No one has seen him anywhere this week. 2. Somebody has invited her to the party. 3. They have done all the exercises in written form. 4. They had done everything before we came. 5. I thought they had already sent the letter. 6. Evidently somebody had informed him of the news before they announced it. 7. They are constructing some new metro lines now. 8. Wait a little. They are examining the last student there. 9. They are discussing this question now. 10. We could not use the cassette-recorder, they were repairing it. 11. When I switched on the radio they were broadcasting a very interesting programme. 12. They have not yet told him about it. 13. The branches of the tree hid her face. 14. I know her family. Her brother Charles has taken me there more than once. 15. I am sure your presents will please them. 16. They informed me that they had seen you in Oxford Street.

Exercise 7. Use the proper article. Pay attention to the article in adverbial phrases of manner:

1. She nodded to me with ... smile. 2. I shall do it with ... pleasure. 3. He closed the door with ... bang. 4. Everybody looked at her with ... approval. 5. They were talking in ... low voices. 6. Though he said it in ... whisper I heard everything. 7. She was pulling her gloves on in ... very slow way. 8. She went up the steps like ... bird. 9. I was trembling like ... leaf. 10. She said it in ... matter-of-fact voice. 11. The young man smiled in ...amazement. 12. She was weeping like ... child. 13. With ... deep sigh she rang the bell. 14. They were walking along ... side by ... side. 15. He worked from ... morning till... night but earned very little. 16. She told me everything ... word for ... word. 17. The boys were all dirty from... head to ... foot. 18. I always meet them walking ... arm in ... arm.

Exercise 8. Put the following sentences into the Passive Voice making the indirect object the subject of the passive construction:

Note. It is more usual in English to make the indirect object the subject of the passive construction.

1. He offered me a chair. 2. We gave him all the money. 3. They have just shown me a new magazine. 4. Mother promised the boy a new toy. 5. Nobody has told me the news yet. 6. They sent you the invitation last week. 7. I am sure they will offer you a very interesting job. 8. They recommended me several articles on that problem. 9. Someone taught him French and gave him a dictionary. 10. They asked us to be there at eight o'clock. 11. They have promised me some books on this problem. 12. A passer-by showed us the way to Trafalgar Square.

MONEY

Exercise 1. Verbs: Complete the sentences with a verb from the list:

be worth borrow can't afford charge cost earn inherit invest lend owe raise save waste

1. My uncle is going to leave me \$2,000. I'm going to _____ \$2,000.
2. I put some money aside every week for a holiday. I _____ money every week.
3. My brother has promised to give me €50 until next week. He has promised to _____ me €50.
4. I need to ask my mum to give me \$20 until Friday. I need to \$ _____ 20 from my mum.
5. I often spend money on stupid things. I often _____ money.
6. I don't have enough money to buy that car. I _____ to buy that car.
7. I usually have to pay the mechanic \$100 to service my car. The mechanic _____ me \$100.
8. These shoes are quite expensive. They are \$200. They _____ \$200.
9. Jim gave me \$100. I haven't paid it back yet. I _____ Jim \$100.
10. I want to put money in a bank account. They'll give me 5% interest. I want to _____ some money
11. I work in a supermarket. They pay me \$1,000 a month. I _____ \$1,000 a month.
12. I could sell my house for about €200,000. MY, house about _____ €200,000.
13. We need to get people to give money to build a new hospital. We want to _____ money for the new hospital.

Exercise 2. Prepositions: Complete the Preposition column with a word from the list:

back by for (x2) from in (x2) into on to

- 1 Would you like to pay cash or _____ credit card?
- 2 I paid _____ the dinner last night. It was my birthday.
- 3 I spent \$50 _____ books yesterday.
- 4 My uncle invested all his money _____ property.
- 5 I don't like lending money _____ friends.
- 6 I borrowed a lot of money _____ the bank.
- 7 They charged us €60 _____ a bottle of wine.
- 8 I can only lend you the money if you pay me _____ next week.
- 9 I never get _____ debt. I hate owing people money.

Exercise 3. Nouns: Match the nouns and definitions.

bill cash machine (AmE ATM) coin loan mortgage note salary tax

1. _____ a piece of paper money
2. _____ a piece of money made of metal
3. _____ a piece of paper which shows how much
4. _____ money you have to pay for something
5. _____ the money you get for the work you do
6. _____ money that you pay to the government
7. _____ money that somebody (or a bank) lends you
8. _____ money that a bank lends you to buy a house
9. _____ a machine where you can get money

Phrasal verbs:

I took out €200 from a cash machine. (= took from my bank account)

When can you pay me back the money I lent you? (= return)

*I have to **live off** my parents while I'm at university.(= depend on financially)*

*It's difficult for me and my wife to **live on** only one salary. (= have enough money for basic things you need to live)*

Exercise 4. a. Read the questionnaire and choose your answers. b. Compare your answers with a partner. Say why:

Are You a Spender or a Saver?

1. You go shopping and you see something very expensive that you really want, but can't afford.

You ..

- a. buy it with your credit card. You can worry about the bill next month.
- b. already have some money in the bank and plan to save for a couple of weeks and then buy the thing you want .
- c. borrow the money and agree to pay back a small amount every week.

2. You get \$ 100 for your birthday. You ...

- a. spend some of it and save some.
- b. go straight to a shopping centre and spend it all.
- c. put all of it in your bank account until you know what you want to spend it on.

3. Do you always know how much money you have, how much money you have spent, and on what?

- a. Yes. I'm very organized and know exactly what I have and what I've spent.
- b. No. I haven't got a clue. When I have money I usually just spend it.
- c. I usually have a rough idea about what I spend my money on.

4. You've borrowed some money from a friend, but you don't think that you'll be able to pay it back by the time you promised to. You ...

- a. don't worry about it. Hopefully your friend will forget about it too!
- b. work out how much money you have and how much you owe. You speak to your friend and explain the situation and offer to pay the money back in small installments.
- c. speak to your friend and promise that you'll pay him/ her back, but it might take a bit longer than you first thought.

5. You have a friend who often borrows money from you and never pays it back. He/ she wants to borrow \$50. You ...

- a. lend him/ her the money. You can afford it and it doesn't matter if you don't get it back.
- b. say no; he/ she owes you too much already.
- c. lend t he money, but explain that it is the last time, until he/ she has paid back this loan.

Exercise 5. a. Listen to six people answering the question *Are you a spender or a saver? How many are savers?(T.8.3)* b. Listen again and match speakers 1- 6 with A- F. Who . . . ?(T.8.3)

- A. always has money in the bank
- B. often ends up with no money
- C. thinks he / she is careful with 1noney, but not mean
- D. enjoys spending money on his/her hobby
- E. can save money he/ she needs to
- F. prefers to live now than worry about the future

Exercise 6. In pairs, answer the questions. Give as much information as you can:

- 1. Think of two people you know personally or have heard of who are very rich. Did they . . . ?
 - a. earn their money (how?)

- b. inherit their money (who from?)
 - c. win it (how?)
2. If they earned their money, was it because ... ?
- a. they were very lucky
 - b. they worked very hard
 - c. they had a special talent

Exercise 7. a. Now read an article about a millionaire. How did he become so rich? Why is his success surprising? How did he make his daughter proud of him? b. Now read the article again and number the events in the order in which they happened:

- A. He became a millionaire again.
- B. He learnt to read and write.
- C. He lost all his money.
- D. He sold old clothes in the market.
- E. He opened a department store.
- F. He won an important prize.
- G. He opened a small clothes shop.
- H. He became a millionaire.
- I. He sold clothes in the market again.
- J. He wrote his autobiography.
- K. His shop was on the front page of a newspaper.

The Millionaire with a Secret

His name is not really Jeff. His mother changed it because he could never spell his real name, James, and she thought Jeff was easier.

Pearce was born in Liverpool in the 1950s, in a very poor family. At school, all the teachers thought he was stupid because he couldn't learn to read or write - at that time, not many people knew about dyslexia. But there was something that he was good at: selling things. Pearce's first experience as a **salesman** was when he was a boy, and he and his mother used to go door-to-door asking for old clothes that they could sell in the market. He instinctively knew what people wanted, and it soon seemed that he could **make money** from anything. His mother always believed in him and told him that one day he would be successful and famous.

In 1983, when he already owned a small **boutique**, he decided to invest \$750 in leather trousers, and to sell them very cheaply in his shop. 'It was a bit of a **gamble**, to tell you the truth,' he says. But Liverpool loved it, and there were photos of shoppers sleeping in the street outside his boutique on the front page of the local newspaper. The first day the trousers **went on sale**, the shop took 25.000. Jeff became a millionaire, but later he lost most of his money in the **recession** of the Nineties. He was almost 40, and he was **broke** again. He even had to go back to selling clothes in the market. But he never gave up, and soon he **set up a new business**, a department store, called *Jeff's*, which again made him a millionaire.

However, success didn't mean anything to Jeff because he still couldn't read or write. Even his two daughters did not realize that their father couldn't read. When one of them asked him to read her a bedtime story he went downstairs and cried because he felt so ashamed. At work he calculated **figures** in his head, while his wife Gina wrote all the **cheques** and read **contracts**.

In 1992 Pearce was awarded a Businessman of the Year prize for the best clothes store in Liverpool. It was at this moment that he told his friends and colleagues the truth, and decided to write a book about his experience. But first he had to learn to read and write. He went to evening classes, and employed a private teacher, but he found it very difficult because of his dyslexia. Finally, with the help of a ghost-writer*, his autobiography, *A Pocketful of Holes and Dreams*, was published, and became a best-seller. Recently, he was woken in the middle of the night by someone knocking on his front door. It was his daughter to whom he hadn't been able to read a

bedtime story all those years earlier. She had come to tell him that she had just read his book. 'Dad, I'm so proud of you,' she said - and burst into tears in his arms.

***A ghost-writer is somebody who writes a book for another person**

c. What do you think you can learn from Jeff's story?

d. Look at the highlighted words and phrases related to money and business. With a partner, try to work out the meaning from the context.

e. Complete the questions with one of the highlighted words and phrases. Then ask and answer the questions with a partner:

1. When was the last _____ in your country? How long did it last (has it lasted)?
2. Do you know anybody who works as a _____, What does he (she) sell? Does he (she) enjoy his (her) job?
3. If you were completely _____, who would you ask to lend you some money?
4. Have you ever bought something the first day it _____? What?
5. Do you know anybody who has _____ on their own? Is it successful?

Exercise 8. Complete the sentences with the correct verb in brackets:

1. My sister _____ a lot of money on clothes she never wears. (wastes / saves)
2. I can't _____ to buy a flat of my own. (pay/ afford)
3. You'll have to _____ a lot of money if you want to travel around the \world next year. (cost/ save)
4. Kevin _ _____ about € 1,000 a month in his new job. (wins / earns)
5. That painting _____ a lot of money. (charges / is worth)
6. My uncle is doing a bike ride to _____ money for charity. (raise / save)
7. We still _____ the bank a lot of money. (owe/ earn)
8. Mary _____ \$5,000 from her grandfather when he died. (inherited/ invested)
9. The plumber _ _____ me €100 for mending my shower. (cost / charged)
10. Can you _____ me \$200 until I get paid? (borrow / lend)

Exercise 9. Complete the sentences with the correct preposition:

1. I'll pay _ _____ the meal if you get the drinks.
2. They charged us €5 _ _____ a bottle of water.
3. They got _____ debt when they bought their new house.
4. We've borrowed some money _____ my parents.
5. My grandparents always pay _____ cash.
6. I don't mind lending money _____ family.
7. They spent a lot of money _____ their son's education.
8. Can I pay _____ credit card?
9. If I lend you the money, when can you pay me?
10. Phil invested all his money his own company.

Exercise 10. Complete the advertisement with the words. Bank account, bills, cash machine, loan, mortgage, note, salary, tax:

What's so good about CASH Internet Banking plc.

Our Account Services

Open a 1. _____ with us and we'll give you a free gift - you'll get a tablet computer if you earn over €3,000 a month. Consult our online service 24/7 and use your card in the 2. _____ of any bank to take out as much or as little money as you want - coins aren't available, but you

can take out a €5 3. _____ if you wish. Does your company pay your 4. _____ directly into the bank? Then we won't charge you anything for your card. We'll even pay all your 5. _____ for you, free of charge.

Our Financing Services

Do you need to borrow money for a car, a holiday, or a new laptop? We'll give you a 6. _____ of up to €10,000 for whatever you want to buy.

And how about a new house? We can give you a 7. _____ at one of the lowest interest rates on the market.

Our Extra Services

How much 8. _____ do you pay? Talk to our specialists to make sure you're paying the right amount - they can help you pay less.

Come to CASH Internet for the best accounts, the best services, and the best savings.

Exercise 11. a. Read the first chapter of a book about Daniel Suelo once. Where did he decide to live?

1. With friends.
2. With family.
3. In the countryside.
4. In a city.

The man who quit money

In the first year of the twenty-first century, *a* man standing by a busy road in the middle of the United States took his life savings out of his pocket - \$30 - laid it inside a phone booth, and walked away. He was 39 years old, came from *a* good family, and had been to college. He was not mentally ill, nor did he have any problems with drugs or alcohol. The decision was made by *a* man who knew exactly what he was doing.

In the twelve years since then, as the **stock market** has risen and fallen, Daniel Suelo has not earned, received, or spent a single dollar. In an **era** when anyone who could sign his name could get a mortgage, Suelo did not apply for loans. As public debt rose to eight, ten, and finally thirteen trillion dollars he did not pay taxes, or accept any type of help from the government.

Instead he went to live in a cave in Utah, where he picks fruit and wild onions, collects animals that have been killed on the roads, takes old food that has gone past its **sell-by date** out of bins, and is often fed by friends and strangers. 'My philosophy is to use only what is freely given or **discarded**: he writes. While the rest of us try to deal with taxes, mortgages, **retirement plans**, and bank accounts, Suelo no longer even has an identity card.

Daniel is not *a* typical tramp. He often works – but refuses to be paid. Although he lives in a cave, he is extremely social, remains close to friends and family, and has discussions with strangers on his website which he checks at the local library. He has cycled far, travelled on freight trains, hitch-hiked through nearly every state in the United States, worked on a fishing boat, collected mussels from Pacific beaches, caught salmon in **streams** in Alaska, and spent three months living in *a* tree after a storm.

'I know it's possible to live with zero money,' Suelo declares. And he says you can live well.

b. Read the chapter again and choose the correct answers:

1. What do we learn about the man in the first paragraph?
 - a. He had just left school.
 - b. He had thought about his actions carefully.
 - c. He had had a difficult childhood.
2. What has Daniel Suelo done since he changed his life?
 - a. He has got into debt.
 - b. He has bought a house.

- c. He hasn't used any money.
 3 How does he get enough to eat?
 a. He finds food.
 b. His family cook for him.
 c. He buys food.
 4 What's Daniel Suelo like?
 a. He's shy.
 b. He's lazy.
 c. He's outgoing.
 5. How does he get from one place to another?
 a. He cycles everywhere.
 b. He uses different methods of transport.
 c. He always uses trains.

c. Look at the highlighted words and phrases. What do you think they mean? Use your dictionary to look up their meaning and pronunciation.

d. Complete the sentences with one of the highlighted words or phrases:

1. Clean fresh water often comes from mountain_____.
2. It's important to have a _ _ _ _ _ for when you get old.
3. The giant fish sculptures in Rio were made using_____plastic bottles.
4. The early nineteenth century was an important_____for opera.
5. He has shares in some companies, so he's interested in what happens on the_____.
6. You might get ill if you eat food after its_____.

Exercise 12. a. Listen to four speakers talking about how they manage on their incomes. Match the speakers with their situation (T.8.4):

- Speaker 1. _____ a. a single parent
 Speaker 2. _____ b. a family with children
 Speaker 3. _____ c. a single retired person on a pension
 Speaker 4. _____ d. a young person who lives with his / her parents

b. Listen again and mark the sentences T (true) or F (false) (T. 8.4):

- Speaker 1
 1. He doesn't earn much money. .
 2. He saves most of his salary.
 Speaker 2
 3. She doesn't own the flat where she lives.
 4. She thinks money is more important than family.
 Speaker 3
 5 He can't live on his income.
 6. He isn't in debt.
 Speaker 4
 7. She only works in a shop at weekends.
 8. She spends most of her money on her children.

c. Learn these words and phrases:

cheques , contracts , figures , recession , salesman, broke, a gamble, a millionaire, go on sale, set up a business.

Unit IX

Lesson 1.

Grammar: The Present Perfect Tense

Table 1.

Affirmative		Negative	
I have written		I have not (haven't) written	
He has written		He has not (hasn't) written	
She has written		She has not (hasn't) written	
It has written		It has not (hasn't) written	
We have written		We have not (haven't) written	
You have written		You have not (haven't) written	
They have written		They have not (haven't) written	
Interrogative		Short Answers	
Have I written?	Yes, I have.	No, haven't.	
Has he written?	Yes, he has.	No, he hasn't.	
Has she written?	Yes, she has.	No, she hasn't.	
Has it written?	Yes, it has.	No, it hasn't.	
Have we written?	Yes, we have.	No, we haven't.	
Have you written?	Yes, you have.	No, you haven't.	
Have they written?	Yes, they have.	No, they haven't.	

Basic Constructions

Positive:

Subject + have / has + past participle + object(s) + time Expression

e.g. I have lived in Portland for four years.

Negative:

Subject + have / has not (haven't, hasn't) + past participle + object(s) + time Expression

e.g. Max hasn't played tennis since 1999.

Question:

(Question Word) + have / has + subject + past participle + object(s) + time Expression

e.g. Where have you worked since 2002?

We form the present perfect simple with the auxiliary verb **have/has** and the **past participle**. We form the past participle of Regular verbs by adding **-ed** to the verb: *e.g. play – played*. We form the past participle of Irregular verbs differently: *e.g. see - seen*. We form questions by putting **have/has** before the subject: *e.g. Have they read the book?* We form negations by putting **not** between **have/has** and the past participle: *e.g. He has not/hasn't repaired the TV yet.*

We use the present perfect simple:

- For actions which happened at an unstated time in the past. The exact time is not mentioned because it is not important. We put more emphasis on the action:

e.g. Kim has bought a new mobile phone. (When did she buy it? We don't mention the exact time because it is not important. What is important is the fact that she's got a new mobile phone.)

- For actions which started in the past and are still continuing in the present:

e.g. *He has been a car salesman since 1990.* (He started working as a car salesman in 1990 and he still is a car salesman)

- For actions which have recently finished and their results are visible in the present: with *today, this morning/afternoon*, etc. When periods are not finished at the time of speaking.

Time expressions used with the present perfect simple include:

for, since, already, just, always, recently, ever, how long, yet, lately, never, so far, today, this morning/afternoon/week/month/year, etc.

Grammar exercises:

Exercise 1. Study Substitution Table 1. and compose as many sentences as you can.

Exercise 2. Spell and transcribe the four forms of the following verbs:

be, do, have, see, strike, get, open, turn, wash, take, dry, clean, go, dress, put, make, sweep, clear, stay, say, hurry, begin, prepare, come, work, press, iron, gather, play, repair, knit, listen, hang, change, want, finish, know, help, fire, show.

Exercise 3. Put the verbs in brackets into correct form of the present perfect simple.

1. Have you ever given an interview? – No, I have never done (never/do) that. 2. What time does the train leave? - _____ (just/leave)! 3. Is the new restaurant good? – I _____ (not/eat) there yet. 4. Shall I do the shopping now? – No, I _____ (already/do) it. 5. Julia, are you ready? – No, I _____ (not/dry) my hair yet. 6. Would you like to have lunch with me? – No, thanks. I _____ (already/eat).

Exercise 4. Fill in the gaps with *recently, how long, yet, always, ever, already, since* or *never*:

1. *How long* has she been an air hostess? - _____ she left school. 2. Jonathan has moved house _____. – What's his new address? 3. I can't phone you. I haven't got a phone _____. – Well I'll come to your house instead. 4. Has she finished her homework _____? – Yes, She's _____ finished it. 5. He eats a lot of vegetables, doesn't he? – Yes. He's _____ liked vegetables. 6. Have you _____ been to China? – No, I have _____ been there.

Exercise 5. Fill in the gaps with: *have/has been (to)* or *have/has gone (to)*

A: Hi, Roger! Where is everybody? The house is very quiet. B: Well, Mum 1). has gone to the cinema with Mavis. A: How about your sister? B: She's having a shower right now because she 2). _____ the gym. A: I 3). _____ the gym twice this week. It's really exhausting. B: As for Dad, he 4). _____ the library to get some books. A: So, how about going to that new café that's just opened near the park? B: Oh, I 5). _____ there. Isn't that great? Why don't we call Steve and go to the basketball court? A: Okay, let's do that instead.

Exercise 6. Fill in *since* or *for*:

1. *for* ten years; 2. _ I was five; 3. _ 8 o'clock; 4. _ two hours; 5. _ ages; 6. _____ six months; 7. _____ lunch-time; 8. _____ we moved to this town; 9. _____ three minutes.

Exercise 7. Match Column A with Column B:

Column A

1. Jerry hasn't typed
- 2.
- 3.
- 4.
- 5.
- 6.

Column B

- a. visited Japan?
- b. talked to them.
- c. the letter yet.
- d. to New York twice this year
- e. known them?
- f. wanted to be a singer.

Exercise 8. Answer the following questions:

1. Have you had dinner yet? 2. Have you had coffee today? 3. Has your brother left for Kiev? 4. Has she ever met my elder brother? 5. Has Mary been to the canteen yet? 6. Have you found anything to your taste on the menu? 7. Have they paid for the lunch yet? 8. What book have you discussed today? 9. How much have you paid for the supper? 10. You have learned this poem by heart, haven't you? 11. You have made few mistakes in spelling, haven't you? 12. Where have you found this book? 13. Which lesson have you learned by heart? 14. What English books have you read yet?

Exercise 9. Put the verbs in brackets into the *past simple* or the *present perfect simple*:

1. A: I *went* (go) to the new gym yesterday. B: It's good, isn't it? I _ (go) there a few times. 2. A: (you/write) _____ to Simon lately? B: Yes, I _____ (write) him a letter last week. 3. A: How long _____ (you/be) married? B: Only for six months I _____ (get) married last December. 4. A: I _____ (not/see) Sam for a long time. B: Really? I _____ (see) him yesterday at the swimming pool. 5. A: (you/type) _____ the report yet? B: Yes, I _____ (finish) it half an hour ago. 6. A: Mary (know) Steven for six years. B: When ___ (they/meet)? A: When they _____ (be) at university together. 7. A: (you/ever/play) _____ rugby? B: Yes, I have. I _____ (play) for the first time last week. 8. A: James _____ (write) a new book last year. B: I know. I _____ (read) some great reviews about it in the newspaper.

Exercise 10. Put the verbs in brackets into the *past simple* or the *present perfect simple*:

Dear Margaret,

Thank you very much for your letter which I 1) *received* (receive) last week. I 2) _____ (be) really happy to hear from you after all this time. I've got a lot of news to tell you about myself. I 3) _____ (get) a new job nine months ago. I work as a reporter for our local TV station now. I 4) _____ (have) many interesting experiences so far. When I first 5) _____ (start) work, the manager 6) _____ (ask) me to interview our old school headmaster. He 7) _____ (be) so surprised to see me with a microphone in my hand. Last month, a fire 8) _____ (break out) in a big factory in the area. I 9) _____ (be) the only reporter who 10) _____ (manage) to talk to the owner! That 11) _____ (make) me feel very proud. As you can see, I enjoy my

job very much. I 12) _____ (meet) a lot of important people and as for me 13) I _____ (have) the opportunity to see lots of new places. I 14) _____ (buy) a new car because my old one 15) _____ (break down) a couple of weeks ago. I have to go now because they 16) _____ (just/inform) me that I have to fly by helicopter to Middleford. I have to talk to people whose homes were damaged by the storm which 17) _____ (hit) the area last night you see, I don't have a moment's rest!

Keep in touch.

Exercise 11. Put the verbs in brackets into the *present perfect simple* or the *past simple*:

1. Mr and Mrs Pater won (win) two free tickets to Paris in a TV show last week. 2. First, Robert _____ (brush) his teeth, then he _____ (go) to bed. 3. "_____ (you /ever /see) a lion?" "Yes, I saw one when I _____ (go) to Kenya in 1996." 4. I _____ (not/see) my family for two years. 5. "Where's John?" "He _____ (go) fishing for the day with his father." 6. My sister _____ (not/play) the violin since she was twelve. 7. I _____ (Already/see) this film. Let's watch something else. 8. Last week, Fred _____ (fall) off a ladder and _____ (break) his arm. 9. I _____ (never/hear) such a moving song before. 10. Jennifer _____ (always/want) to get Harrison Ford's autograph.

Exercise 12. Put the verbs in brackets into the *present perfect simple* or the *past simple*:

A: Hello, Billy I 1) haven't seen (not/seen) you for a long time. B: Yes, it 2) _____ (be) very busy recently. A: Really? Tell me what you 3) _____ (do) since we last 4) _____ see each other. B: Well I 5) _____ (get) my degree last month and then I 6) _____ (move) house. A: When 7) _____ (you/move)? B: Last week, but I 8) _____ (not/unpack) everything yet. A: I 9) _____ (phone) you on Tuesday but there 10) _____ (be) no answer. B: I 11) _____ (be) busy at my new house then. A: Never mind, I only 12) _____ (want) to invite you to a party next week at my house. B: Great! Thank you.

Exercise 13. Correct the mistakes:

1. We have bought a new sofa last month. 2. Jim lives in Germany for three years. 3. My father has went fishing. 4. She is just moved house. 5. We have eaten lunch at one o'clock. 6. Sophie has do her homework. 7. Ann and John have got married ten years ago. 8. I am at school since nine o'clock.

Exercise 14. Put the verbs in brackets into the correct tense:

Dear Bert,

1) I'm writing (write) to tell you what a great time we 2) _____ (have) at the Sour Grapes concert last weekend. It's a pity you 3) _____ (not/come). The concert 4) _____ (take) place on the football stadium near the university. There 5) _____ (be) about 80,000 people there. While we 6) _____ (wait) to get in, we 7) _____ (see) the members of the group arrive in a big black limo. They 8) _____ (have) bodyguards with them. Anyway, we 9) _____ (find) our seats and 10) _____ (wait) impatiently for the concert to begin. The Sour Grapes 11)

_____ (recently/record) an album which 12) _____ (become) very successful. The concert 13) _____ (last) for two and a half hours. I 14) _____ (send) you some photos that Alex 15) _____ (take) when we 16) _____ (be) there. We 17) _____ (hear) that the Sour Grapes 18) _____ (give) a big concert in London next month. Perhaps you can see them there.

Exercise 15. Read the notes about Paul Vem who is a famous runner. Make sentences using the prompts given as in the example:

e.g. Paul Vem was born in Sussex. (Be born/in Sussex);

always want/be a runner; start running/at the age of seven; win/the school championship/when/be/15 years old; join/the national team/four years ago; win/several medals/so far; recently receive/the "Athlete of the year" award; get married/last month; already take part/in two international championships.

A STUDENT'S DAY

Exercise 1. Share on: Being a student - What is your daily program? How does your day start?

Exercise 2. Speak with a partner about your daily routine at the University.

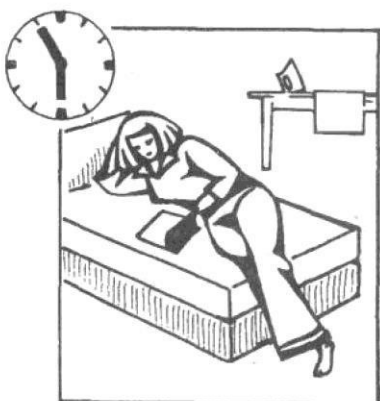
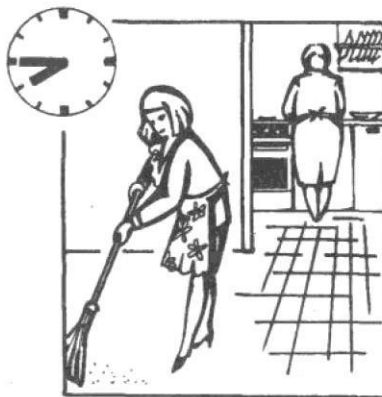
Exercise 3. Read the text. Compare your day with the character of the text:



A student's day

What is there in this picture? There is a bedroom in it. Is it still dark in the room? No, it is already light. What time is it now? The clock has just struck seven. Who (m) do you see in this picture? We see Mary in it. **Is** she still **asleep**? No, she is not. She is already up, she has opened the window and **turned on** the radio. She is **doing** her morning exercises **to the music**. What is she going to do next? She is going **to have a wash**. It is a quarter past seven. Mary is in the bathroom. She has just **taken a cold shower, dried herself on the towel** and **cleaned** her teeth. Now she is doing her hair before the looking-glass. What is she going to do next? She is going to dress. Mary is in the bedroom again. She has **already brushed** her clothes and shoes. What is she doing now? She is dressing. She has just **put on** her dress. She is putting on her shoes now. Has she made her bed yet? Yes, she has. It is a quarter to eight. The family has already had breakfast. While Mary is **sweeping** the floor with a broom her mother is washing up. Is Mary going to stay at home? No, she is not. She is going to the Institute. It is eight o'clock. Mary is hurrying to the Institute. She is **a first-year student** of the English faculty. Her **classes** begin at half past eight. Mary **is never late for** her classes. Does she walk to the Institute? No, she does not. She **goes** to the Institute **by Metro**. How long does **it take her to get to** the Institute? It

takes her half an hour to get there. 6. It is two o'clock. **Has the bell gone?** Yes, it has. The classes **are over**. Mary and her friends are having dinner. Are they going home after dinner? No, they are not. Mary is going to the laboratory to have some **practice** in pronunciation. Her friends are going to the reading-room to prepare their homework there. It is nearly six o'clock in the evening. Mary has just come home after a walk. She is having a short rest now. She is reading. Is Mary going to do any work about the house? Yes, she is She is going to **iron** her father's shirts. It is ten minutes to ten. The working day is over. The family are all together, Mary is **playing the piano**. Her brother David is **repairing** the TV-set. Their mother is knitting. Their father is going to turn on the radio and listen to the **news**. The family are not going to bed yet.



Exercise 4. Make up 10 special question on the text (Ex.3).

Exercise 5. Read and role-play the dialogue:

Dialogue

Edward: Hello, Mary!

Mary: Hello, Eddy. It's **so nice to see you**. Come in, please. (*Edward comes in, takes off his coat and hangs it on the hook.*)

Edward: **Look here**, Mary, there's a concert this evening at the club. You **are sure** to like it. What about going there together?

Mary: Oh, I'm sorry I can't. I'm making a new dress. I want to wear it at our party and I haven't finished it yet.

Edward: Oh, dear, we haven't been to the club **for ages**. Besides, it's a pity to stay at home on such a fine day, you know.

Mary: All right. Eddy. But will you help me before we go?

Edward: Oh, yes, why not?

Mary: **Something has gone wrong with** my electric iron. (*Mary gives the iron to Edward.*) Can you **put it right**?

Edward: Let me **have a look at** it. (*Edward examines the iron.*) Well, **there's nothing the matter with the iron**. I'm sure it's the plug.

(*Edward repairs the plug. Mary goes out to change. Then she comes back to Edward.*)

Edward: Here you are.

Mary: **How clever of you!** Thank you ever so much!

Edward: Not at all. Are you ready to go now?

Mary: Just a moment! I must switch off the light.

Edward: Hurry up then. We're going to be late, I'm afraid.

Mary: I'm ready. Come on. (*Mary and Edward hurry out.*)

Vocabulary

to be asleep ; *Ant.* **to be awake**; **to turn on (off) the light (electricity, water, gas, TV-set, radio, tape-recorder, lamp, tap)**; *Syn.* **to switch on (off)**; **To do**: a lesson, homework, an exercise, the room (flat, house); one's hair, shopping, ironing, washing, etc., good (harm); **To make**: a mistake, a report, a dress, tea, a fire, present, money, friends (enemies), bed; **to turn on (off) the light (electricity, water, gas, TV-set, radio, tape-recorder, lamp, tap)**; *Syn.* **to switch on (off)**; **to (the) music**; **wash vt**, **to have a wash**; **to wash one's hair**; **to wash clothes (linen)**; **to wash up**; **to take (to have) a bath (shower)**; **to dry (oneself) on (with) a towel**; **clean vt**; **to clean one's teeth (nails, clothes, shoes)**; **to clean the blackboard**; **to clean the room (the flat)**; **to clean the window**; **brush vt**; **to brush one's clothes (shoes, teeth)**; **to put smth. on**, e. g. *Put your coat on. It's cold.* *Ant.* **to take smth. off**, e. g. *He took his hat off and entered.*; **Sweep (swept, swept) v.**; **a first-year student**; **classes n pl.**; **in class**, e. g. *We have done this exercise in class.*, **after classes**, e. g. *What are you going to do after classes?* ; **to be late for**, e. g. *Don't be late for the lecture.*; **go (went, gone) vi**; **to go by bus (tram, train, Metro)**; **to go to bed**; **It takes her (half an hour) ...** e. g. *It doesn't take him long to prepare his homework. How long has it taken you to read this book?*; **get (got, got) vt/i**; **to get to a place**; **to get up**; **Has the bell gone?** ; **to be over** , e. g. *The lesson is over.*; **practice n**; **to have practice in smth.**; **practise vt**; **iron vt**; **to iron linen e**; *Syn.* **to press clothes (not linen)**; **(electric) iron n.**; **to play the piano (the guitar, the violin)**, **to play chess (tennis)**; **repair vt** ; *Syn.* **to put right**; **news n** (plural in form, but treated as singular), e. g. *What's the news?*; **It is so nice to see you.** ; **Look here, Mary ...** ; **sure adj**; **to be (feel) sure of smth.**, e.g. *We are sure of our future. We are sure that he will come. You are sure to like it.* = You will certainly like it.; **for ages** ; **Something has gone wrong with ...** ; **to have a look at smth.** ; **There's nothing the matter with the iron.**; **How clever of you!**; **So kind of you!**

to be short of time = to be pressed for time; spare time; on the way home, on the way to..., in town, out of town; to be through with smth; to look through smth. (Newspaper, article, text); to look forward to smth. (doing smth.); to manage to do smth., to look in; to listen in; to watch a TV programme; to go to the laundry; the hairdresser, the barber, the cleaner's; to have one's hair done, one's clothes cleaned, to have a manicure .

Exercise 6. Answer the following questions:

1. (At) what time do you get up? 2. Is it light when you get up? 3. You do your morning exercises to music, don't you? 4. What do you do in the bathroom? 5. What do you do with a tooth-brush (a towel, a comb)? 6. Do you take a shower in the morning or before you go to bed? 7. What do you clean your teeth with? 8. What do you dry yourself on? 9. You do your hair before a looking-glass, don't you? 10. At what time do you usually have breakfast? 11. What must you do with the dishes after having a meal? 12. What do you usually do before you leave the University? 13. What do you clean your flat with? 14. (At) what time do you leave for the University? 15. It takes you long to get to the University, doesn't it? 16. How long does it take you to get to the University? 17. Do you go to the University by bus? 18. (At) what time do your classes begin? 19. What do you do when the classes are over? 20. Where do you usually have dinner? 21. Do you prepare for your English lessons at home or do you prefer to work in the University reading-room? 22. How long does it take you to do your homework? 23. Do you work at the laboratory every day? 24. When do you usually come home? 25. What do you usually do when you come home? 26. In what way do you help your mother about the house? 27. What do you do with an iron (a vacuum-cleaner, a broom)? 28. What do you usually do in the evening? 29. Do you often go to the theatre or to the cinema? 30. You are fond of skating, aren't you? 31. What do you do when you stay at home in the evening? 32. Do your friends often come to see you? 33. How do you spend the time when your friends come to see you? 34. You listen to the news every day, don't you? 35. What do you do when you are going to listen to the latest news? 36. (At) what time do you usually go to bed? 37. Who does the shopping in your family?

Exercise 7. a) Write the interrogative and negative forms of the following sentences. b) Ask and answer questions on the following statements as in the model. Use the Present Perfect Tense. Add a sentence or two to develop a situation:

Model: He has already repaired the iron. Has he repaired the cassette-recorder yet? No, he hasn't. But he is sure to do it soon.

1. Mary has already ironed the table-cloth. 2. I have already turned off the light. 3. The girls have already done the room. 4. It takes me long to prepare for my English lesson. 5. It has taken Peter five minutes to shave. 6. We are going to the skating-rink after classes. 7. My sister is very good at sewing. 8. Peter is going to repair our TV-set. 9. We are going for a walk after classes. 10. I must do some knitting today.

Exercise 8. a) Write questions to the parts of the sentences in bold type. b) Each sentence describes a situation in a concise way. Find out some more details about it by asking questions. Work in pairs:

1. I have dinner **at two**. 2. I leave for the Institute **at eight o'clock**. 3. I go **to the Institute by bus**. 4. It has taken me **three hours to do my homework**. 5. **David** has already repaired **the radio**. 6. It has taken me **a fortnight to knit this sweater**. 7. I am going to have some practice in intonation **at the laboratory**. 8. I am going **to the theatre today**. 9. **Robert** is going to press **his coat**. 10. I do my room **with a vacuum-cleaner once a week**. 11. You needn't switch on the light, **it is quite light**. 12. **Mary** has gone to bed. 13. It takes me a **quarter of an hour to have breakfast**. 14. I take **a bath every morning**. 15. I go to the Institute **by Metro**. 16. We are going **to the skating-rink**. 17. I do my hair **with a comb**.

Exercise 9. Rewrite the sentences in the Present Perfect using the adverbs *already, just*:

*Model: My brother is going to repair the cassette-recorder. My brother has **already** repaired the cassette-recorder.*

1. I am going to have some practice at the laboratory. 2. I am going to clean the flat. 3. John is going to shave. 4. They are going to have a rest in the country. 5. Ann is going to turn off the gas. 6. The boy is going to brush his clothes, isn't he? 7. I am going to turn on the light. 8. His family are going to listen to the seven o'clock news, aren't they? 9. Who is going to have a bite? 10. What are you going to do? 11. They are going to stay out of town for a fortnight. 12. I'm going to look through his article.

Exercise 10. Make up as many sentences as you can according to the following models. Use the words, word combinations and phrases of the lesson:

Model 1: I am (not) going to turn on the light. I am (not) turning on the light. I have (already, just) turned on the light. (I have not turned on the light yet.)

Model 2: Are you going to turn on the light? Are you turning on the light? Have you turned on the light (yet)?

Exercise 11. Fill in articles wherever necessary:

1. Mary has taken ... cold shower and is going to dress. 2. Let me have ... look at your translation. 3. I always do ... room with ... vacuum-cleaner. 4. Let's turn on ... cassette-recorder and dance to ... music. 5. What are your fellow-students doing? - Mary is playing ... piano. Peter and David are playing ... chess. 6. I don't go to ... Institute by ... bus. I prefer to go there by ... Metro. 7. How long does it take you to do ... homework? 8. Something has gone wrong with ... vacuum-cleaner. I am sure it's ... plug. 9. It is not pleasant to go by... Metro on such ... fine day. Let's go on ... foot. 10. Will you turn on ... radio? I should like to listen to ... seven o'clock news. It's ... pity you have never been to ... England. 12. My parents are still in ... town.

Exercise 12. Fill in prepositions or adverbs wherever necessary:

1. Ann begins to work ... half past eight. At half past twelve she goes ... to lunch. After lunch she comes back ... her office and works ... four o'clock. At four o'clock she puts ... her hat and coat and goes ... home. 2. The students ... our group are never a minute late ... the classes. 3. It doesn't take me long to get... the Institute. 4. When do you usually get...? 5. Will you turn ... the light? The children are going ... bed. 6. We have turned ... the cassette-recorder and are going to dance ... the music. 7. When I come ... home I take ... my coat and hang it... the hook. Then I go ... the bathroom, turn ... the tap, wash my hands and dry them ... the towel. 8. What do you press your clothes...? 9. Have you cleaned ... the table yet? 10. Let's hurry or we'll be late ... the first lesson. 11. What kind of dress are you going to wear ... our party? 12. The button has come ... my coat. - Shall I sew it... for you? 13. Why have you turned ... the radio? - I am going to listen ... the seven o'clock news. 14. Are you going ... bus? 15. Hurry ..., I'm short... time. 16. Are you through ... your housework?

Exercise 13. Fill in the missing words:

1. Something has gone ... with the cassette-recorder. Can you put it...? 2. She is not up yet; she is still... 3. The classes are over. I am ... to go home. 4. I am ready to have a hot ... my teeth and go to bed. 5. If you want to have a ..., let's go for a walk. 6. I have ... my hands and now I am going to ... them on the towel. 7. Before putting on my clothes and shoes I always ... them. 8. While the mother serves breakfast Susan and Peter ... the flat and ... the beds. 9. I am going to present my brother with a sweater, which I have ... myself. 10. In the evening we usually have some music or ... to the radio or ... the TV programme. Sometimes we ... to see our friends or our friends ... to see us. Once a week we go to the cinema or to the theatre. 11. Do

you usually sit up late or do you ... to bed early? 12. Peter is a good sleeper, he is late and often has no time for breakfast. 13. If the water feels cold on winter mornings you must rub yourself with the. 14. There is a ... this evening at the club. 15. Something has gone wrong with the.... Will you have a ... at it? 16. Please, turn on (off) the...! 17. Have you cleaned the...? 18. I'm ... for time, will you help me?

A. 1. He is forty. His wife is thirty-five. He is ... than his wife. 2. David is ten. Bob is eight. Bob is ... than David. 3. Seventeen is ... than ten. 4. In August the weather is generally ... than in October. 5. In May the days are ... than in March. 6. This book is ... interesting than that one. 7. I think this exercise is the ... difficult. 8. How are you? - Thank you. I'm ... today. 9. I know German ... than English.

B. 1. ... your lessons and be off! 2. You look so smart today. Where have you ... your hair? 3. How could you possibly ... so many mistakes in your dictation? 4. If you want to make a good sportsman you must... morning exercises every day. 5. On her way home mother usually ... some shopping. 6. I'm pressed for time. Will you ... the room yourself? 7. Skating will ... a lot of good. 8. I'd like you to ... friends with all the students of your group. 9. Isn't it your turn to ... a report today?

Exercise 14. Form one sentence of the given two using the following model:

Model: This mistake is gross. That mistake is not so gross. That mistake is not so gross as this one.

1. These apples are tasty. Those apples are not so tasty. 2. The Volga is long. The Don is not so long. 3. My house is tall. Your house is not so tall. 4. Tom's pronunciation is good. Your pronunciation is worse. 5. The winter in Moscow is cold. The winter in London is not so cold. 6. Your mother is young. My mother is not so young.

Exercise 15. a) Respond to the following sentences as in the model:

Model: I have already swept the floor. - Have you? I haven't aired the room yet. - Haven't you?

1. Mary has gone by bus. 2. The bell hasn't gone yet. 3. I've had much practice in English. 4. Something has gone wrong with the gas stove. 5. I haven't done my washing yet. 6. She has just come. 7. I've done a lot to help him. 8. I haven't been to the club for ages. 9. I've never been late for the lectures. 10. I've already looked through the article.

b) Continue the exercise suggesting your own verbal context.

Exercise 16. Complete the following sentences and let your fellow-student respond to them:

1. I am (not) going to.... 2. Are you going to...? 3. It has taken me.... 4. Something has gone wrong with.... 5. David is sure to.... 6. Are you sure to...? 7. Look here, Mary.... 8. I'm afraid.... 9. I should like to.... 10. It is so nice to.... 11. What about...? 12. It doesn't take me long to. 13. Has it taken you long to...? 14. How long does it take you...? 15. It's a pity to.... 16. It's a pity you haven't ... 17. It's a pity he can't.... 18. How clever of you to.... 19. I look forward to.... 20. He can't manage to....

Exercise 17. Think of stimulating phrases to which those below could be replies. Work in pairs:

1. Thank you ever so much. 2. No more, thank you. 3. I'm afraid, I can't. 4. Certainly! 5. Here you are. 6. Just a moment. 7. It is out of the question. 8. I'd love to. 9. That's all right.

Exercise 18. a) Respond to the following sentences. Work in pairs. b) Continue the exercise suggesting your own verbal context of the same type:

1. May I come in? 2. What about going to the country together? 3. Will you help me, Nick? 4. I've read many English books this month. 5. I should like to see that magazine. 6. Shall I air the room? 7. Will you have another cup of tea? 8. Let me have a look at it. 9. Something has gone wrong with my ball-pen.

Exercise 19. Choose the right verb:

to tell - to say

1. Mr. Smith ... Mr. Brown it is time to have a break for lunch. 2. Mr. Sandford ... his son he is going to London. 3. Mrs. Watson ... her children that they must not go out on such a nasty day. 4. Susan ... her friends that she has a lot of work to do. 5. Mrs. Smith ... her sons that she has already made toasts for them. 6. John ... his brother is a perfect sportsman. 7. The boy ... he is not going to stay at home on such a fine day. 8. Tom ... his friend that he is always up at eight. 9. The mother ... that she has already served breakfast. 10. The teacher ... the student that he has made only a few mistakes in pronunciation. 11. The boy ... he has already aired the room. 12. The girl... her mother that she doesn't like boiled eggs. 13. The monitor ... we are going to have a sitting of our English club tonight. 14. Mike ... his little brother is a very hard-working boy

Exercise 20. Use the following sentences in indirect speech. Make all the necessary changes:

1. Mary says to me: "I am already finishing this book." 2. The girl says to her mother: "I don't like porridge." 3. Tom says to his friend: "I am going to the canteen." 4. The boy says to me: "I'm thirsty." 5. The teacher says to the students: "You must be ready for the written test tomorrow." 6. Nick says to his mother: "I have already had dinner." 7. Boris says to me: "My father is leaving for Kiev." 8. Nick says to me: "I have already paid for the lunch." 9. Ida says to her friends: "There is nothing to my taste on the menu." 10. The girl says to her sister: "I haven't finished my supper yet." 11. Tom says: "I can speak two foreign languages: English and Spanish." 12. Mary asks: "Has the bell gone?" 13. Tom asks: "Is Mary staying at home?" 14. Nick says to Ann: "Don't forget to air the room." 15. John asks his father: "Has she left?" 16. Tom asks Mary: "What is our next lesson?"

Exercise 21. Translate the following sentences into English:

A 1. Petru încă doarme? – Nu s-a trezit deja. 2. Când vin acasă, merg la baie, deschid robinetul, îmi spăl mâinile și le șterg cu prosopul. 3. Trebuie să aerisiți dormitorul înainte să mergeți la culcare. 4. Mama îl roaga pe băiat să ia mătura și să măture podeaua. 5. Vă deplasați la universitate cu autobuzul? 6. Ce faci de obicei după lecții? 7. Scoateți paltonul și atârnă-l pe

cuier. 8. Dansăm? – Cu plăcere. 9. Faci de obicei gimnastică cu muzică? 10. De cât timp ai nevoie, ca să te deplasezi la universitate? – Aproximativ de o jumătate de oră. 11. Am nevoie de un sfert de oră pentru a mă pieptăna și a mă îmbrăca. 12. Ceva sa întâmplat cu televizorul, nu funcționează. 13. Conectează fierul de călcat și calcă-i tatălui jacheta. (to plug in). 14. Ce faci acum? – Calc lenjeria. 15. La ora opt tata își pune paltonul și pălăria și pleacă la lucru. 16. Ce ai de gând să faci? – Am de gând să fac baie. 17. Să mergem la săniuş! – Mă tem că nu am să pot. 18. Hai, am să te ajut să faci curăţenie în cameră. 19. Ce cât timp ai nevoie să pregăteşti lucrarea de laborator nr. 12? 20. Este foarte cald. Aş vrea să fac un duş rece. 21. Băiatul a terminat să mănânce terciul și acum bea cafea cu o tartină. 22. Am deschis fereastra, pentru a aerisi camera. 23. Ai împletit deja puloverul? – Nu încă. Am de gând să-l termin mâine. 24. Grăbește-te, altfel vom întârzia la prima lecție. 25. Unde este sora ta? – ea spală vesela la bucătărie. 26. Băiatul a rugat-o pe mama să-i coase un nasture la palton. 27. Hai să conectăm casetofonul și să ascultăm muzică. 28. Ce faci? – Mă pregătesc pentru lecția de engleză. – Ce ai de gând să faci după aceea? – Am de gând să cânt la pian. 29. Ai auzit ultimele noutăți? – Da. 30. Ce faci? – Am spălat lenjeria și acum o calc. 31. Haideți să ne adunăm după lecții și să mergem la plimbare împreună. 32. Îmi place rochia cu care erai îmbrăcată ieri. 33. De ce este întuneric în cameră? – Ce va s-a întâmplat cu lampa. 34. Ești sigură că ai stins lumina? – Da.

1. Acum la sat aproape fiecare familie are un aparat de radio și un televizor. De aceea oamenii pot privi televizorul și asculta la radio acasă. Unii din ei merg la sala de citire, ca să citească o carte, un ziar ori o revistă. Alții merg la club, dacă este un concert sau se derulează un film nou. 2. Este bine pentru copil să stea în fața televizorului toată seara? – Desigur că nu. Copiii trebuie să petreacă mai mult timp la aer. 3. Ce faceți de obicei serile? – De obicei suntem acasă. O dată sau de două ori pe săptămână mergem la săniuş, la teatru sau la cinema. Surorii

B. mele îi place foarte mult muzica și mergem deseori la concert. Uneori privim televizorul, dacă este în programă (on the programme) ceva interesant. Mergeți în oraș deseară? (to go out) – Nu cred. – Atunci să mergem la clubul universității. Acolo va fi un concert. Vă va plăcea cu siguranță. – Mulțumesc, cu plăcere. 4. Ceva s-a întâmplat cu aparatul de radio. Nu funcționează. Lasă-mă să-l văd. Crezi că-l poți repara? – Desigur. – De cât timp ai nevoie pentru acesta? – Destul pe puțin. E gata. Poftim. – Ce bravo ești! Mulțumesc mult! – Cu plăcere.

Exercise 22. Make up short dialogues using the given statements:

Model: A: I have done a lot of work about the house.

B: What do you tell me?

A: I tell you that I have done a lot of work about the house.

B: What does A tell B?

D: A tells B that she has done a lot of work about the house.

1. I have never been to London. 2. Mary has already had some practice at the laboratory. 3. We don't like this poem. 4. They are leaving for the Crimea tomorrow. 5. I am not going to stay at home. 6. It takes me half an hour to get to the skating-rink. 7. My parents always listen to the seven o'clock news. 8. I can sew a button on for you. 9. There is a new film on this evening at the club. 10. Nick can repair your cassette-recorder very easily.

Exercise 23. Read and translate the following. Pick out all the words, word combinations and phrases that can be used for the topic "Housework" or "The Daily Programme":

I.

David: Look, dear, a button has come off my coat.

Mary: Have you got the button?

David: Yes, I have.

Mary: Well, bring me my sewing-basket from the next room.

David: Here you are!

Mary: Thank you. I must get a needle and some thread.

David: Shall I thread the needle for you? It is not an easy thing to get the thread through the eye of the needle, is it?

Mary: Ah, I've done it. Now take your coat off and I'll sew the button on for you.

II .

This is my daily programme. I wake at about seven o'clock and then it is time for me to get up. I like a cold shower every morning, so I put on my dressing-gown and slippers and go to the bathroom. The water feels very cold on winter mornings, but I rub myself hard with the towel and soon I feel quite warm.

Then I shave, brush my teeth, wash my face and go back to the bedroom to dress. I brush and comb my hair, take a clean handkerchief out of the drawer and have breakfast at a quarter past eight. After breakfast I sit and read my morning paper. If the weather is fine, I usually walk to my office. At nine o'clock the day's work begins. At twelve-thirty I have a break for lunch.

I generally finish my work about six o'clock. Then I have a cup of tea and a biscuit, and in summer I spend an hour or so out-of-doors, play a few games of tennis or volley-ball.

We have supper about seven-thirty or eight o'clock and then we sit and talk, or listen to the wireless. Often in summer we take out the car and go for a run in the country; in winter we go to the cinema or the theatre. But that is not often. I have a lot of work to do, and usually after supper I read or write until twelve or one o'clock.

Exercise 24. a) Make up a dialogue on the following situation:

You ask your friend when she usually gets up and at what time she leaves her house. You ask her if she does any work about the house in the morning and how long it takes her to get to the Institute.

b) Suggest a situation for your fellow-student to give it in the form of a dialogue.

Exercise 25. Make up a conversation using the vocabulary of the lesson and conversational phrases.

Exercise 26. a) Speak on the topic "Housework". b) Give an account of your own daily programme (your father's).

Exercise 27. a) Think of a proverb, which could be applied to your daily round. b) Make up a conversation with your fellow-student to finish it with this proverb.

Lesson 2.

Grammar: The Present Perfect Continuous.

Table 1.

Positive	Negative	Interrogative
I have been working	I haven't been working	Have I been working?
You have been working	You haven't been working	Have you been working?
He, she, it has been working	He hasn't been working	Has she been working?
We have been working	We haven't been working	Have we been working?

You have been working	You haven't been working	Have you been working?
They have been working	They haven't been working	Have they been working?

Basic Construction

Positive

Subject + has / have + been + verb + ing + object(s) + time Expression

e.g. He's been cleaning house for two hours.

Negative

Subject + has / have not (hasn't / haven't) + been + verb + ing + object(s) + time Expression

e.g. Janice hasn't been studying for too long.

Question

(Question Word) + has / have + subject + been + verb + ing + object(s) + (time Expression)

e.g. How long have you been working in the garden?

The **present perfect continuous tense** uses the **auxiliary verb "have - has"** and **-ing** added to the main verb. It refers to an action that started in the past, but has continued to the present or has just finished.

The present perfect continuous tense is used when:

- The action started in the past and continues up to the present; to put emphasis on the duration of an action;
- The action continued at the time of speaking/writing; or the action just finished at the time of speaking/writing;
- The statement answers "how long" an action has been happening; the action has happened continuously with stopping;
- The action has recently finished and its result is evident now.

Note: 1). We use the present perfect simple instead of the present perfect continuous with non-continuous verbs (know, believe, like, etc.)

e.g. I've known Sharon since we were at school together.

2) With the verbs, **feel** and **work** we can use the present perfect continuous or the present perfect simple with no difference in meaning.

e.g. He has been living/has lived here since 1994.

Time expressions used with the **present perfect continuous** include:
for, since, all morning/afternoon/week/day. etc., how long (in questions)

Grammar exercises:

Exercise 1. a) Make up sentences using Table 1. (Lesson 2) b) Compose your own sentences of the same kind.

Exercise 2. What have these people been doing? Make sentences using an appropriate verb in the present perfect continuous:

e.g. Catherine went to the supermarket an hour ago. She's still there. Catherine *has been shopping* for an hour.

1. My mum began cooking three hours ago. She hasn't finished yet. 2. The teams started playing football twenty minutes ago. They haven't finished yet. 3. The headmaster started speaking two hours ago. He hasn't stopped yet. 4. Bill began building his house six months ago. He hasn't finished it yet. 5. I started doing my homework three hours ago. I haven't finished it yet.

Exercise 3. In pairs, ask and answer questions using the prompts given, as in the example:

e.g.

- *What's your favourite hobby?*
- *Painting.*
- *How long have you been painting?*
- *I've been painting since I was fourteen years old.*

1. Favourite hobby 2. Best friend/know 3. Favourite TV programme/watch 4. Your address/live 5. Favourite magazine/read

Exercise 4. Put the verbs in brackets into the present perfect continuous:

A: Hi Uzi. You look exhausted. 1). *Have you been working?* (You/work) overtime again?

B: Yes, I have. I 2). _____ (help) my boss to update the files in the office all week. He 3). _____ (read) the files and I 4). _____ (write) down names. Address, phone numbers and so on.

What about you.

A: Well, I 5). _____ (train) hard for the championship next week. B: I see! 6). _____ (you/lift) weights all day long?

A: Yes, for two weeks. How's Sue? 7). _ B:

No, she hasn't. She 8). _ (she/study) for her exams? (go) out every evening. I won't be

Exercise 5. Give the interrogative and negative forms of the following sentences:

1. He has been working at his report since 10 o'clock. 2. They have been writing their test for nearly two hours already. 3. She has been waiting long. 4. His daughter has been playing the piano since the morning. 5. They have been discussing this problem for rather a long time. 6. The child has been sleeping too long. 7. Ann and Roger have been quarrelling for fifteen minutes. 8. She has been dreaming to become an actress all her life. 9. I have been doing my lessons since 4 o'clock.

Exercise 6. Put the verbs in brackets in the *Present Perfect* or the *Present Perfect Continuous*:

1. How long you (to wait) for me? 2. I (to know) her since my childhood. 3. He (to think) about it for three days. 4. They always (to prefer) theatre to TV. 5. How long she (to study) music? - Oh, she (to study) music since her early childhood. 6. Since she was a little girl she (to try) not to take things seriously. 7. The students (to write) their test for two hours already. 8. She (to live) in that house round the corner about thirty years. 9. You (to play) too long. It's high time to do your lessons. 10. She (to be ill) for more than two weeks. I (to miss) her terribly.

Exercise 7. Translate the following sentences into English:

1. Eu vă aștept de 20 minute deja. 2. Savanții lucrează asupra acestei probleme de mulți ani. 3. Jean toată viața visează să călătorească în Orient. 4. Eu traduc articolul de dis-de-diminează. 5. Ea doarme de mult timp deacum. E timpul să o trezim. 6. Ana și Roger se ceartă de dis-de-diminează. 7. Noi locuim în această casuță de o săptămână deacum. 8. De prea mult timp voi discutați această problemă. 9. Locuiți de mult timp aici? 10. El chiar se ocupă (studiază) atât de mult? 11. Ai împachetat deacum lucrurile? Taxiul așteaptă de zece minute deja. 12. El întotdeauna s-a interesat de fizică. El acum studiază o nouă problemă. El se ocupă de această de două luni deja. 13. N. este autorul unor nuvele foarte interesante. Nu demult a finisat o istorioară și acum scrie alta. El lucrează asupra ei de o lună și spune că o scrie cu plăcere. 14. Noi suntem aici de la începutul lunii dar în tot acest timp vremea a fost foarte urâtă. 15. Plouă de dimineață.

Exercise 8. Use the *Present Perfect* or the *Present Perfect Continuous* instead of the infinitives in brackets:

1. She (to paint), pretending to paint, for about six hours. 2. I (to do) a great deal of work today. 3. I (to read) your composition. I think you'll have to polish it up a bit. 4. They (to build) that bridge for several months, but they (not to finish) it yet. 5. He (to grow) so old that he spends most of his time sitting in an easy-chair. 6. "You'll have to speak louder, I'm afraid. I (to become) very deaf," said Randan. 7. What you (to do) with yourself, Edward, since I saw you last? 8. I expect you (to have) already a talk with Henry. He looks more cheerful. 9. This picture (to hang) here for as long as I can remember. 10. Edward is coming! How nice! I (not to see) Edward for years. 11. What you (to do) since Sunday? 12. I want to talk to you, Aileen. I (to want) to talk to you for a long time. 13. Well, Bunter? - Everything (to be done) that can be done, my lady. 14. It's no use denying, my dear Dick, that you (to think) too much lately. 15. He (to lose) his dictionary. He (to look) for it all day, but (not to find) it yet. 16. She (to read) all the plays by Galsworthy. How many you (to read)? 17. Jim (not to be) here for three weeks. 18. I can't wait any longer. I (to wait) since five o'clock. 19. I (not to have) a good night's sleep since last week. 20. On the porch he looked over his shoulder and noticed a dark figure disappear round the corner of the house. "Somebody (to follow) me again," he thought.

Exercise 9. Complete each sentence with two to five words including the word in bold:

e.g. When did Paul sell his house? – **since**: How long is it since Paul sold his house?

1. Mark started playing the guitar three years ago. – **has**: Mark _____ playing the guitar for three years. 2. The children haven't finished their homework yet. – **still**: the children _____ their homework. 3. When did you last decorate your living room? – **since**: How long is it _____ your living-room? 4. We haven't called the plumber yet. – **still**: We _____ the plumber.

Exercise 10. Correct the mistakes:

1. I have looked for him all day. I can't find him. 2. He has trying to fix the car all morning. 3. I have buying lots of food this week. 4. I not have bought any shampoo. 5. It has been snowed. But it's stopped now. 6. How long they have been cleaning the house? 6. I've been knowing Lilian for two years. 7. Have you read? Your eyes are red.

OUR UNIVERSITY

Exercise 1. What do you know about the university you've been studying?

Exercise 2. How many universities are there in your country/city? Name a few of them.

Exercise 3. Read, translate and retell the text (A Letter):

Our University

Dear Helen,

Don't **be angry with** me for my long **silence**, but really I was too busy to write.

As you know, I **left school** in June and began to prepare for my **entrance exams** to the University. As both my mother and father are teachers I have **made up my mind** to be a teacher too. I think teaching is a noble profession.

I had to take four **exams** and passed all of them with excellent **marks**. So I'm glad to tell you that now I'm a first-year student at the Moscow State Teacher **Training** University.

I should like to show you the main building of our University. **I can't help admiring** this fine old building with its beautiful columns. The first students entered it more than 120 years ago.

It goes without saying we, students, are very **proud** of this fact.

There are 18 faculties at our University which train teachers in many **subjects**: Russian, Literature, Mathematics, Physics, Geography, Chemistry, Biology, Foreign languages and others. Many well-known **professors** teach at our University.

We have good libraries and reading-rooms and for those who **go in for sports** there are good gymnasiums and a stadium.

At present we have quite a lot of work as we have English practice, Grammar and Phonetics, Linguistics, History of our native land and other subjects. There is an English speaking club at our faculty. It gives us a good **opportunity to master the language**, but I don't take part in it yet. I'm working **hard** at my pronunciation. There is a good language laboratory at our faculty where we work with cassette-recorders. It helps us to find out our mistakes and **to get rid of** them in the shortest possible time.

So that's the latest news about myself. Please write to me about your life and studies.

My **best regards** to your parents.

Yours, Ann.

Exercise 4. Read and role-play the dialogue:

A telephone call

Alex is about to ring up a friend of his. He **picks up** the **receiver**, and **dials** the number. The first time **the line is engaged** but **then he gets through**.

A: Bob?

B: Speaking

A: This is Alex. Hello, old chap. Haven't heard from you for ages. How are you?

B: Oh, hello, Alex. I'm fine, thanks.

A: Wonderful, I hear you passed all your entrance **exams** with excellent marks. So you are a student now, aren't you?

B: Well yes, and you?

A: I wasn't **so lucky** at the exams, in fact. I only got good **marks** in the main subjects: physics and maths.

B: I wonder if you find it difficult to study mathematics.

A: Rather. I **spend** a lot of time doing my home assignment. But I'm not at all sorry. You've got to work hard **to make good progress**.

B: Do you have time to go in for sports?

A: Yes, of course, I joined the University sports society, as I'm fond of skating, skiing and tennis.

B: As for me, I'm a member of our English speaking club. I've joined our drama society and the choir. **They say I'm rather good at** both singing and acting.

A: Good, isn't it? Hope to see you some day. Will you invite me to your club?

B: Sure.

A: By the way, I've got a new telephone number. It is now 235...

B: Just a second. I must have a pen to put it down. Yes?

A: So I repeat 235-60-57. I'll be expecting your call. Bye-bye.

B: So long, then.

Vocabulary

Angry *adj.*, **anger** *n.*, **to be angry with smb.**, e.g. *She was angry with me because I was late.*; **silence** *n.*; **silent** *adj.*; **Keep silent!** e.g. *Keep silent, I can't hear anything!*; **to leave school** (no article!) – Cf – **to go to school**, **to go by bus**, **to go to bed**; **entrance** *n.*; **entrance exams**; **Ant. exit**; **enter** *vt*; **Syn. come** *vi*; **Ant. leave** *vt*, e. g. *He entered Room 5. Come in!*; **mind** *n.*; **vt to make up one's mind** = decide: **Never mind!** **To my mind.**; **exam(ination)** *n.*; **examine** *vt*; **examiner** *n.*; **to take an exam**; **to pass one's exam**, e. g. *He took an exam in Geography but he didn't pass it.*; **mark** *n.*; **to give a mark**; **a mark for an answer**; **a mark in a subject**, e. g. *He got a satisfactory mark in Physics. The teacher gave me a five for my answer yesterday.*; **train** *vt*, to train teachers; **one can't help (doing smth.)** e.g. *I couldn't help smiling, the child was so funny.*; **admire** *vt*; **admiration** *n.*, e. g. *We all admire your singing. The people looked at the actress in admiration.*; **It goes without saying.**, e.g. *It goes without saying we help those who need our help.*; **proud** *adj.*, **pride** *n.*, **to be proud of smth.** e.g. *We are all proud of our country.*; **subjects**; **Literature, Mathematics (Maths), Physics, Geography, Chemistry, Biology, a Foreign language, Linguistics.** **Professor** *n.*; **scientist** *n.*, **science** *n.*, **scientific** *adj.*; **research worker**; **to go in for**, e.g. *The students of our group go in for sports.*; **opportunity** *n.*, e.g. *This is a good opportunity to help them.* **To master the language**; **hard** *adj./adv.*, Cf. **hard work**, **to work hard at smth.**, **hardworking**; **to get rid of**, e.g. *I can't get rid of my mistakes.*; **Best regards to...** = **syn. Remember me to ...**; **receiver** *n.*, **to pick up the receiver**; **to hang up**; **dial** *vt.*, **dial** *n.*; **the line is engaged (free)**; **to engage**: **Hold the line, please.**; **to get through**; **Are you through?**; **lucky** *adj.*, e.g. *I know him, he is always lucky*; **spend (spent, spent)** *vt.* e.g. *He spent much money on books. I spend much time on my English.*; **to make (good) progress**, e.g. *We hope to make good progress in English.*; **They say...**, e.g. *They say it is going to be cold.*; **to be good at smth. (or at doing smth.)**, e.g. *She is very good at singing.*

Telephone Talk:

a telephone-booth; a call-box; insert a coin in the slot; buzz, buzzing sound; long-distance call; to be disconnected (to be cut off); to get the wrong number; St. Petersburg is on the wire.

Letter Writing:

Opening greetings endings (on the left-hand side of the page)

Dear Sir (Dear Madam),

Dear Mr. Brown, Respectfully

My dear sister, passionately yours Dearest Mother

Corresponding polite (on the right-hand side of the page)

Yours truly; Yours faithfully, Yours very truly; yours Affect

Your loving daughter

Exercise 5. Make up questions covering the content of text “A telephone call” (ex. 4) for your fellow-students to answer them.

Exercise 6. Fill in prepositions or adverbs if necessary:

1. First-year students work hard to master ... the language. 2. What mark did you get... Literature ... the entrance exams? 3. What mark have you got... your report? 4. “Try to get rid ... this gross mistake,” said the teacher. 5. When did you make a report ... this book? 6. Our nephew is very good ... maths. 7. Why don't you take part... our discussion? 8. We decided to join ... the English choir. 9. Where have you been? We haven't seen you ... ages. 10. When the monitor entered ... the classroom the students kept silent. 11. Cousin Helen sends her best regards ... everybody. 12. The girl has invited her friends ... her birthday party. 13. What kind of sports does he go ? – He is good ... tennis and volley-ball. 14. I see you are angry ... me, but I don't understand why you do not answer ... my question. 15. Did he often write ... his mother when he was ... the South? 16. The students are proud ... their Institute. 17. They are all very fond ... the English speaking club. 18. Two of my fellow-students are away... the lessons today.

Exercise 7. a) Write questions to the parts of the sentences in bold type. b) Each sentence describes a situation in a concise way. Find out some more details about it by asking questions. Work in pairs. Use conversational phrases:

1. **I left school in June. I began to prepare for my entrance exams** to the institute. 2. **The first students entered the Institute more than 100 years ago.** 3. **We all gathered at my cousin's place to see the New Year in.** 4. **I was just writing a letter to my brother when the door-bell rang and he himself entered.**

Exercise 8. Fill in articles where necessary:

1. His son left ... school two years ago. 2. Helen passed ... entrance exams to ... Institute with excellent marks. 3. My favourite subject at ... school was ... Literature. 4. My brother goes in for ... sports. 5. It was decided to finish ... building of ... house in ... shortest possible time. 6. I'm going to join ... sports society. 7. He is ... member of ... students' English club. 8. We haven't yet had ... discussion on ... book we are reading now. 9. I got ... satisfactory mark for ... test. 10. Read and translate ... text, do ... Exercise 5 orally and ... Exercise 8 in ... written form. 11. He turned on ... radio as he was going to listen to ... news. 12. ... Pacific Ocean is seldom quiet. 13. I'm afraid he is so short of... time.

Exercise 9. Express a similar idea by using the synonymic expression to *make up one's mind*:

Model: We decided to learn to swim. We **made up our minds** to learn to swim.

1. I decided to go for a walk as it was a pleasant evening. 2. We decided to answer his question in written form. 3. He decided to speak to the assistant-dean about his work. 4. Our cousin decided to go to the country for his holiday. 5. He decided to recite his new poem to his friends. 6. He decided to get an excellent mark in English. 7. He decided to master two foreign languages.

Exercise 10. Intensify the idea of liking by using *to be fond of*:

Model: I like dancing. I am fond of dancing.

1. I like Tchaikovsky's music. 2. The girls liked to spend time in the open air. 3. I like swimming. 4. He likes Byron's poetry. 5. We all like Moldavian nature. 6. The old man liked this beautiful park.

Exercise 11. Intensify the idea by using the construction *one can't help doing smth.*:

Model: I laughed at the boy. I **couldn't help laughing** at the boy.

1. We love Repin's work, he is a great artist. 2. I went to my sister's yesterday, it was my niece's birthday. 3. I invited Helen, she is one of my best friends. 4. I entered a teachers' training institute, I love children. 5. I told her everything. She wanted to know all about her mother. 6. I smiled while looking at that funny animal.

Exercise 12. Intensify the idea by adding *it goes without saying* at the beginning of each of the given sentences:

Model: We are proud of our University. **It goes without saying** we are proud of our University.

1. We read a newspaper every day. 2. We must work systematically if we want to know English well. 3. She will get an excellent mark. 4. His work is very interesting. 5. Teaching is a noble profession. 6. He is a well-bred person. 7. We are eager to master the English language.

Exercise 13. Give sentences with the construction *to take part* using the following words:

discussion, concert, work, excursion, expedition, and picnic.

Exercise 14. Give sentences with the constructions *to go in for* and *to be good at* using the following words. Explain their meaning:

Music, sports, poetry, painting, swimming, singing, foreign languages.

Exercise 15. a) Let the members of the class ask and answer questions. Give short answers and add a sentence of your own in the Past Indefinite or Past Continuous Tenses as in the models.

Model 1: When did he take his exam in History? - On Wednesday. He passed it successfully.

Model 2: Were they playing chess when he returned? - No, (they weren't). They were having supper.

b) Respond to the negative sentence of your fellow-student as in the model. Use contracted forms in speech.

Model 1: He didn't leave Moscow the other day. - No, (he didn't). He left only yesterday. Model 2: The girls were not playing the piano when he came. - No, (they weren't). They were listening to the news.

Exercise 16. Ask one another questions as in the model. Repeat your question beginning it with *I asked if...* Student B. could start answering with *Sorry I didn't catch that; I'm afraid I missed that, I beg your pardon; Would you mind repeating that, please.*

Model: A: Did you take part in the discussion?

B: I'm afraid I didn't quite hear what you said.

A: I asked if you took part in the discussion.

B: I did. The discussion was very interesting.

Exercise 17. Translate the following into English:

1. Ne străduim să participăm la discuțiile despre filmele noi. Noi participăm la viața socială a universității. Participăm la activitatea clubului de limbă engleză. 2. De ce nu participați la lucrul nostru (la concertul nostru, la discuția noastră)? 3. El se ocupă cu sportul, muzica, pictura, limbile, lucrul științific, cântul, arta. 4. Acei care vin din alte orașe stau la cămin. 5. El a decis să intre la universitatea pedagogică din Chișinău (să devină învățător, să învețe intens în semestrul acesta). 6. Nu pot să nu mă opresc când văd acest copil drăguț. Nu puteam să nu mă înscriu la universitatea pedagogică, îmi plac copiii. 7. Copiii sunt mândri de tatăl lor marinar. Sunt mândri de succesul lor. Ei toți au susținut examenul și au primit note excelente. Locuitorii Chișinăului se mândresc cu orașul lor. Este într-adevăr un oraș nou și minunat. 8. Nu te supăra pe mine. Este greșeala mea. Sunt supărat pe mine, pentru că am întârziat (pentru că n- am răspuns la scrisoarea lor). 9. Se înțelege de la sine că el ne-a ajutat. 10. Nu pot să scap de greșeala aceasta de pronunțare (de gânduri rele, de boala aceasta). 11. Când ați susținut ultimul examen. – Am susținut ultimul examen pe data de 12 august. Ea a susținut ultimul examen. Ați susținut acest examen? – Da, am susținut ultimul examen și acum sunt liber. El n-a susținut cu noi examenul, deoarece era bolnav. N-a reușit la examen. Noi vom susține examenul la engleză în ianuarie. Sper că toți vom reuși.

Exercise 18. Complete the following sentences:

1. I made up my mind ... 2. Next Wednesday we shall take part in 3. Did you take part in ...? 4. It goes without saying ... 5. I can't get rid of ... 6. He found out that... 7. I am fond of ... 8. Do you find it difficult to 9. My elder sister is very good at... 10. I can't help ... 11. We are proud of ... 12. Did you manage to...?

Exercise 19. Think of situations using the following words and word combinations:

a) to take an exam (exams); to get a mark; to enter an institute; to take part in; not to make mistakes; to be lucky;

b) to get rid of; to be good at; to make a report on; they say.

Exercise 20. Make up sentences using the following word combinations:

to be angry with; to take part in; to give a mark; to get a mark in (a subject); to make progress; to be good at; to be lucky; to join smth.; to find out; to make up one's mind; to make mistakes; to do homework (lab work); to go in for; to take an exam in (a subject); to pass the exam; to get rid of; to be proud of; one can't help doing smth.; to master the language.

Lesson 3.

Grammar: Used to/ to be used to / to get used to

Used to	
Used to + verb refers to a habit or state in the past. It is used only in the past simple.	
<p>Past habits If you used to do something, you did it for a period of time in the past, but you don't do it anymore.</p>	<p><i>We used to live there when I was a child.</i> <i>I used to walk to work every day when I was younger.</i></p>
<p>Past states We also say used to to express a state that existed in the past but doesn't exist now. States are not actions. They are expressed using stative verbs such as <i>have, believe, know</i> and <i>like</i>.</p>	<p><i>I used to like The Beatles but now I never listen to them.</i> <i>He used to have long hair but nowadays his hair is very short.</i></p>
<p>The form of the question is did(n't) + subject + <u>use</u> to be. The form of the negative is subject + didn't + <u>use</u> to be.</p>	<p><i>Did(n't) he use to work in your office?</i> <i>We didn't use to be vegetarians.</i></p>

Be used to	
<p>Be used to + noun phrase or verb-ing (in this pattern used is an adjective and to is a preposition).</p>	<p><i>I am used to getting up early in the morning. I don't mind it.</i> <i>He didn't complain about the noise next-door - he was used to it.</i></p>
<p>If you are used to something, you have often done or experienced it, so it's not strange, new or difficult for you.</p>	
<p>The opposite of be used to is be not used to.</p>	<p><i>I am not used to the new system yet.</i></p>

Get used to	
<p>Get used to + noun phrase or verb-ing (in this pattern used is an adjective and to is a preposition).</p>	<p><i>I got used to getting up early in the morning.</i> <i>After a while he didn't mind the noise in the office – he got used to it.</i></p>
<p>If you get used to something, you become accustomed to it. It is the process of becoming used to something.</p>	

Used to

We use 'used to' for something that happened regularly in the past but no longer happens:

*e.g. I **used to** smoke a packet a day but I stopped two years ago. I **used to** drive to work but now I take the bus.*

We also use it for something that was true but no longer is:

*e.g. There **used to** be a cinema in the town but now there isn't.*

to be used to doing

We use 'to be used to doing' to say that something is normal, not unusual:

*e.g. I'm **used to** living on my own. I've done it for quite a long time.*

to get used to doing

We use 'to get used to doing' to talk about the process of something becoming normal for us:

*e.g. I didn't understand the accent when I first moved here but I quickly **got used to** it. She has started working nights and is still **getting used to** sleeping during the day.*

Grammar exercises:

Exercise 1. Choose the correct form of *used to*:

1. I _____ go to the beach every day. *Use to/uses to/used to/use*
2. I didn't _____ play tennis. *Use to/uses to/used to/use*
3. Susan _____ drink milk when she was young. *Didn't use to/use to/has/was*
4. I didn't _____ watch television. *Use to/uses to/used to/use*
5. What _____ you use to wear at school? *Did/do/are/have*
6. Did they _____ go to the cinema? *Used to/use/used/use to*
7. People _____ travel on horses. *Used to/use/used/use to*
8. Ted used to _____ my best friend, but he lives in Canada now. *Is/be/are/being*
9. We _____ play marbles. *Used to/used/use to/use*
10. My mother _____ cook for me, but now my wife cooks at home. *Used to/used/use to/use*
11. I _____ start work at o'clock. *Used to/used/use to/use*
12. We didn't _____ swim in the river. *Used to/used/use to/use*
13. Pele _____ play football in Brazil. *Used to/used/use to/use*

Exercise 2. Complete the sentences with the affirmative, negative or interrogative form of *used to* and the words in brackets. Use contractions where possible. (*used to/didn't use to/didn't use to/Did they use to/used to/did you use to/didn't use to/used to*):

1. David Beckham _____ play for Manchester United.
2. We _____ have a computer, but we do now.
3. _____ (they) work together?
4. That restaurant _____ be a clothes shop.
5. She _____ like him, but now they're married.
6. _____

Where _____ (you) go to school? 7. There _____ be a police station here.
8. I _____ like vegetables, but I do now.

Exercise 3. Complete the sentences with the correct form of *used to* and the verb in brackets:

e.g. I didn't use to watch (not/watch) the news, but now I watch it every day.

1. My aunt _____ (drink) a lot of coffee, but now she prefers to drink tea. 2. We _____ (live) in a flat, but we live in a big house now. 3. _____ (you/go) to school on foot? 4. We _____ (not/like) each other but now we're good friends. 5. I _____ (not/eat) vegetables, now I eat them every day. 6. My sister _____ (play) the piano, but now she doesn't. 7. They _____ (spend) their weekends in the country side. They don't any more.

Exercise 4. In pairs, ask and answer questions using the prompts as in the example:

SA: Did you use to play with your friends when you were five?

SB: Yes, I did./No, I didn't.

- | | |
|----------------------------|---------------------------|
| 1. play with your friends? | 6. listen to fairy tales? |
| 2. watch many cartoons? | 7. have a bath every day? |
| 3. go to bed late? | 8. drink milk? |
| 4. cry a lot? | 9. dress yourself? |
| 5. make your bed? | 10. get pocket money? |

Exercise 5. What did people use to do in their free time sixty years ago? And what they do now? In pairs, ask and answer questions using the prompts below as in the example:

e.g. SA: Did people use to watch TV sixty years ago?

SB: No, they didn't

Watch TV – dress differently – spend more time together – talk to each other a lot – go out at night much – read more

Exercise 6. Choose the correct answer:

1. Jacques Cousteau B the ocean.
A explores B explored C is exploring
2. Toby _____ a bicycle, but now he drives a car.
A is riding B used to ride C rides
3. I _____ an interesting book at the moment.
A don't read B read C am reading
4. He _____ home early yesterday because he felt ill.
A went B is going C used to go
5. Mr Jones _____ but he does now.
A used to travel B didn't use to travel C travelled
6. I _____ a noise. So I went to see what it was.
A heard B hear C am hearing
7. Bobby _____ how to use a computer at present.
A learnt B is learning C learns

8. My parents _____ to a party tonight.
 A used to go B goes C are going
9. The ferry boat _____ every day at quarter past two.
 A leaves B leave C is leaving

Exercise 7. Complete the text below:

Life was different sixty years ago. People 1) _____ (not/have) the things we have nowadays. First of all, they 2) _____ (not/watch) TV and they 3) _____ (talk) to each other a lot. Nowadays, people 4) _____ (not/talk) to each other much because they 5) _____ (spend) a lot of time watching TV. Sixty years ago, people 6) _____ (dress) differently. For example, women 7) _____ (wear) longer dresses and men usually 8) _____ (wear) a suit and a tie on Sundays.

COLLEGE LIFE

Exercise 1. First, listen to the conversation, and answer the questions (TS 9.1):

1. What does the man want to do after he graduates? A. He wants to become a teacher. B. He hopes to go on to graduate school. C. He'd like to work at a hotel.
2. What is the woman majoring in? A. history B. French C. computer science
3. How does the woman pay for college? A. She has a part-time job. B. She received a scholarship. C. Her parents are paying for it.
4. Where does the man work part-time? A. at a bakery B. in a library C. at a restaurant
5. What thing did the man NOT say about his job? A. His co-workers are friendly. B. He works long hours. C. The pay is okay.

Exercise 2. Interview another student about the topics below and report your findings to the class:

- online education programs and graduate schools
- entrance requirements and exams
- classroom environment
- teacher-student relationship
- student housing
- part-time employment
- club activities

Exercise 3. Finding the right school for you can be a long and complicated process, and school advertisements often make the process even more difficult. What advertising techniques do colleges and universities use to get the attention of prospective students? What factors are important to you when choosing a school? Compare the Web sites of two schools that provide the types of educational experience you are looking for and evaluate them based on the types of classes they offer, the cost of tuition, the reputation and experience of the instructional staff, and finally the learning/cultural opportunities in the local community in which the school is located.

College life

“College life – what can sounds more exciting for a young person? Many people have been waiting this time since school. Then the school-leavers shall pass the entrance exams. And finally, one turns from an applicant into a first-year student. I did it! I entered; I got in to the university! Do you remember this feeling? I do. But just to pass the exams – it’s not quite enough, because we need to definite our objects in the life. Which college will be yours? The Teacher’s Training University? The Medical University? The Technical University? Or it will be the Art School? The world is full of specialties and professions, that’s why everyone can find something for himself. Finally, all thoughts are left behind and everyone has chosen what he liked most. The first thing every student will face at the first of September is a teaching staff. How many people work for the sake of our education: professors, assistant professors, senior lectures, lectures, tutors, heads of departments, sub deans and the dean? What respectable people are they! And don’t forget about the rector or the vice-rector. All of them come every day for us.

Many people think that the university is much easier to study than school. But it’s a big mistake. From the very first classes the avalanche of home assignments falls on us. We have to keep late hours if we want to manage to keep pace with the curriculum. But if one accidental misses something, he has to catch up instead hanging out with his friends. As for me, my studies keep me busy all day long. I have 10 hours of English a week, in spite of many seminars and lectures. My favourite subjects are history and English, because they make my brain fit. Then many students start to give up the education. At first they cease to do their homework, and then miss classes. Many of these people drop out of university, but, basically, they will be expelled. We need to make right decision and get through this time. But even independently of one’s decision the examination period comes very soon. Someone will be crammed; someone will drill till late night. At that time we almost forget about sweet dreams because twenty-four hours a day we are preparing for our exams.

So, the first session is behind. Everyone is truly overexcited. It is always the day of smiles and tears: some may say I have passed, while someone is going to resist. But it’s just the beginning. The summer session will be waiting for us, and if everything will be alright, we will be the sophomores. I always say: hard to learn, easy in a battle. I firmly believe that it’s undisputed truth. I wish good luck to every student.”

Vocabulary

Academic Dean: Chief administrator of a college within a university.

Academic Probation: Students with low grades (under 2.0 GPA) will be placed on academic probation, a written stipulation to improve grades within that semester to avoid dismissal.

Advisor: A staff or faculty assigned to help you discuss your educational plans including your course scheduling.

Catalogue: A comprehensive resource listing college regulations, program and course descriptions, degree and graduation requirements, transfer requirements and other essential information.

CLEP: (College Level Examination Program) Comprehensive tests given in familiar subjects to earn credit for those subjects without taking the course.

Comprehensive Test: A test that covers all material covered in a course.

Credit: A unit of measure for college work. Generally speaking, one credit hour represents one hour of classroom attendance each week for the semester, plus the study time, homework, etc. that go along with it.

Credit Load: The total credit value of the courses a student is currently enrolled in.

Cumulative GPA: The average grade points for all courses taken.

Curriculums: Programs of study; degree requirements

Deficiency: Unsatisfactory progress report of work in a course. Deficiencies are sent out at mid-term.

Degree: A rank conferred by a college or university and earned by a student who has successfully completed specified courses and requirements.

Drop Date: The last day you can drop a class without a grade being assigned.

GPA: (Grade Point Average) Your GPA is figured out by multiplying class letter grades (A = 4, B = 3, C = 2, D = 1, F = 0) by the number of credits for each class, totalling your results for all classes, and then dividing that total by the total credit hours taken.

Major: Specialization in one academic discipline or field of study.

Objective Test: Tests which are mostly multiple-choice or true-false.

Orientation: Events planned to help students adjust to college life.

Plagiarism: Taking credit for someone else's ideas; copying work from the writing of others without documentation.

Prerequisite: The beginning of a course series. It must be taken first.

Registrar: The person responsible for registering students in courses and for keeping records of grades.

Registration: Signing up for specific courses and times.

Satisfactory Academic Progress: If you receive financial aid, you must successfully complete 2/3 (66%) of attempted credit hours. Students classified as juniors or seniors, and students who have attended UND for two or more academic years, must have a minimum cumulative GPA of 2.00.

Schedule/Study List: The specific courses that an individual student is taking or plans to take for a given semester.

Subjective/Essay Test: Answers will need to be in paragraphs where you write about information specific to questions asked.

Syllabus: An outline of course work distributed by an instructor.

Term GPA: The GPA obtained for courses for one semester.

Transcript: An official record of a student's courses and the grades received for those courses.

Tutor: Person who give extra instructional help to students. Peer tutors are other students.

University Fee: A fee in addition to tuition that pays for assorted student services: health services, tutoring, technology, etc.

Withdrawal: (W) Grade listed when a student officially drops a class before the drop date

Exercise 4. Read an interview with Bill Fitzgerald, a college freshman. Translate the text into your mother tongue. Find the correct questions, order them according to the answers given by him:

1. *What helped you overcome them?*
2. *What are some differences between high school and college life?*
3. *What is most difficult, or stressful, about college life?*
4. *What advice can you offer future freshman to make the adjustment process easier?*
5. *What were your biggest fears about going off to school?*

The main difference is the incredible increase in free time. In high school, every day was a constant **grind** and I never had any free time. In college I have a surplus. Instead of classes six hours a day, they take up a **mere** three hours. I'm no longer forced to sit in the same building all day. This **newfound time** provides many **luxuries** that can easily **be abused**. I can be productive or **goof-off**.

Time management. There were many times this semester when I had to write a paper and heard my friends were going to a party. That always happened on days that I'd had time to get work done but had wasted it instead. Then I couldn't go out.

My biggest **fear** was how **to adjust to** this new freedom. I knew living on my own meant my parents were not going **to be breathing down my neck to do** my work. They were not going to

have me home at certain hour. I was in complete control. These two aspects of being on my own were very exciting but I wondered how I would do without my parents holding my hand. Once things **got rolling** I realized I would be all right as long as I stayed motivated.

Stay on top of things; don't get so caught up in the social atmosphere of college that you **get behind** in your studies -remember what you're there for. There is nothing worse than approaching the end of a semester and realizing you have **procrastinated** so much you have an impossible mountain of work. No one needs that added stress.

Exercise 5. Translate and explain the words in bold, use them in sentences of your own:

To grind, mere, newfound time, luxury, to be abused, to goof-off, to fear, to adjust to, to be breathing down one's neck (to do), to get rolling, to get behind, to procrastinate

Exercise 6. A) Read, translate and retell:

A College Student Life

Many students enter college expecting good times, knowledge, friendships, and a new sense of direction. They soon find out that college comes with challenges and struggles because of the great demands and expectations that are put on the importance of education. College students experience a great deal of stress, especially when they are trying to balance a full time job, raise children, and have a social life. The demands of doing many different things with very little time can become overwhelming.

The daily tasks of working and meeting the demands of job obligation can leave a college student exhausted. There is a limited number of students who work full time jobs and attend college full time. Others, still work late and get up in the wee hours of the morning trying to fit all of the required tasks of school and work into one day. Students often find themselves more exhausted when they are trying to schedule tasks, because there just does not seem to be enough time in one day. Putting in long hours and worrying about class schedules adds stress to a student life.

The college student who has children is faced with guilt about not being able to spend time with the children. The children have great demands on time. They need help with their homework, or need dinner and to be tucked in bed at a certain time. The thought of not being able to keep up with the demands of the children is very stressful and can be depressing to both the child and parent. In other words everyone suffers because you are unable to fulfil all the obligations that you have taken on.

College students find very little time to enjoy extracurricular activities. Even if they attend any major school functions, games, or dating, they will regret not getting the term paper done that was due the following day or week. Many students begin to feel pressure that often leads to depression and social isolation. The fear of being a failure and not measuring up to someone's expectations adds more pressure to the sleep-deprived, stressed out student.

College students are often left with no personal time, and must learn to manage job and family. College has many rewards if you do not get burned out and give up too soon. The pressure and time managing can all be worked out with patience and lots of understanding from family and friends.

B) Speak about your college life.

Exercise 7. Think of stimulating phrases to which the following sentences are the replies. Work in pairs:

1. You are lucky. 2. Certainly. 3. Sure. 4. I hope to. 5. Willingly. 6. Rather. 7. Pardon! 8. All right. 9. It's high time to do it. 10. Nothing of the kind. 11. Never mind. 12. I should like to. 13. You don't say so. 14. Sorry. 15. It's out of the question. 16. No more, thank you. 17. Here you

are. 18. I'm afraid, I am (was, did, have). 19. Just a moment. 20. I believe so. 21. So did (have, was, am) I. 22. Neither did (was, have, am) I. 23. How clever you are. 24. No at all.

Exercise 8. Respond to the following sentences:

1. Will you come to our party? 2. Is it late to go downstairs to the laboratory? 3. Have some more coffee, will you? 4. I am so thankful to you, you have helped me a lot. 5. It's so cold today. 6. Let's go to the museum together. 7. You don't know our new secretary, do you? 8. I've already invited their parents to our party. 9. I should like to join our English choir. 10. She is very good at swimming. 11. I find it rather difficult to study a foreign language. 12. Will you go to the Caucasus in summer? 13. We are going to have a test in oral practice this week. 14. He has passed his exam in Chemistry and got an excellent mark. 15. The girl has failed at her exam, you know. 16. Would you like to go to the skating-rink tonight? 17. He is very good at skating. 18. Will you put my fountain-pen right? 19. Will you turn off the tap? The bath is full of water. 20. Shall I turn on the radio? I should like to listen to the news. 21. I'm so sorry. I can't get this book. 22. It's so stuffy here. You should air the room. 23. How could you say such a thing?

Exercise 9. Translate the following sentences into English:

1. Am absolvit școala doi ani în urmă. Am terminat deja lucrul și pot să merg cu d-voastră la cinema. Când am finisat lucrul, am hotărât să merg la plimbare. Adunarea s-a terminat și noi ne-am dus acasă. 2. Sora mea s-a înscris la universitate în 1982. Când am intrat în sală, am văzut că acolo erau mulți studenți. 3. Chișinăuienii se mândresc cu orașul lor. 4. Nu putem să nu ne gândim la examenele care vin. 5. Părinții lui au plecat din Kiev, când el avea 10 ani. 6. Am susținut examenul la engleză. Câte examene ați susținut anul trecut? Nina a reușit la examenul de fizică, dar n-a reușit la chimie. 7. Ce notă ați primit pentru expunere? 8. Băiatul a răspuns bine și profesorul i-a pus 10. 9. Îl cunosc pe acest profesor, el m-a examinat la istorie anul trecut. 10. Ea are note bune la toate disciplinele. 11. Fratelui meu îi place matematica, fizica și chimia, dar mie îmi place literatura și geografia. 12. Săptămâna trecută am avut o lucrare de control. Am primit 8. 13. La lecțiile de dezvoltare a vorbirii noi citim, răspundem la întrebări, facem exerciții orale și în scris. Faceți exercițiul 3 oral, iar 7 și 8 în scris. 14. Ieri mi-am făcut temele în laborator. Îmi place să lucrez cu casetofonul. Dacă doriți să vă descotorosiți de greșelile d-voastre, trebuie să lucrați în laborator. 15. Vreau să particip la activitatea acestei societăți științifice. 16. Boris a decis să intre în echipa noastră sportivă, se ocupă cu sportul. 17. Deși avem la universitate o sală sportivă bună, noi mergem deseori la stadion. 18. Când te-ai înscris la cercul de teatru? – Câteva zile în urmă. 19. Clubul de limbă engleză ne ajută să cunoaștem engleza mai bine. 20. Prietena mea are o voce frumoasă. Este membră a cercului nostru de cor. 21. Săptămâna trecută am prezentat un raport la lectura individuală. Am comis multe greșeli și profesorul mi-a dat o notă nesatisfăcătoare.

Exercise 10. Retell the following jokes, use indirect speech:

I. *English professor:* What is the difference between an active verb and a passive verb?

Student: An active verb shows action and a passive verb shows passion.

Professor: Can you tell me anything about the great scientists of the 17th century?

Student: They are all dead, sir.

Friend: And what is your son going to be when he's passed his final exam?

Father: An old man.

II. Two men were talking in a train. "Are you going to Milberry's lecture today?" said one. "Oh, yes, I am," replied the other. "Take my advice and don't. I hear he is a very poor lecturer." "I am afraid, I must go," said the other. "I'm Milberry."

III. During a lecture a well-known lecturer on economics mentioned the fact that in some parts of the world the number of men was larger than that of women, and he added humorously: "I can therefore recommend the ladies to emigrate to that part of the world." A young lady who was sitting in one of the last rows stood up full of anger. She was leaving the room rather noisily, when the lecturer remarked. "I don't mean that it must be done in such a hurry as that."

Exercise 11. a) Make up a dialogue on the following situation:

You ask your friend what marks she got at the entrance exams and what subjects she studies at the University. You wonder how often she works in the laboratory and whether the work helps her to correct her pronunciation. You'd also like to know if she takes part in the work of the English club and what kind of work she does there.

b) Suggest a situation for your fellow-students to make up a dialogue on it.

Exercise 12. Describe situations illustrating the following proverbs:

1. All is well that ends well.
2. It is never late to learn.
3. Out of sight out of mind.
4. Where there's a will, there's a way.

Exercise 13. Describe the procedure for telephoning.

Exercise 14. Imagine you are on the phone talking to a friend (asking for information) about 1) your studies; 2) your social activities.

Exercise 15. Write a letter to a friend (to an English pen-friend, to your former English Teacher) about your studies. Mind the layout of the letter.

Unit X

Lesson 1.

Grammar: 1. Some Verbs and Word Combinations Followed by a Gerund:

to stop to finish to mind to enjoy to be fond of to be good at to go in for to be worth can't help to go on	doing smth.
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Note. The preposition **without** may be followed by a gerundial construction: *e. g.* He left the room **without saying** a word. One can't learn **without making mistakes**.

Grammar Exercises:

Exercise 1. Complete the following sentences using a gerund:

1. Go on . 2. He stopped . 3. He couldn't help . 4. We all enjoyed . 5. Have you finished ? 6. I don't mind . 7. Her cousin is fond of . 8. The child is rather good at . 9. She goes in for . 10. The poem is worth . 11. The boy doesn't read a sentence without . 12. You won't go there without .

Exercise 2. Translate the following sentences into English:

1. Încetați să vorbiți (să zâmbiți, să fumați, să scrieți, să vă certați). 2. Mama le-a ordonat copiilor să finiseze joaca (citirea, împletirea, cusutul, călcatul hainelor). 3. Continuați să cântați (să lucrați cu acest text, să traduceți acest articol, să scrieți, să analizați această problemă). 4. Nu aveți nimic împotriva de a deschide fereastra (să ne întâlnim duminică, să mergem acolo împreună, să repetăm exercițiul)? 5. Îmi place foarte mult să desenez (să joc tenis, să cânt în cor, să citesc cu voce tare). 6. Nouă ne-a făcut plăcere să o ascultăm cântând (să înotăm, să vorbim cu dânsul, să schiem în pădure). 7. Nu am putut să nu fiu de acord cu el (să nu o aștept pe ea, să nu răspund la întrebarea lui). 8. Merită să vezi această piesă (să vizitezi acest muzeu, să faci aceste exerciții oral). 9. El a ieșit din cameră fără să spună vreun cuvânt (fără a privi pe cineva, fără a lua ceva cu el, fără a-și lua rămas bun). 10. Fiicele ei se ocupă cu împletirea hainelor (cu patinajul, cu dansurile).

Exercise 3. Fill in prepositions or adverbs wherever necessary:

1. We enjoyed the performance greatly. 2. He decided to reserve a seat phone. 3. It's rather easy to get tickets this theatre, but it is difficult to get tickets this play. 4. She refused our help. 5. She took care her little brother. 6. Will you go to the football match tomorrow? - No, I don't care football. 7. my way the theatre I met a friend of mine. 8. I don't like seats the balcony or the gallery, I prefer them the stalls or

_____ the dress-circle. 9. The scene is laid _____ Verona. 10. This is a play _____ Dickens' novel. 11. I'm so sorry _____ Ann. She has fallen ill. 12. Fleur Forsyte fell _____ love _____ Jon _____ first sight. 13. The attendant will show you _____ your seats. 14. There is no doubt _____ it. 15. When the lights went _____ and the curtain rose there was a storm _____ applause.

Exercise 4. Fill in articles wherever necessary. Retell the text:

_____ theatres are very much _____ same in London as anywhere else; _____ main theatres, music-halls and cinemas are in _____ West End. If you are staying in London for _____ few days, you will have no difficulty whatever in finding somewhere to spend _____ evening. You will find opera, _____ comedy, _____ drama, _____ variety, _____ cinema performances start at about eight or _____ half past, and finish about eleven, _____ best seats are those in _____ stalls, in _____ dress-circle and _____ upper circle. Then comes _____ pit and _____ last of all _____ gallery. _____ boxes, of course, are more expensive. _____ most theatres and music-halls have _____ good orchestras with _____ popular conductors.

The opera house is at Covent Garden. There you get _____ best of everything: _____ first rate orchestra, _____ famous singers and celebrated conductors. But, of course, if you are not fond of _____ music, this won't interest you. At _____ West End theatres you can see _____ most of famous English actors and actresses. _____ plays are staged well. Choose _____ good play, and you'll enjoy yourself from _____ moment _____ curtain goes up, to _____ end of _____ last act. Get your seat beforehand either at _____ box-office of _____ theatre itself or at one of _____ agencies.

(Abridged from ELC)

Exercise 5. Fill in *yet, still, more, another, other, else*:

1. Don't hurry. The performance is not over 2. I'd like to read something ... by this author. 3. What ... impression did you get there? 4. What ... did Jean say about the performance? 5. I've read two ... books by Dickens. 6. You'd better ask somebody 7. It is ... spring, but it is getting rather hot. 8. The theatre is going to stage ... play by this playwright. 9. How many ... English books have you got? 10. Fetch ... chair, please. 11. What ... have you seen in this ancient town? 12. He hasn't returned from the South. He is ... there. 13. Please book two ... tickets for me. 14. Will you call ... time? 15. What ... things did you buy?

Exercise 6. Write the correct *-ing* and *-ed* form for each verb:

- | | |
|-----------------|-----------------|
| 1. shout _____ | 6. refer _____ |
| 2. slope _____ | 7. return _____ |
| 3. stop _____ | 8. enjoy _____ |
| 4. stoop _____ | 9. copy _____ |
| 5. answer _____ | 10. die _____ |

Exercise 7. Write the correct *-ing* form for each verb.

- | | | |
|------------------|--------------------|---------------------|
| 1. point _____ | 8. flit _____ | 15. fill _____ |
| 2. regret _____ | 9. exit _____ | 16. drain _____ |
| 3. beat _____ | 10. interest _____ | 17. fail _____ |
| 4. attempt _____ | 11. dream _____ | 18. fan _____ |
| 5. bet _____ | 12. deny _____ | 19. annoy _____ |
| 6. shout _____ | 13. file _____ | 20. interrupt _____ |
| 7. excite _____ | 14. scrub _____ | |

Exercise 8. Write the correct -ed form for each verb:

bother _____ star _____
blur _____ occur _____
stare _____ scare _____
order _____ scar _____
suffer _____ fear _____
comb _____ whip _____
wrap _____ accept _____
groan _____ permit _____
occupy _____ merit _____
spray _____ whisper _____
wipe _____ infer _____

Exercise 9. Make the sentences passive (Present Simple):

1. Somebody cleans the office every day. 2. Somebody sends emails. 3. Somebody cuts the grass. 4. Somebody prefers chocolate. 5. Somebody often steals cars. 6. Somebody plays loud music. 7. Somebody speaks English here. 8. Somebody loves the London parks. 9. Somebody wants staff. 10. Somebody writes articles. 11. Somebody loves Julie. 12. Somebody reads a lot of books. 13. Somebody cooks dinner everyday. 14. Somebody delivers milk in the mornings. 15. Somebody buys flowers for the flat. 16. Somebody washes the cars every week. 17. Somebody writes a report every Friday. 18. Somebody fixes the roads. 19. Somebody builds new houses every year. 20. Somebody sells vegetables in the market.

Exercise 10. Make the present perfect - choose positive, negative or question:

1. (I / go / to the library today) 2. (you / keep a pet for three years) 3. (you / come here before?) 4. (it / rain all day?) 5. (who / we / forgot to invite?) 6. (we / not / hear that song already) 7. (he / not / forget his books) 8. (she / steal all the chocolate!) 9. (I / explain it well?) 10. (who / he / meet recently?) 11. (how / we / finish already?) 12. (he / study Latin) 13. (I / know him for three months) 14. (where / you / study Arabic?) 15. (what countries / they / visit in Europe?) 16. (he / hurt his leg) 17. (she / leave her phone in a taxi) 18. (we / not / lose our tickets) 19. (she / call her mother?) 20. (he / take a taxi?).

Exercise 11. Present Perfect Simple or Present Perfect Continuous:

1. (they / arrive) already? 2. Lucy (run) 2000 metres today. 3. I (clean) all morning – I'm fed up! 4. How long (you / know) Simon? 5. I (drink) more water lately, and I feel better. 6. Sorry about the mess! I (bake). 7. How many times (you / take) this exam? 8. He (eat) six bars of chocolate today! 9. Julie (cook) dinner. Let's go and eat! 10. The students (finish) their exams. They're very happy. 11. The baby's face is really dirty! What (he / eat)? 12. Iona is exhausted these days. She (work) too hard recently. 13. Luke (never / be) abroad. 14. I (wait) for three hours already! 15. (you / finish) your homework yet? 16. How long (you / be) a lawyer? 17. I (read) your book all day. It's very interesting, but I'm only on chapter 2. 18. She (drink) ten glasses of water! 19. I (have) my dog for sixteen years. 20. Help, I (lose) my wallet! How can I get home?

Exercise 12. Put the verb into the present simple. Be sure you spell it correctly!

1. She (play) tennis every Sunday. 2. He (buy) a cup of coffee every morning. 3. Julie (study) French at school. 4. Luke (try) hard to be polite. 5. She (enjoy) going swimming. 6. Lucy (wash) her hair every day. 7. John never (cry). 8. My mother always (say) that love is more important than money. 9. I hope Julie (pass) the exam. 10. The plane (fly) low over the airport.

THEATRE

Jean's first visit to the theatre

When I invited Jean to the theatre I was afraid she would **refuse** my invitation, but she had **accepted** it. I still **doubted** whether she would come: her religion did not allow to go to a theatre, play cards or love a man of other religious views. However, when I met her at the entrance to the theatre I saw she had thrown off her religious scruples. She looked eager and her dark eyes sparkled with **excitement**. Our **seats** were in the **pit**. They were not expensive, but we could see the **stage** quite well. I gave her the **programme** and my opera glasses.

Presently **the lights went down**; then the curtain **rose** upon a **scene** of eighteenth-century Paris at the time of the French Revolution. It was a melodrama full of hopeless love and heroic self-sacrifice, a play after Dickens's novel "A Tale of Two Cities". When Martin Harvey, a famous **actor**, who **played the leading part** of Sydney Carton appeared on the stage, Jean's eyes were full of interest and **delight**. She was greatly impressed by pale, dark Carton and delicate, **charming** Lucie Manette, the girl he loved.

During the interval Jean said: "Oh, Mr. Shannon, how splendid it is! So different from what I expected! I can't tell you what a treat it is for me! I feel so sorry for poor Sydney Carton! He is so much **in love with** Lucie and she ... It must be a frightful thing to be in love and not to be loved!"

"Quite," I agreed gravely. "At least they are good friends, and friendship is a wonderful thing."

She consulted her programme to conceal her flush. "The girl who does Lucie is very sweet, she has such lovely, blonde hair and is so young!" "Well, in real life she is Martin Harvey's wife, must be about forty-five, and that blonde hair is a wig."

"Please, don't, Mr. Shannon! How can you joke about such things?" she cried in a shocked voice...

As the last scene was under way Jean's hand, small and hot, **touched** mine. We sat hand in hand as though to **support** each other while watching Carton with a pale face and **carefully** arranged hair mount the guillotine and meet his **death**. Jean couldn't keep her tears and they fell upon the back of my hand like raindrops in spring.

When at last the play came to its end there was **a storm of applause** and many **curtain calls** for Miss de Silva and Martin Harvey. Miss Jean Law, however, was too overcome to join in such a banal **applause**; her feelings were too deep for words. Only when we were in the street she whispered with shining eyes. "Oh, Robert, you can't believe me how much I've enjoyed myself!" It was the first time she had used my Christian name.

(After "Shannon's Way" by A. Cronin)

Vocabulary

refuse *vt*; *Ant.* **accept** *e. g.* Irene refused Soames several times before she accepted him, **refusal** *n*; **accept** *vt*; **to accept a present (invitation, offer, help, plan)** *but to receive guests (visitors)*; **doubt** *vt/i e. g.* We doubted whether he would follow your advice; **doubt** *n*; **no doubt** *e. g.* There is no doubt he tells the truth.; **excite** *n, e. g.* The performance excited Jean so greatly that she could hardly speak, **excited** *p. p.*; **to be (look, feel) excited**; **excitement** *n*; **seat** *n*; **in the stalls**; **in the orchestra stalls**; **in the pit stalls**; **in the pit**; **in the dress-circle**; **in the upper circle**; *Syn.* **in the balcony**; **in a box**; **in the gallery**; **stage** *n*; *e. g.* When the singer came onto the stage there was a storm of applause, **stage** *vt, e. g.* This play was staged by K. S. Stanislavsky.; **program(me)** *n*; **to be on the programme**, *e. g.* My favourite songs were on the programme.; **the lights went down**; **rise (rose, risen)** *vi, e. g.* He slowly rose to his feet.; *e. g.* When the sun rose we started off. Note: **raise** *vt*: to raise one's head (hat, voice, etc.), *e. g.* At seeing Fleur he raised his hat. *Syn.* **put up**, *e. g.* If you want to ask a question put up your hand.; **scene** *n. e. g.* I like the final (last) scene in that ballet, **scenery** *n* (used only in the singular), *e. g.* The scenery was beautiful. The scene is laid in Paris.; **act** *n, e. g.* I like the

second act of "Swan Lake" most of all. **actor, actress** *n*, as a great (famous, popular, talented, favourite) actor; act *vi*, *e. g.* He had to act at once. There was no time to lose, **active** *adj*, as an active person (support, part, etc.). Our students take an active part in school life. *Ant.* **Passive; to play the part of ; leading** *adj*; **leading article ; delight** *n* ; **charming** *adj*, *e. g.* The doctor was a charming young woman, **charm** *vt, n*, *e. g.* We were all charmed by her manners. His short stories have a charm of style that cannot be found in other writers.; **to be in love with smb.**, *e. g.* Fleur was in love with Jon. **to fall in love with smb. (at first sight); touch** *vt*; *e. g.* Her story touched the listeners, **touch** *n*; **touching** *adj*, *e. g.* We were excited by this touching scene.; **support** *vt e. g.* Michael helped his father to support their family, **support** *n*, *e. g.* I need your friendly support.; **carefully** *adv*, *e. g.* He took the baby carefully in his arms, **care** *n*, *e. g.* The car needs constant care, **to take care of**, *e. g.* He took care of the flowers in the garden. *Syn.* **look after, care (for smb.)**, *e. g.* I don't care much for fish. I don't care!; **careful** *adj.*, *e. g.* I'll be careful with your books, **be careful not to** ; *e. g.* Be careful not to lose the tickets.; *as* careful work (preparation, examination); **careless** *adj* *as* careless person (work, attitude); *as* careless little; singing birds; **death** *n*; *Ant.* **life**, *e. g.* After his parents' death little Shannon was brought up by his grandparents, die *vi*, *e. g.* Her father died when the girl was twelve, **dead** *adj*, *e. g.* When the doctor came the old man was already dead.; **applause** *n*; **a storm of applause**, *e. g.* There was a storm of applause when the curtain rose. The scenery was wonderful indeed, **applaud** *vi*, *e. g.* As soon as we saw the famous actor we began to applaud to him.; **curtain call ; ticket** *n*, *as* a ticket to the theatre (cinema), a ticket for a play (performance, etc.); **the first night ; the play is worth seeing ; to call for smb.**, *e. g.* I'll call for you and we shall go there together, **to call on smb.**, *e. g.* Last night I called on Ann. She's ill as you know. **That suits me perfectly; opera, drama, comedy, circus, variety show, concert, concert hall, conservatoire, symphony music, composer, conductor, cloak-room, refreshment-room, attendant, rehearsal (dress rehearsal), matinee, opera-glasses.**

A telephone conversation

(Nick dials the number. Helen answers the call.)

Helen : Hello!

Nick : Thank God, is that you, Helen?

Helen : Sure, that's me, Nick, darling. You sound a bit annoyed. Is anything the matter?

Nick : Well, I've been trying to get connected with you for nearly ten minutes and...

Helen : But what's wrong? The line wasn't engaged, I hope?

Nick : Yes, it was. Besides, I got the wrong number several times...

Helen : Oh, Nick, I'm so sorry!

Nick : That's all right now. I say, Helen, have you got anything special on tonight?

Helen : No, not really. Why?

Nick : I suggest our going to the theatre.

Helen : I'd love to. What are we going to see?

Nick : I've got two **tickets** for "Lady Windermere's Fan" by Oscar Wilde. It's **the first night**.

Helen : Oh, it's at the Maly Theatre, isn't it?

Nick : I have heard **the play is worth seeing**. It is staged very well. The scenery is simple, but good and the acting is splendid.

Helen: And what about the seats? I hope they are not in the balcony or in the gallery?

Nick: Oh, dear, no. They are in the dress-circle, box 5.

Helen: Let's hope we'll enjoy ourselves. Will you **call for me** or shall we meet at the theatre?

Nick: I'd rather call for you. I don't like waiting and you take such a long time to get ready.

Helen: So I do. But I love to look smart when I go to the theatre.

Nick: All right, then. I'll call for you at 5.30, so we'll have plenty of time to get to the theatre before the performance starts.

Helen: **That suits me perfectly.** I'll be waiting for you. And, oh, Nick! Thank you ever so much for your invitation.

Nick: That's all right, dear. See you tonight.

Helen: Bye-bye!

Exercise 1. Find in the text sentences that might be the answers to the questions given below:

1. What did Jean look like when Robert met her at the theatre? 2. Where were their seats? 3. Upon what scene did the curtain rise? 4. What kind of play was it? 5. Who (m) was Jean greatly impressed by? 6. What did Robert say about the leading actress? 7. What showed that Jean was deeply touched by what was going on the stage? 8. Why didn't Jean join in applause? 9. What showed that the performance was a success? 10. Jean had always used Shannon's Christian name, hadn't she?

Exercise 2. Answer the following questions. Use conversational phrases. Work in pairs and enlarge the dialogue:

Model: - Could you possibly tell me why Robert invited Jean to the theatre?

- I'm not sure but I believe he wanted to give her a treat.

- Then why on earth did he take her to a melodrama and not to a comedy or something?

- To my mind he was afraid she would refuse to come if she knew it was a comedy. Don't you remember her religious scruples?, etc.

1. I wonder what made Robert doubt if Jean would come to the theatre? 2. Do you happen to know anything about Jean's religion? 3. Could you tell me what made Jean throw off her scruples? 4. Do you happen to know anything about Charles Dickens? 5. I'd like to know why Jean was so impressed by the play and the actors? 6. My question may be personal but is it really so frightful to love and not be loved in return? 7. Why did Robert say gravely that friendship was a wonderful thing? 8. Could you tell me why Robert was ironical when he spoke about the leading actress? 9. I wonder if that visit to the theatre was a real treat to Jean? 10. I wonder why Jean had used Shannon's Christian name for the first time?

Exercise 3. Choose the correct word:

to rise - to raise

1. He ... his head when he heard a slight noise. 2. When we started the sun had already ... 3. There was a storm of applause when he curtain 4. He ... his hat to greet us. 5. Ann slowly ... to her feet. 6. It was very noisy and the reporter had to ... his voice. 7. The curtain wouldn't... and we had to ... it.

stage - scene

1. The ... was so touching that Jean began to cry. 2. Carrie was told to come onto the ... in the second act. 3. The play consists of two acts and four 4. When the actor appeared on the ... the audience began to applaud. 5. I don't quite like the final ... in this play. 6. Our seats were in the orchestra stalls and we saw the ...well.

Exercise 4. Fill in the missing words:

1. Jean looked ... when she came to the theatre. 2. I ... the invitation with joy. 3. The play consists of three ... and four 4. He ... our help and said he could do everything himself. 5. When the ... rose and the audience saw the ... everybody began to 6. When Alison appeared on the ... she was 7. Our ... were in the ... and we could see the ... very well without the 8. The play made such an ... upon me that I would never forget it. 9. I never expected that you would ... our suggestion. 10. We made up our minds to ... a party in English. 11. I don't remember the name of

the ... who played the ... part in the play. 12. Seats in the boxes and in the stalls are ... and seats in the gallery are 13. She said she was telling the truth, but we ... her words.

Exercise 5. Change the following sentences according to the models:

Model 1 : I like to read plays. -I enjoy reading plays.

1. We like to play chess. 2. My eldest sister likes to sing folk songs. 3. They like to ski in the forest on a sunny frosty day. 4. The children like to bathe and splash the water all around. 5. They also like to lie in the sun.

Model 2 : He is excited. He cannot speak. - He is very excited and can **hardly** speak.

1. Our seats were far from the stage. We could not see well what was going on. 2. The scene was touching. Jean couldn't hide her tears. 3. It was very noisy in the hall. We didn't hear the speaker well. 4. Her lips trembled. She spoke with difficulty. 5. The news is so exciting. I cannot believe it. 6. The child is so active. He cannot sit still for a minute. 7. Bill was extremely tired. He rose to his feet with great difficulty. 8. His hand was shaking. He couldn't open the door at once. 9. The patient is very weak. He cannot raise his hand.

Exercise 6. Put the verbs in brackets in the correct form:

Model: Neither you nor he **is** right.

Neither my girl-friend nor her parents **have** forgotten you.

Neither of you **is** wrong.

1. Neither Mike nor his sister (to expect) us to return so soon. 2. Neither Helen nor Alice (to be) eager to go anywhere that night. 3. Neither of you (to know) the end of that story. 4. Neither my sister nor my brother (to go) on excursions very often. 5. Neither of us (to be) mistaken. 6. Neither my brother-in-law nor his schoolmates (to be) good at playing chess. 7. Neither my parents nor my grandmother (to travel) by air. 8. Neither David nor his fellow-students (to be excited) at the exams. 9. Neither my sister's younger daughter nor her son (to be) fond of symphony music. 10. Neither John nor his companion (to be) lazy.

Exercise 7. Translate the following sentences into English:

1. Nici nepoata mea, nici soțul ei nu ne vizitează. 2. Nici prietenii, nici rudele lui nu-l pot ajuta. 3. Nici noi nici studenții grupei 104 nu au întârziat la lecție. 4. Nici limba franceză, nici limba germană nu sunt atât de răspândite cum este limba engleză. 5. Nici ploile, nici gerul nu poate să-i oprească pe adevărații călători. 6. Pe cer nu erau nici stelele, nici luna. 7. Nici studenții, nici șeful grupei nu au adus căștile. 8. Nici dumneavoastră, nici Ana nu sunteți vinovați. 9. Nici el, nici prietenii lui nu au de gând să facă aceasta. 10. Nici William, nici fratele lui nu au citit cartea până la sfârșit. 11. Nici eu, nici vecinii mei nu-l cunosc pe acest om. 12. Nici prietenii mei, nici eu nu jucăm cărți.

Exercise 8. Respond to the following statements. Use conversational phrases. Work in pairs, trying to enlarge the dialogue:

Model:

- Jean looked so eager and excited when she came to the theatre.
- No wonder. It was her first visit to the theatre, wasn't it?
- Yes, it was, but I think she was so excited because she had had thrown off her religious scruples.

-That's just what I'm thinking, etc.

1. I hear your friend is fond of opera. 2. The best seats are in the dress-circle. 3. It's rather a problem to get tickets to the Bolshoi Theatre. 4. Girls often take such a long time to get ready to go somewhere, especially to the theatre. 5. Tikhonoff was very good playing the part of Stirlitz. 6. It's so nice to go to a concert and hear some good music! 7. The ballet *Romeo and Juliet* is worth seeing. 8. Going to a theatre is a real treat.

Exercise 9. Correct the given not-true-to-fact (false) statements and give your reasons. Use conversational phrases. Work in pairs. Enlarge the dialogues:

Model: - Jean did not like theatre but she didn't refuse Robert's invitation not to hurt him.
- I'm afraid you've got it all wrong. It was her first visit to the theatre, etc.

1. Jean wasn't going to accept Robert's invitation to the theatre. 2. She looked quite calm when Robert met her at the entrance to the theatre. 3. The tickets were rather expensive. 4. The play was a merry comedy. 5. The leading actors produced little impression on Jean. 6. During the intervals Jean spoke with Robert about the play. 7. Neither Robert nor Jean liked the play. 8. While watching the last scene Jean couldn't help laughing. 9. The public didn't like the performance and there was no applause when the curtain fell.

Exercise 10. Translate the following sentences into English:

1. Robert a propus să se întâlnească la teatru. 2. Ana a sugerat să cumpărăm bilete la acest spectacol. 3. Ea a propus să cumpere programa la intrarea în teatru. 4. Mama a propus să o invităm pe Liza în week-end. 5. El a sugerat să nu abordăm această problemă. 6. Regizorul a propus ca rolul principal să-i fie dat celei mai bune actrițe. 7. Ana a propus să mergem la bufet în timpul antractului. 8. Eu propun să expediem imediat telegrama. 9. Petru a propus să mergem la Ana mai devreme. Ei întotdeauna îi trebuie mult timp să se aranjeze. 10. Interesant, cine a propus să mergem la țară pe o vreme așa urâtă.

Exercise 11. Read the instructions below and write 25 - 35 words in the space provided:

You want to send an e-mail to a friend who is coming to see you. Your father will go to meet her. Ask when your friend is coming, and say what your father looks like.

Dear...

Exercise 12. Translate the following sentences into English:

1. Unde se mai poate de vizionat această piesă? 2. Noi am hotărât să mai organizăm asemenea serate în limba engleză. 3. Eu aș mai vrea o ceașcă de cafea. 4. Mă tem că el încă doarme. 5. Noi ne temeam să nu întârziem, dar spectacolul încă nu începuse. 6. Eu am nevoie de încă o carte a istoriei teatrului. 7. Câte repetiții vor mai fi în această săptămână. 8. Peste o lună va mai fi o premieră la acest teatru. 9. Ce alți actori participă la acest spectacol? 10. Ploaia încă nu s-a oprit dar s-a încălzit. 11. Încă mai lucrați asupra raportului? – Da. Încă nu am adunat tot materialul necesar. 12. Avem nevoie de încă trei bilete la acest spectacol. 13. Pe cine ați mai întâlnit la teatru?

Exercise 13. Pick out words and phrases from Text 1 and Text 2 and group them under the following headings: a) theatre; b) appearance. Learn them. Make up a dialog on cinema situation. Retell Text 1.

Exercise 14. Let one of the students give a brief impression of his visit to the theatre. Find out some more details about the performance by asking questions:

Model:

A: Last night I was at one of the best theatres in Moscow. The performance was perfect and I enjoyed every minute of it. Though my seat was in the balcony I could see the stage very well and hear each sound perfectly. Guess where I was and what I saw.

B: Were you at the Art Theatre?

A: No, I wasn't.

B: But you say you could hear each sound perfectly!

A: So I could. I meant the music.

B: Ah, that means you were at the Bolshoi Theatre.

A: That's right.

B: Was it an opera or a ballet?

A: Try to guess.

B: And who is the composer?

A: P. I. Tchaikovsky.

B: Is the scene laid in Russia?

A: No, it isn't.

B: Was the scenery beautiful?

A: Oh, yes, it was so beautiful, that there was a storm of applause when the curtain rose.

B: It's a fairy-tale, isn't it?

A: In a way, yes.

B: Then it was either "Swan Lake", or "The Sleeping Beauty"...

A: No, neither of them. It's not a ballet.

B: If it is an opera, and the composer is Tchaikovsky, and the scene is not laid in Russia I really can't guess. Well, one more question: how many acts are there in this opera?

A: It's a one-act opera in two scenes.

B: Then it is "Jolanta"!

A: This time you are right.

Exercise 15. a) Read and translate the text:

...Pauline Eraser had a few minutes to herself in her room while waiting for the time she was wanted on the stage. Suddenly the door flung open and a young girl, wearing a short brown tweed coat and dark green slacks darted in. Pauline knew at once she was an actress. She wasn't pretty, but she had a good stage face. "You're Pauline Fraser, aren't you?" cried the girl in admiration. Pauline smiled. "Yes, but who are you?" "Oh, you've never heard of me. I'm Ann Steward from the Rep* at Wanley. I hear Mr. Cheveril is going to stage his new play. I'd be delighted to get a part in it. I'm ready to do anything!" Pauline smiled at her. The girl went on: "Miss Fraser, you're great. I saw you in Mr. Cheveril's play 'The Wandering Light' three times. You were wonderful! But... er... would you mind if I say this?" Pauline was amused. "Probably. But go ahead!" "Well, at the end of the Second Act, when you learn that your lover is back and waiting for you, couldn't it be better to drop everything from your hands and then run out into the garden?" Pauline looked at the girl with interest. "Why, as a matter of fact I wanted to do it like that, only the producer wouldn't let me. Look here -- you are a real actress!" "I know I am," cried the girl, "but I could be a thousand times better if only I get a chance in a Cheveril play! Please, Miss Fraser, I don't want to be a nuisance, but I simply must talk with him." "I'm afraid he won't speak with you, but I'll try to persuade him. You'd better wait outside, he may come any moment."

"Oh, Miss Fraser, you're a darling!" said Ann and went out.

Some minutes later Cheveril entered the room carrying his script. "We've made a little cut and the scene is all right now, Pauline. You'll be wanted on the stage in a minute or two."

"I'm ready, Martin. Oh! I quite forgot! There is a girl here who is eager to see you. She's with a local repertory company, and I shouldn't be surprised if she's quite a good actress. You'll see her, won't you?" Without turning Martin answered firmly: "No. I'm sorry, Pauline, but I'm fed up with young promising actresses." "But... but you must see her!" Pauline was reproachful. At that moment she was called to the stage and left the room.

Cheveril was looking through his script when he heard a young voice behind him: "Mr. Cheveril, I'm that young actress... !" "You had no right to come here. Will you please go?" He didn't even look at her. "But... but I've acted in lots of your plays - and loved them all!" "I don't care. Please, go out at once." There was a strange little pause. "You'll be sorry soon you said that..." The girl spoke with an odd certainty...

(After J. B. Priestley "A Story of the Theatre")

(*Rep. - repertory theatre.)

b). Determine the main idea of the extract. c) Make up a plan of the extract. d) Choose a suitable headline to the story from those suggested:

- 1) "Ann Looks for a Job";
- 2) "Meeting a Famous Actress";
- 3) "He was Fed Up!"
- 4) "Talent or... Chance?"
- 5) "The Crash of Hopes".

e) Give a short summary of the extract. f) Give your own ending to the story.

Lesson 2.

Grammar: Past Perfect Tense

We don't use the past perfect a lot in English, but it is useful, and it sounds very good if you can use it correctly. Also, it's really easy to make - just the past simple of 'have' and the past participle.

The **positive** - make it with 'had' + the past participle (usually made by adding '-ed' to the infinitive, but a few verbs have **irregular past participles**:

- I had been (I'd been)
- You had gone (you'd gone)
- She had met (she'd met)
- He had played (he'd played)
- It had rained (it'd rained)
- We had bought (we'd bought)
- They had studied (they'd studied)

The short form for 'had' is- '**d**'. (Be careful not to confuse it with 'would'. **Would** is followed by the **infinitive** - 'I'd go', whereas **had** is followed by the **past participle** - 'I'd gone').

For the **negative** just add 'not':

- I had not been (I hadn't been)
- You had not gone (you hadn't gone)
- She had not met (she hadn't met)
- He had not played (he hadn't played)
- It had not rained (it hadn't rained)
- We had not bought (we hadn't bought)
- They had not studied (they hadn't studied)

And to make a '**yes / no**' **question** put 'had' before the subject:

- Had I come?
- Had you eaten?
- Had she gone?

- Had it rained?
- Had he studied?
- Had we met?
- Had they left?

For **'wh' questions** put the question word at the beginning:

- When had I come?
- Why had you eaten?
- Where had she gone?
- When had it rained?
- Why had he studied?
- How had we met?
- When had they left?

We use the past perfect tense fairly often in English.

1: A completed action before something else in the past.

*e.g. When we arrived, the film **had started**. (= first the film started, then later we arrived)*

2: To explain or give a reason for something in the past.

*e.g. I'd **eaten** dinner so I wasn't hungry.*

*It **had snowed** in the night, so the bus didn't arrive.*

3: Stative verbs only: something that started in the past and continued up to another action in the past.

*e.g. When he graduated, he **had been** in London for six years.*

(= he arrived in London six years before he graduated and lived there continuously until he graduated, or even longer)

4: As part of the third conditional.

*e.g. If I **had known** you were ill, I would have visited you.*

Grammar Exercises:

Exercise 1. Using the words in parentheses, complete the text below with the appropriate tenses: Simple Past / Present Perfect / Past Perfect:

1. When I (arrive) ... home last night, I discovered that Jane (prepare) ... a beautiful candlelight dinner. 2. Since I began acting, I (perform) ... in two plays, a television commercial and a TV drama. However, I (speak, never even) ... publicly before I came to Hollywood in 1985. 3. By the time I got to the office, the meeting (begin, already) ... without me. My boss (be) ... furious with me and I (be) ... fired. 4. When I (turn) ... the radio on yesterday, I (hear) ... a song that was popular when I was in high school. I (hear, not) ... the song in years, and it (bring) ... back some great memories. 5. Last week, I (run) ... into an ex-girlfriend of mine. We (see, not) ... each other in years, and both of us (change) ... a great deal. I (enjoy) ... talking to her so much that I (ask) ... her out on a date. We are getting together tonight for dinner. 6. When Jack (enter) ... the room, I (recognize, not) ... him because he (lose) ... so much weight and (grow) ... a beard. He looked totally different! 7. The Maya established a very advanced civilization in the jungles of the Yucatan; however, their culture (disappear, virtually) ... by the time Europeans first (arrive) ... in the New World. 8. I (visit) ... so many beautiful places since I (come) ... to Utah. Before moving here, I (hear, never) ... of Bryce Canyon, Zion, Arches, or Canyon lands.

Exercise 2. Make the positive or negative past perfect simple:

1) When I arrived at the cinema, the film ... (start). 2) She ... (live) in China before she went to Thailand. 3) After they ... (eat) the shellfish, they began to feel sick. 4) If you ... (listen) to me, you would have got the job. 5) Julie didn't arrive until after I ... (leave). 6) When we ... (finish) dinner, we went out. 7) The garden was dead because it ... (be) dry all summer. 8) He ... (meet) her somewhere before. 9) We were late for the plane because we ... (forget) our passports. 10) She told me she ... (study) a lot before the exam. 11) The grass was yellow because it ... (not/rain) all summer. 12) The lights went off because we ... (not/pay) the electricity bill. 13) The children ... (not/do) their homework, so they were in trouble. 14) They ... (not/eat) so we went to a restaurant. 15) We couldn't go into the concert because we ... (not/bring) our tickets. 16) She said that she ... (not/visit) the UK before. 17) Julie and Anne ... (not/meet) before the party. 18) I ... (not/have) breakfast when he arrived. 19) He ... (not/use) email before, so I showed him how to use it. 20) You ... (not/study) for the test, so you were very nervous.

Exercise 3. Choose the past perfect, or the past simple:

1. We had already eaten when John ... (come) home. 2. Last year Juan ... (pass) all his exams. 3. When I ... (get) to the airport I discovered I had forgotten my passport. 4. I went to the library, then I ... (buy) some milk and went home. 5. ... I opened my handbag to find that I (forgot) my credit card. 6. When we ... (arrive) at the station, the train had already left. 7. We got home to find that someone ... (break) into the house. 8. I opened the fridge to find someone ... (eat) all my chocolate. 9. I had known my husband for three years when we ... (get) married. 10. Julie was very pleased to see that John ... (clean) the kitchen. 11. It ... (not / rain) all summer, so the grass was completely dead. 12. When he ... (arrive) at the party, Julie had just left. 13. After arriving home, I realised I ... (not / buy) any milk. 14. The laundry was wet – it ... (rain) while I was out. 15. William felt ill last night because he ... (eat) too many cakes. 16. Keiko ... (meet) William last September. 17. First I tidied the flat, then I ... (sit) down and had a cup of coffee. 18. John ... (play) the piano when he was a child, but he doesn't play now. 19. When I opened the curtains the sun was shining but the ground was white. It ... (snow) during the night. 20. When Julie got home from her holiday, her flat was a mess. John ... (have) a party.

Exercise 4. Make past perfect simple 'yes / no' or 'wh' questions:

1. ... (you / go) there before we went together? 2. ... (she / see) the film already? 3. Why ... (he / forgot) about the meeting? 4. ... (it / be) cold all week? 5. ... (I / read) the book before the class? 6. When she arrived, ... (we / eat) already? 7. Where ... (you / be) when I saw you? 8. ... (they / travel) by bullet train before? 9. ... (John / meet) Lucy before they went on holiday together? 10. ... (you / do) your homework before I saw you? 11. Where ... (she / work)? 12. ... (I / pay) the bill before we left? 13. ... (we / visit) my parents already that winter? 14. When you called, ... (they / eat) dinner? 15. How ... (he / manage) to fix the cooker? 16. ... (my sister / be) sick for a long time? 17. How much ... (she / study) before the exam? 18. What ... (you / cook) for dinner that night? 19. When ... (they / arrive)? 20. How many coffees ... (she / drink) before the interview?

Exercise 5. Put the verb in brackets into Past Simple or Past Perfect:

1. I got up late because I (forget) ... to set my alarm clock. 2. When she (hear) ... the noise she turned to see what it was. 3. When I saw her I knew we (never meet) ... before. 4. When I looked at the lorry I could see that somebody (drive) ... into the back of it. 5. The movie (start already) ... when we arrived to the cinema. 6. The doctor examined her leg and (find) ... that she had broken it. 7. I was hungry because I (not eat) ... since breakfast. 8. I was frightened because the police (come) ... for my sister. 9. I was feeling very thirsty because I (drink) ... too much

alcohol the night before. 10. I told him twice that I (not know) ... him. 11. I told him I didn't know who (steal) ... his pen. 12. I paid for the window because my son (break) 13. I felt really stupid because I (make) ... a lot of mistakes. 14. I couldn't get in because I (lose) ... my keys. 15. I (write) ... a long letter to my mother yesterday. 16. He told me he (never see) ... anything like that. 17. He told me he (never be) ... to Australia before. 18. He started to read the newspaper he (buy) ... an hour earlier. 19. He (spend) ... three years in Tahiti when he was a child. 20. Before he came to Warsaw he (live) ... in Prague. 21. After she (finish) ... breakfast she left the house.

Exercise 6. Fill in prepositions or adverbs wherever necessary:

1. Soames had courted ... Irene for a long time before she accepted ... him. 2. I'm going to introduce you ... my friend. 3. I'd like to get acquainted ... your plan. 4. Who is she married ...? - She is married ... a well-known artist. 5. Will you inform me ... your decision? 6. We got some information ... the matter we were interested 7. We were surprised ... her refusal. 8. George Meadows went ... sea when his brother married ... Emily. 9. I'm sure you will regret ... your act. 10. She is going to marry... one ... our students. 11. ... our surprise we found nobody ... home. 12. He likes to boast... his strength. 13. What is she ...? - She is tall and very beautiful. 14. She is ... her mother.

Exercise 7. Past tense or past perfect .Complete with the right tense:

1. The meeting was at nine o'clock. When I ... (arrive) at ten, the meeting had finished. 2. When we got to the airport, I realized that I ... (leave) my passport at home. 3. He didn't realize that he had gone through a red light, until a policeman ... (stop) him. 4. They didn't want to go to the cinema because they ... (see) the film the week before. 5. Barbara ... (change) so much that I didn't recognize her. 6. The next day, she moved away, as she ... (plan) to. 7. They wondered where she ... (go) . 8. When she had cried for half an hour she ... (begin) to feel better. 9. For three weeks she behaved as if nothing ... (change). 10. She ... (take) the news as calmly as if she had expected it.

Exercise 8. Give the interrogative and negative forms of the following sentences:

1. He has been working at his report since 10 o'clock. 2. They have been writing their test for nearly two hours already. 3. She has been waiting long. 4. His daughter has been playing the piano since the morning. 5. They have been discussing this problem for rather a long time. 6. The child has been sleeping too long. 7. Ann and Roger have been quarrelling for fifteen minutes. 8. She has been dreaming to become an actress all her life. 9. I have been doing my lessons since 4 o'clock.

Exercise 9. Put the verbs in brackets in the Present Perfect or the Present Perfect Continuous:

1. How long you (to wait) for me? 2. I (to know) her since my childhood. 3. He (to think) about it for three days. 4. They always (to prefer) theatre to TV. 5. How long she (to study) music? - Oh, she (to study) music since her early childhood. 6. Since she was a little girl she (to try) not to take things seriously. 7. The students (to write) their test for two hours already. 8. She (to live) in that house round the corner about thirty years. 9. You (to play) too long. It's high time to do your lessons. 10. She (to be ill) for more than two weeks. I (to miss) her terribly.

Exercise 10. Translate the following into English:

1. Eu vă aștept de 20 minute deja. 2. Savanții lucrează asupra acestei probleme de mulți ani. 3. Jean toată viața visează să călătorească în Orient. 4. Eu traduc articolul de dis-de-diminează. 5. Ea doarme de mult timp deacum. E timpul să o trezim. 6. Ana și Roger se ceartă de dis-de-diminează. 7. Noi locuim în această casuță de o săptămână deacum. 8. De prea mult timp voi discutați această problemă. 9. Locuiți de mult timp aici? 10. El chiar se ocupă (studiază) atât de mult? 11. Ai împachetat deacum lucrurile? Taxiul așteaptă de zece minute deja. 12. El întotdeauna s-a interesat de fizică. El acum studiază o nouă problemă. El se ocupă de această de două luni deja. 13. N. este autorul unor nuvele foarte interesante. Nu demult a finisat o istorioară și acum scrie alta. El lucrează asupra ei de o lună și spune că o scrie cu plăcere. 14. Noi suntem aici de la începutul lunii dar în tot acest timp vremea a fost foarte urâtă. 15. Plouă de dimineată.

Exercise 11. Fill in articles wherever necessary:

1. We received ... very interesting information about this country. 2. Last summer we had ... lovely time in ... South. 3. He went to ... sea hoping to save ... money and make ... fortune. 4. This boy doesn't deserve ... praise. 5. Will you do me ... favour? 6. She gave me ... good advice how to get rid of my mistakes. 7. It was ... hard work and Mike did not like it. 8. She is making ... good progress in English. 9. Where is ... money? - I put it on the table. 10. I don't like ... rainy weather. 11. She has ... long, beautiful hair. 12. It was ... unexpected news and we were surprised to hear it. 13. ... Bickets were eager to save ... money. 14. The girl had ... snub nose and ... fair complexion. 15. My father was of ... dark complexion, with ... very great forehead and ... dark hazel eyes, overhung by ... eyebrows which were black though his hair was white. He had ... straight nose and ... full lips.

CINEMA

Cinema

Cinema plays an important role in the life of any society. It is an available popular form of art. Lots of people find going to the cinema one of the best ways of spending their leisure time. The movie audience is predominantly a young one. Due to numerous video facilities, cinema attendances have declined sharply. But there is no denying the fact that the cinema-going habit is still a strong one. No matter how large the place you live in is (whether it's a big city or a small provincial town, or even a settlement) there's most likely to be a cinema there. There are such genres of feature films as the western, the thriller, the musical, the drama and the comedy. The performance lasts from two or three hours and most cinemas have at least 4 performances a day. There is no doubt that a good cinema show is an excellent entertainment and quite cheap. Of late cinema screens in this country have been dominated by films produced in the USA. And this tendency is growing. As for me, I'm fond of going to the cinema. It's a pity, I don't always have time for it. It's an open secret that we live in a very difficult time now. But people do need something amusing and pleasant, something to laugh at. That's why I give my preference to comedies. The last comedy, I saw, is "Crocodile Dandy". The film tells about amusing adventures of a young lovely woman – reporter and a strong and brave crocodile hunter. At first, their relations were not friendly. She even looked down on him and he in return neglected her. But after he rescued her out of some difficult situations, their relations became more friendly. A happy end is an essential; feature of American films. The same is true of this comedy. The main characters fall in love with each other in the end of the film.

A Visit to the Cinema

Once I read an article about various kinds of entertainment. According to it TV, radio and cinema have made great changes in the entertainments with which people fill their free time.

There was a time when people knew what to do to enjoy themselves: they played games, sang, played musical instruments, went out shooting.

Nowadays we can get entertained by the TV, the radio, the theatre or the cinema. Cinema is available no matter where you live. You can always find the film you like among horror films, thrillers, westerns, detective, love, musical films or comedies.

Not so long ago most people used to visit cinema every week. Often cinema houses were overcrowded. But at present video production has flooded the market and cinema became less popular.

I don't go often to the cinema and my friends are not regular cinema-goers either. But if there is a film, which is a hit with the public, I do my best to watch it. The last film I saw was Hollywood remake of Shakespeare's "Romeo and Juliet". The action takes place in the modern world but all the rest is just like great Shakespeare had described: people, action, feelings. The original text was used in the film. And I have to mention that the music was great. I think the actors and the actresses did their best and looked great. I'll remember the film for a long time.

Vocabulary

To spend one's leisure time; movie audience; predominantly; video facilities; to emerge; cinema-going habit; a settlement; adventures; grown-ups; look grown-up; not without pleasure; to include; a feature film /full-length film an underground film; genre; western; thriller; an adventure film; a historical film; a documentary; a cartoon; an epic; a comedy; a horror; a science fiction movie; performance; entertainment; cinema screens; to dominate; to be fond of; it's a pity; it's an open secret; to give preference to smth.; amusing adventures; woman-reporter; hunter; to look down on smb.; to rescue smb. out of smth.; an essential features; to fall in love with each other; to enjoy; overcrowded; to flood; to mention; pavement; Everyone had somewhere to go.; except; shop window; There was a cowboy film showing.; notice; watch the people go past; as well; a man wearing a suit; keep on doing; parcel; rush off; put out a cigarette; the cinema entrance; laugh at; pretend; stare; take hold of ticket office; squeeze; a film/a movie/a motion picture; the movies; a short film; a silent film; a black-and-white film; a film library; a trailer; the title; subtitle; credits; the screenplay; a film maker; actor/actress; the producer; to direct a film; the cast; the leading role; the supporting role; a minor role (to have a minor role); the screen; to screen; to shoot; shooting; to dub; dubbed; The film is dubbed; The movie is subtitled; special effects; film music; film poster; a hit or a blockbuster; a flop; a review of film; viewer; Cannes festival; Oscar; sitcom;

Exercise 1. Answer the following questions:

1. How do lots of people find going to the cinema? 2. Who makes up the movie audience? 3. Why have cinema attendances declined sharply? 4. Is the cinema going habit still a strong one? 5. What genres of feature films are there? 6. How many performances have many cinemas a day? 7. What films have cinema in this country been dominated by? 8. Are you fond of going to the cinema? 9. In what time do we live now? 10. What do you give your preference to? 11. What does the film you saw last tell? 12. What is an essential feature of American films?

Exercise 2. Find the right word:

1. A film with inspector, murders, policemen is a ____ 2. A film watched by children is a ____ 3. A film nearly broadcast all days by channels is a ____ 4. A film with frightening characters and often broadcast during Halloween is a ____ 5. A person who makes a film is a ____ 6. A person who writes the story of the film is a ____ 7. It is the synonymous of 'to make a film' then it is: ____ 8. It is a ceremony where the best actors and actresses are awarded, it is ____ 9. It is a prize given to actors, it is an ____ 10. A person who watches a film on TV is a ____.

Exercise 3. Write an essay on the topic “My favourite film/actor”.

Exercise 4. Translate the following sentences into English:

A. 1. Am invitat-o pe Ana la petrecere, dar ea a refuzat să vină. 2. Interesant, va accepta el invitația noastră sau o va refuza. 3. Acum medicul nu primește pacienți. 4. Eu sper că veți susține planul nostru. 5. Robert era atât de emoționat că de abia vorbea. 6. Nu ați putea să-mi spuneți ce s-a întâmplat? De ce sunteți atât de agitat? 7. Când cortina a fost ridicată, publicul a aplaudat. 8. Auzind pași, ea a ridicat capul. 9. Mi-a plăcut foarte mult scena finală a operei „Viața sacrificată pentru Rege”. 10. Robert a simțit cum Jean s-a atins de mâna lui. 11. Povestirea era atât de emoționantă încât fata nu a putut să-și oprească lacrimile. 12. Cântul lui Alison l-a impresionat foarte mult pe Robert. 13. Noi aveam locuri la balcon de unde vedeam foarte bine scena.

B. 1. Actrița ce juca rolul principal era foarte frumoasă. 2. Îmi place cum este montat baletul „Lacul lebedelor” la teatrul Stanislavski. 3. Filmul a fost foarte interesant și mi-a făcut plăcere să-l vizionez. 4. Treci pe la mine când voi merge la patinoar. 5. Ei ne vizitau des vara. 6. În drum spre casă trebuie să trec pe la bibliotecă. 7. Decorațiile acestei opere sunt pur și simplu nemaipomenite. 8. Nu am reușit să cumpăr bilete la acest spectacol din timp, dar am reușit să obțin locuri bune de la casa teatrului. 9. Mai bine aș merge astăzi la conservator, în programă sunt operele compozitorilor mei preferați. 10. Ne-a plăcut foarte mult petrecerea, a fost foarte bine organizată. 11. Ce ați făcut în timpul antractului? – Am mers la bufet? 12. Când veniți la teatru lăsați paltonul la vestiar. Tot acolo puteți să luați binoclul și programa. 13. Cele mai bune locuri la teatru sunt cele de la arter și din balcoane, ele sunt și cele mai scumpe. Celelalte locuri sunt mai ieftine și mai rele. 14. Spectacolul a avut un mare succes la public, actorii au fost chemați de multe ori la bis.

Exercise 5. Choose the right word from the list to fill in the gaps. Go to the next page to check your answers:

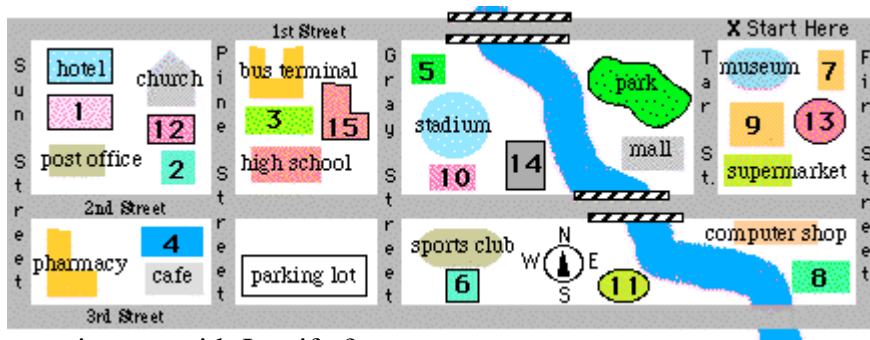
fast food, cookbook, recipe, dish, menu, take-away, bill, ingredients, service, wait person, tip, dessert, bar, lounge, restaurant, order

I really hate _____. I prefer to go to a good _____ that serves everything, including the _____, using the best _____. Sometimes, I like to _____ something that I have tried at home. First, I look up the _____ in the _____ and then I cook the _____. Next, I go to the restaurant, and when the _____ comes to my table I ask for the _____ and order what I have already cooked at home! Sometimes, I like to go out for a _____. You can have a drink in either a _____ or a _____, which are usually nicer. At the end of the evening, it's time to ask for the _____ and, usually, if the _____ has been good, it's a good idea to leave a 15%-20% tip.

Exercise 6. Group work:

a) Although watching movies online from the comfort of one's homes is becoming very popular, many people still enjoy the pleasure of buying movie tickets and watching a movie at a local theatre. What is the attraction that draws people to the movies? How much do movie tickets cost in your area? What do people like to do before or after seeing a movie?

b) First, study the map. Then, listen to the conversation and answer the questions. (T 10.1)



1. When is Steve going out with Jennifer?
A. Friday B. Saturday C. Sunday D. Monday
2. Where is the movie theater?
A. 2 B. 1 C. 12 D. 4
3. Where is the restaurant located?
A. 6 B. 11 C. 14 D. 8
4. What time does the restaurant close on Sundays?
A. 10:30 PM B. 11: 00 PM C. 11:30 PM D. 12:00 AM
5. Where is the florist?
A. 10 B. 6 C. 15 D. 5

Exercise 7. Make up 10 sentences using the verbs *to want, to ask, to expect, to like, to tell, to make, to hear, to see, to notice, to watch, to feel* + Complex Object. b) Read them out in English for your fellow-students to translate them into Romanian. Correct their mistakes if any at all.

Exercise 8. a) Read and translate the text:

On Thursday evenings the two librarians at the library in Benham, Pamela Cream and Violet Meade were to work until nine o'clock. The girls didn't mind staying late; in their small town there was very little for two unmarried girls to do anything. That's why when Inspector Ellis of the local police offered to give judo lessons to anybody who wanted them, Pamela was the first to enrol. She began learning judo exactly as she did everything else, thoroughly and with great interest. She always insisted on doing her best. She was a small woman, but in judo that does not matter. She was healthy, strong and brave. If not really beautiful she was pleasant to look at and no wonder Inspector Timothy Ellis fell in love with his best pupil. They were to get married soon.

That Thursday Tim was to call for her at nine o'clock to take her out to dinner. It was already eight-thirty and Pamela was returning the books to the shelves, while Violet was serving the remaining readers.

When Pamela was passing the windows near the back door she noticed that the blind was up. She tried to pull it down, but it kept rolling to the top of the window, making a very loud noise. At last Pamela managed somehow to make it stay down, then went to the next aisle. To her greatest surprise she saw two men there. "Oh," she said, "I'm sorry, gentlemen, but readers are not allowed in this section of the library!" "I'm sorry, Miss," said the smaller of the two men with an ugly face, who seemed as surprised as Pamela, "we didn't know it." The other man, much larger than the one who spoke stood with his back to Pamela, leaning against the shelves. The smaller man said: "I'm afraid my friend is feeling rather weak. He wants some fresh air. Could you help me take him out, Miss?" "Oh, I'm so sorry," said Pamela and put her arm about the bigger man who was quite heavy. The smaller man took his friend by the other arm and the three of them started moving slowly to the back door. Suddenly Pamela stopped in horror. She saw blood on the man's coat. Looking at him closely she saw he was dead. The truth flashed in her mind. "You ... you killed him... here, in our library!" "Aren't you a smart young lady!" hissed the short man angrily, "go on helping me and avoid attracting attention, or you'll get what Blackie got." Pamela

obeyed. They were in front of the window when suddenly Pamela had an idea. That new judo hold that Tim had taught her, maybe it would work! She must take her chance. That murderer was very dangerous; one more dead body that could well be her own wouldn't make him lose sleep. Oh, if only the hold worked!

Her hand touched the window blind. It went up with a loud noise. The man, greatly surprised by it, dropped Blackies arm and Pamela let go of the other arm. The heavy body fell to the floor. The murderer snatched out a knife and rushed at Pamela, who was ready for him...

When the frightened people from the library came running into the back room they saw two men lying on the floor and white-faced Pamela standing over the unconscious murderer...

b) Determine the main idea of the story. c) Make up a plan of the story. d) Choose a suitable headline to the story from those suggested below:

1. "It Worked!"; 2. "A Brave Girl"; 3. "Sport Is Your Saving"; 4. "The Inspector's Girl"; 5. "Murder in the Library".

e) Say what you think of Pamela's character. f) Give a short summary of the story. g) Think of a logical end to the story.

Exercise 9. Explain the meaning of the proverb and use it in a situation of your own:

Handsome is that handsome does.

Exercise 10. Make up short dialogues concerning the appearance of:

a child, an elderly person, your favourite actor (actress) or fiction character.

Exercise 11. Translate the following sentences into English:

A. 1. Ei se râdeau atât de zgomotos încât nu am putut să nu zâmbesc și eu. 2. Poporul moldovean este talentat și muncitor. 3. Domnul Dick era foarte generos. El era foarte bun cu David, și băiatul îl iubea pe acest om vesel și caraghios. 4. Deși domnul Burton părea să fie foarte bun la inimă, în realitate el era o persoană foarte crudă. 5. Eu cred că băiatul nu merită să fie pedepsit. 6. Când el zâmbea, în colțurile ochilor săi câprui apăreau câteva riduri fine. 7. Domnișoara Betsy era o femeie perspicace. 8. După ce mama și fratele său murise, David hotărâse să-și găsească mătușa. 9. Părinții lui Oliver murise și el se simțea foarte singuratic. 10. Purtarea lui stranie ne-a surprins foarte mult. 11. Era o noutate nemaipomenită, și Jean nu putea să nu i-o comunice lui Robert. 12. Irene era foarte frumoasă, frumusețea căreia era admirată de toți omenii. 13. Fata era neobișnuit de deșteaptă pentru vârsta ei. 14. Spre marea noastră surprindere el era acasă. 15. Noi l-am anunțat că vom avea o adunare peste trei zile.

B. 1. Părul ei lung și ondulat avea o culoare frumoasă. 2. Felul caraghios în care arăta băiatul a făcut-o pe bătrânică să zâmbească. 3. Băiatul ne distra povestindu-ne istorioare amuzante. 4. El mi-a făcut cunoștință cu soția sa, demult doream să o cunosc. 5. Domnul Hill i-a făcut cunoștință Ericăi cu noul său proiect. 6. El ne-a făcut cunoștință cu părinții lui pe care încă nu-i cunoșteam. 7. Domnișoara Emily nu știa cu cine să se căsătorească: cu Tom sau cu George. 8. Michael s-a căsătorit cu Flor deși ea nu-l iubea. 9. Tinerii s-au căsătorit cu doi ani în urmă, și sunt foarte fericiți. Ei merită să fie fericiți. 10. Deși Soms înțelegea căsătoria lui era nefericită, el nu putea să se despartă de Irene. 11. Ca și toți băieții lui Tom Sawyer îi plăcea să se laude. 12. Nu puteam să nu admirăm jocul excelent al tânărului actor în piesa „Furtuna”. 13. Domnul Pickwick era o persoană mică de statură, grăsuț și foarte bun, bun la inimă. 14. Ochii mari ai Florensei cu gene lungi, părul ei blond și tenul ei superb o făceau nemaipomenit de frumoasă. 15. Ea nu este frumoasă, dar foarte atrăgătoare. Și mâinile ei au o formă foarte frumoasă. 16. Fetița e grăsuță,

cu fața rotundă, nasul cârn, ochi albaștri, sprâncene subțiri, gene lungi și un păr lung roșcat. Are o piele de culoare deschisă și un ten frumos. Deacum este minunată, dar cu timpul va fi și mai frumoasă. 17. Jeane nu era prea drăguță, dar avea niște ochi minunați și o siluetă suplă. 18. Domnișoara Betsy era o femeie înaltă suplă cu părul negru și drept, cu un ten palid și ochi negri pătrunzători.

Exercise 12. Give a ten-line continuation of the following dialogue:

A: Have you seen Bob's sister?

B: No, I haven't, have you?

A: I've met her several times.

B: If she is like her brother she must be very good-looking. Bob is handsome, isn't he?

Exercise 13. Let one of the students give a very short description of the appearance (and character) of a person, male or female, you all know very well. Try to find out who that person is by asking questions as in the model. All those present are to take part in the game.

Model: A: How old is she?
B: She's young, tall and slim.
A: Is her complexion rosy?
B: No, rather pale, I'd say.
A: She is blue-eyed, isn't she?
B: No, her eyes are dark.
A: And what about her nose?
B: She has a very nice turned-up nose.
A: Is her hair (does she wear her hair) long or short?
B: Her hair is short and straight.
A: Is she dark-haired?
B: Red.
A: It's Ann, isn't it?
B: No, it's not. You are mistaken. (That's right. You've guessed).

Note. You are allowed to ask any questions about appearance, disposition, hobbies, habits, interests, but the name and occupation.

Exercise 14. a) Read the text "A Lovers' Quarrel" (Part One). Translate it into Romanian:

A Lovers' Quarrel

Scene: Daphne's house.

Part One

The telephone rings

D a p h n e (*picking up the receiver*): Hullo! Is that you, James?

R o b e r t : Hullo! Is that you, Daphne?

D: Yes, James. I was wondering whether you'd call this evening.

R: Listen, Daphne. This is Robert, not James. Who the devil is James, anyway?

D: Oh ! It's you, Robert. I'm sorry. I was expecting a call from somebody else.

R: I've been trying to get you on the phone since 2 o'clock.

D: Have you? I've been out. I only came in half an hour ago.

R: Where have you been?

D: I've been playing tennis at the club.

R: You told me you weren't going to play tennis today.

D: Yes, I know. But Madge asked me to go and make up a four.

R: Well! That's a bit thick!

b) Explain the use of tenses:

1. I was wondering whether you'd call this evening. 2. I was expecting a call.... 3. I've been trying to get you ... 4. I've been out. 5. Where have you been? 6. I've been playing tennis.....7. You told me you weren't going...

c) Make up situations in which you can use the tenses mentioned above. Ask other students to explain their use.

d) Read the text "A Lovers' Quarrel" (Part Two). Translate it into Romanian:

Part Two

R: What's the matter, Daphne? You seem to have been avoiding me recently.

D: Avoiding you? Of course I haven't been avoiding you. We went out together on Wednesday, didn't we?

R: Yes, but that's three days ago, Daphne. I'm longing to see you. Will you come with me tonight?

D: Oh, not tonight, Robert. I'm feeling a bit tired.

R: Couldn't we go out just for an hour? I've been looking forward to seeing you all day.

D: I can see you haven't been playing tennis all day or you ...

R: I wish I had. I've been helping the old man in the garden.

D: Then you must be feeling tired too!

R: Listen, darling! Are you telling me the truth? Or are you going out with this James, whoever he is?

D: Of course not. He's...

R: You're going out with him this evening, aren't you?

D: No. I've told you. I don't want to go out this evening.

R: Now I know why. You're going to sit by the phone all evening, waiting for your beloved Jimmy to give you a call.

D: Don't be ridiculous, Robert. He isn't my beloved Jimmy. And anyway ... his name is James. He doesn't like to be called Jimmy.

e) Explain the use of tenses:

1. You seem to have been avoiding me 2. I'm longing to see you. 3. I'm feeling a bit tired. 4. I've been looking forward 5. You haven't been playing tennis 6. You've been helping the old man 7. ... you must be feeling tired too. 8. Are you telling me the truth?

f) Make up situations in which you can use the tenses mentioned above. Make other students explain the use.

g) Read the text "A Lovers' Quarrel" (Part Three). Translate it into Romanian:

Part Three

R: Oh! He doesn't, does he? Well, if I get my hands on him people will be calling him Scarface Jimmy. I suppose you've been seeing this poor fish every day. That's why you haven't been seeing me.

D: Of course it isn't. Do stop talking nonsense, Robert, and listen...

R: To your explanation? You needn't bother. I understand everything perfectly. (*He imitates her.*) Oh, hullo, James darling. I was wondering whether you'd call this evening. I'm not a fool, you know.

D: For the last time ... will you listen?

R: Go on. I'm all ears.

D: James is my cousin. He's thirty-four, he's married, and he has 3 children. He's coming to London next week from Scotland, and he'll be staying with us. We're expecting a call from him this evening.

R: Your cousin? Honestly? Married? Why the devil didn't you say so?

D: You didn't give me the chance.

R: When can I see you again?

D: I'll see you in half an hour ... unless you're feeling too ashamed of yourself.

h) Explain the use of tenses:

1. If I get my hands on him people will be calling him
2. You've been seeing this poor fish ...
3. He's coming to London ... and he'll be staying with us

i) Make up situations in which you can use the tenses mentioned above. Make other students explain their use.

Exercise 15. Write a letter following the given points:

You have been asked to write for your school magazine in English.

- The article should be a review of your favourite film.
- Write to describe the film, and say what you liked and didn't like about it.
- Your letter should be about 200 words long.

The film I want to review in this article is.....

Lesson 3.

Grammar: Reported Speech

Direct Speech is the exact words someone said. We use quotation marks (") in direct speech.

e.g. *'I'm very tired,' Mary said.*

Reported Speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word *that* after the introductory verb or we can omit it.

e.g. *Mary said (that) she was very tired.*

SAY-TELL

We use the verb **say**:

♦ both in direct and reported speech without the preposition *to* when it is not followed by the person being spoken to.

e.g. *Jerry said. 'I need some money.'* *Jerry said (that) he needed some money.*

♦ both in direct and reported speech with the preposition *to* when it is followed by the person being spoken to.

e.g. *Jerry said to me, 'I need some money.'* *Jerry said to me (that) he needed some money.*

♦ in expressions such as: say good morning/afternoon, etc., say something, say one's prayers, say so, etc.

We use the verb **tell** without the preposition *to*:

♦ both in direct and reported speech when it is followed by the person we are talking to.

e.g. *Jerry told me. 'I need some money.'* *Jerry told me (that) he needed some money.*

◆in expressions such as: tell the truth, tell a lie, tell a secret, tell a story, tell the time, tell the difference, tell sb one's name, tell sb the way, tell one from another, etc.

Reported Statements

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

Direct speech: "I like ice cream".

Reported speech: She **says** she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

Direct speech: "I like ice cream".

Reported speech: She **said** she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	"I like ice cream"	She said (that) she liked ice cream.
present continuous	"I am living in London"	She said she was living in London.
past simple	"I bought a car"	She said she had bought a car OR She said she <u>bought</u> a car.
past continuous	"I was walking along the street"	She said she had been walking along the street.
present perfect	"I haven't seen Julie"	She said she hadn't seen Julie.
past perfect*	"I had taken English lessons before"	She said she had taken English lessons before.
will	"I'll see you later"	She said she would see me later.
would*	"I would help, but..."	She said she would help but...
can	"I can speak perfect English"	She said she could speak perfect English.
could*	"I could swim when I was four"	She said she could swim when she was four.
shall	"I shall come later"	She said she would come later.
should*	"I should call my mother"	She said she should call her mother
might*	"I might be late"	She said she might be late
must	"I must study at the weekend"	She said she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

Direct speech: "The sky is blue".

Reported speech: She said that the sky **is/was** blue.

Reported Questions

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

Direct speech: "Where do you live?"

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence, this example will help:

Direct speech: "Where do you live?"

Reported speech: She asked me where I lived.

Do you see how it's made it? The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

Direct speech: "where is Julie?"

Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
"Where is the Post Office, please?"	She asked me where the Post Office was.
"What are you doing?"	She asked me what I was doing.
"Who was that fantastic man?"	She asked me who that fantastic man had been.

So much for 'wh' questions. But, what if you need to report a 'yes / no' question? We don't have any question words to help us. Instead, we use 'if':

Direct speech: "Do you like chocolate?"

Reported speech: She asked me **if** I liked chocolate.

Here are a few more examples:

Direct Question	Reported Question
"Do you love me?"	He asked me if I loved him.
"Have you ever been to Mexico?"	She asked me if I had ever been to Mexico.
"Are you living here?"	She asked me if I was living here.

Reported Requests

There's more! What if someone asks you to do something (in a polite way)? For example:

Direct speech: "Close the window, please"

Or: "Could you close the window please?"

Or: "Would you mind closing the window please?"

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use '**ask me + to + infinitive**':

Reported speech: She asked me to close the window.

Here are a few more examples:

Direct Request	Reported Request
"Please help me".	She asked me to help her.
"Please don't smoke".	She asked me not to smoke.
"Could you bring my book tonight?"	She asked me to bring her book that night.
"Could you pass the milk, please?"	She asked me to pass the milk.
"Would you mind coming early tomorrow?"	She asked me to come early the next day.

To report a negative request, use 'not':
 Direct speech: "Please don't be late."
 Reported speech: She asked us **not** to be late.

Reported Orders

And finally, how about if someone doesn't ask so politely? We can call this an 'order' in English, when someone tells you very directly to do something.

e.g. Direct speech: "Sit down!"

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

e.g. Reported speech: She told me to sit down.

Direct Order	Reported Order
"Go to bed!"	He told the child to go to bed.
"Don't worry!"	He told her not to worry.
"Be on time!"	He told me to be on time.
"Don't smoke!"	He told us not to smoke.

Time Expressions with Reported Speech

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

*e.g. It's Monday. Julie says "I'm leaving **today**".*

*If I tell someone on Monday, I say "Julie said she was leaving **today**".*

*If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".*

*If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".*

*If I tell someone a month later, I say "Julie said she was leaving **that day**".*

Here's a table of some possible conversions:

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

Grammar Exercises:

Exercise 1. Fill in the gaps with *say* or *tell* in the correct tense:

A Richard (1) ...*told*... Sarah that he was having a party on Saturday night. He (2) that it would start early but it would finish quite late. He (3) her to bring her sister along as well. Sarah (4) she was looking forward to going. Richard (5) her he would probably call again on Friday to (6) her the way to his house.

B 'What shall we do?' asked Carrie. 'It's raining outside, so let's watch television,' I (1) I turned on the television and Carrie (2) to me. 'Look! That's my favourite programme. Let's watch it.' 'To (3) you the truth, I don't like it.' I (4) .

C 'Good morning. Mr Pearson,' (1)___Bella. 'Good morning, Bella,' he replied. 'I've got lots of letters for you to type today.' he (2)___to her. 'Alright,' Bella (3)___ 'I'll type them after I finish writing this report for you.'

Exercise 2. Change this direct speech into reported speech:

1. "He works in a bank". She said _ 2. "We went out last night". She told me _ 3. "I'm coming!". She said _ 4. "I was waiting for the bus when he arrived". She told me _ 5. "I'd never been there before". She said _ 6. "I didn't go to the party". She told me _ 7. "Lucy'll come later". She said _ 8. "He hasn't eaten breakfast". She told me _ 9. "I can help you tomorrow". She said _ 10. "You should go to bed early". She told me _ 11. "I don't like chocolate". She told me _ 12. "I won't see you tomorrow". She said _ 13. "She's living in Paris for a few months". She said _ 14. "I visited my parents at the weekend". She told me _ 15. "She hasn't eaten sushi before". She said _ 16. "I hadn't travelled by underground before I came to London". She said _ 17. "They would help if they could". She said _ 18. "I'll do the washing-up later". She told me _ 19. "He could read when he was three". She said _ 20. "I was sleeping when Julie called". She said _ .

Exercise 3. Put in 'said' or 'told':

1. Julie ___ that she would join us after work. 2. She ___ me that she was going running this evening. 3. John ___ us that he couldn't come to the party. 4. John ___ that he had been to the cinema at the weekend. 5. She ___ them she wanted to quit. 6. David ___ he was going to arrive at eight. 7. They ___ that they didn't want to meet us on Tuesday. 8. I ___ him I wasn't impressed. 9. Lucy ___ Julie that she was leaving on Wednesday. 10. We ___ that we were going on holiday the following week. 11. Jack ___ my mother he would be in Spain this week. 12. I ___ that I hated mushrooms. 13. She ___ she loved chocolate. 14. They ___ they were meeting Luke today. 15. They ___ us they were going to the museum this afternoon. 16. He ___ he wouldn't start without us. 17. I ___ them I'd bring pudding. 18. Jonathan ___ it would rain today. 19. They ___ us that it was fine to come late. 20. The boss ___ me that I should do some more work on this report.

Exercise 4. Reported Requests and Orders. Change the direct speech into reported speech:

1. "Please help me carry this" She asked me. 2. "Please come early" She _ 3. "Please buy some milk" She _ 4. "Could you please open the window?" She _ 5. "Could you bring the book tonight?" She _ 6. "Can you help me with my homework, please?" She _ 7. "Would you bring me a cup of coffee, please?" She _ 9. "Would you mind lending me a pencil?" She _ 8. "Would you mind passing the salt?" She _ .

Exercise 5. Change these direct questions into reported speech:

1. "Where is he?" She asked me _ 2. "What are you doing?" She asked me _ 3. "Why did you go out last night?" She asked me _ 4. "Who was that beautiful woman?" She asked me 5. "How is your mother?" She asked me 6. "What are you going to do at the weekend?" She asked me _ 7. "Where will you live after graduation?" She asked me . 8. "What were you doing when I saw you?" She asked me _ asked me _ 9. "How was the journey?" She _

Exercise 6. Pe masă sunt cartofi. Pe masă sunt cărți. În urciior este lapte. Pe farfurie este unt. Pe masă este sare. Pe tablă este scrisă o propoziție. 2. Pictura este pe perete. Ceasul este pe perete. Tabla este pe perete. Cutiile sunt pe masă. Gențile sunt pe masă. Laptele este în urciior. Untul este pe farfurie. Sarea este pe masă. Propoziția este scrisă pe tablă. 3. Pe masă este o lampă. Lampa este pe masă. Pe masă este un ziar. Ziarul este pe masă. Pe stradă este o mașină. Mașina este pe stradă. Lângă perete stă (este) un divan. Divanul este lângă perete. În cutie sunt creioane. Creioanele sunt în cutie. 4. Nu sunt cărți pe masă. Cartea nu este pe masă. Nu este pălăria pe scaun. Pălăria nu este pe scaun. Nu sunt caiete pe scaun. Caietul nu este pe scaun. Nu este stiloul în penal. Stiloul nu este în penal. Nu sunt bani în geantă. Baniii nu sunt în geantă. Nu sunt trei dar patru cărți în geantă. În geantă nu sunt cinci dar șase creioane. În geantă nu sunt două dar numai un stilou. 5. Este timpul mesei. Este timpul de a bea ceai.

B. 1. Aceasta este camera mea. În mijlocul camerei este o masă. Pe masă este un urciior. În urciior este lapte. Pe farfurie este unt. 2. Lasă Benny să se așeze la masă. Este timpul dejunului. Laptele este în urciior. Untul este pe farfurie. Cuțitul este lângă farfurie. Unde este pâinea. Pâinea este în bufet. 3. Unde este revista? Revista este pe masă. Revista nu este pe masă, ea este pe scaun. 4. În penal nu este stiloul. Stiloul nu este în penal, el este pe masă. 5. Unde sunt banii. Baniii tăi nu sunt în geantă. Ei sunt pe masă. 6. Ai multe caiete în geanta ta? Nu prea multe, două ori trei. Aveți cretă la tablă? Da, eu așa cred. 7. Sunt multe case pe strada Dumneavoastră? Da, sunt multe case frumoase. Sunt multe flori în parcul Dumneavoastră? Nu prea, dar ele îmi plac foarte mult.

Exercise 7. Present Perfect Simple or Present Perfect Continuous:

1. I (not / do) the housework yet. 2. They (study) very hard recently. 3. She (promise) to help many times. 4. He (clean) the kitchen. Everything is sparkling clean. 5. She (write) her essay and (send) it to her professor. 6. He (see) the film 'The King's Speech' about six times. 7. We (paint) our living room. I think it looks a lot better. 8. She ___(take) French lessons lately. 9. It (not / rain) for three hours! Only about one hour. 10. Lucy (already / leave). 11. How many times (you / visit) Scotland? 12. I (call) John for hours and hours and he hasn't answered. I'm really angry with him! 13. I (be) in London for three years. 14. We (know) James for ages. 15. It's really smelly in here. (somebody / smoke)? 16. How much petrol (she / buy)? 17. She (eat) chocolate all morning, so she feels sick. 18. I (paint) my house all day, but it's not finished yet. 19. Julie (be) at the office since 6 am. 20. The writer (deserve) this award for a long time.

Exercise 8. Render these jokes. Use indirect speech:

1. The well-known singer Enrico Caruso was once driving not far from New York. It so happened that something went wrong with his car and he had to spend some time in the house of a farmer. Soon they became friendly and the farmer asked Caruso his name.

When the farmer heard the name, he rose to his feet. "My, I never thought I should see a man like you in my kitchen, sir," he cried out. "Caruso. The great traveller. Robinson Caruso!"

2. "I say, Dad," said a schoolboy, returning home, "we gave a wonderful performance at school. A lot of parents came and although some of them had seen it before they all had a jolly good time."

"How do you know?" asked his father.

"Why, they laughed all through the play," the boy replied.

"And what was the play?" the father asked.

"Hamlet," said the boy.

Exercise 9. Render the following dialogue in indirect speech. Explain the difference between a concert hall and a music-hall:

Gilda : I went to a very good concert at the Festival Hall last month. You call that hall "a concert hall", don't you?

Mrs. Green : Yes.

Gilda : Well, what's "a music-hall"? I've seen that name several times and heard it used in broadcasts, too.

Mrs. Green : A music-hall is something very different from a concert hall! If you want to hear a symphony orchestra playing good music, you go to a concert hall. A music-hall is more like a theatre. The seats are arranged like those in a theatre. There's a stage with curtains like in the theatre. There's scenery on the stage. We often use the name "Variety Theatre".

Gilda : What would I see and hear if I went to a music-hall?

Mrs. Green : There'd be popular music and singing and dancing. There'd be performances by acrobats and jugglers. There might even be performing animals.

Gilda : To my mind music-halls are not so popular now. People prefer films today, and radio and television keep people at home more.

Mrs. Green : I agree with you. The most popular singers and comedians are seen and heard by millions of viewers and listeners in their own homes.

MUSIC

What is music?

A. Music has probably existed for as long as man has been human, and it certainly predates civilization by tens of millennia. Yet even today there is no clear definition of exactly what music is. For example, birdsong is certainly melodic, but it is not tuneful, and it is not created with the intention of being musical (in fact it is sometimes meant to sound threatening) - therefore does it count as music?

B. On the other hand, some modern composers have been challenging the idea that music should be arranged in a pleasant manner with the notes falling in an orderly succession. Others, famously the avant-garde composer John Cage have even used silence and called the result music. As a result there is no one definition of music. Perhaps it should be said that music, like beauty, is what the person who sees or hears it believes it to be.

C. Music is divided in many ways. Music itself is split into notes, clefts, quavers, and semi-demi quavers. Ancient and medieval musicologists believed that these notes could be arranged 'horizontally' into melody (making notes that match on the same scale) and 'vertically' (going up and down the scales to create harmony). Another very basic measurement of music is the 'pulse'. This is present in almost all forms of music, and is particularly strong in modern popular music. The pulse is the regular beat which runs through a tune. When you tap your foot or clap your hands in time to a song, you are beating out the pulse of that song.

D. Another way of dividing music is by genre. Even a child who does not know that (for example) rock and roll and classical music are different genres will be instantly aware that these are very different sounds; though he will not be aware that one is a percussion-led melody while the other emphasizes harmony over rhythm and timbre. Each genre of music has numerous subdivisions. Classical music is divided by type - for example symphonies, concertos and operas, and by sub-genre, for example baroque and Gregorian chant. Just to make it more fun, modern musicians have also been experimenting with crossover music, so that we get Beatles tunes

played by classical orchestras, and groups like Queen using operatic themes in songs such as 'Bohemian rhapsody'.

E. Almost all music is a collaboration between the composer, and the performer, while song requires a lyricist to write the words as well. Sometimes old tunes are adapted for new lyrics - for example the song 'Happy Birthday' is based on a tune originally called 'Have a nice Day'. At other times a performer might produce a song in a manner which the original composer would not recognize. (A famous example is the punk rock band the Sex Pistols performing the British national anthem 'God save the Queen'.)

F. This is because the composer and lyricist have to leave the performer some freedom to perform in the way that suits him or her best. While many classical compositions have notes stressing how a piece should be performed (for example a piece played 'con brio' should be light and lively) in the end, what the listener hears is the work of the performer. Jazz music has fully accepted this, and jazz performers are not only expected to put their own interpretation on a piece, but are expected to play even the same piece with some variation every time.

G. Many studies of music do not take into account where the music is to be played and who the audience will be. This is a major mistake, as the audience is very much a part of the musical experience. Any jazz fan will tell you that jazz is best experienced in small smoky bars sometime after midnight, while a classical fan will spend time and money making sure that the music on his stereo comes as close as possible to the sound in a large concert hall. Some music, such as dance music, is designed to be interactive, while other music is designed to remain in the background, smoothing out harsh sounds and creating a mood. This is often the case with cinema music - this powerfully changes the mood of the audience, yet remains so much in the background that many cinemagoers are unaware that the music is actually playing.

H. Music is very much a part of human existence, and we are fortunate today in having music of whatever kind we choose instantly available at the touch of a button. Yet spare a thought for those who still cannot take advantage of this bounty. This includes not only the deaf, but those people who are somehow unable to understand or recognize music when they hear it. A famous example is United President Ulysses Grant, who famously said 'I can recognise two tunes. One is 'Yankee doodle' and the other one isn't.'

Vocabulary

new research; sad music; common wisdom; miserable; weepy movies; aesthetic; relationships; mood; emotional distress; personal bond; frustrated; interrupted; blues; country; rock and roll; classical; techno; jazz; pop; hip-hop; overcome; sad; relationship; substitute; turmoil; comfort; weepy; defeat; console; harmony ; edition; congruency; intimate; surrogate; pleasant; to concentrate e.g. *It's high time you concentrated on your career and got a good job.*; **favourite** e.g. *My favourite colour is green*; **country music** e.g. *Country music becomes more and more popular in Europe due to the young US artists trying to revive the American tradition of the West.*; **to take a shower** e.g. *I take a quick shower several times during a hot summer day in order to feel clean and fresh all day long.*; **to take a bath** e.g. *I enjoy having a long hot bath in the evening.*; **live music** e.g. *The experience of listening to the live music cannot be compared to any top quality CD or TV broadcast.*; **music band** e.g. *Many music bands fall apart because of the singers taking up individual career*; **mood** e.g. *I'd rather not talk to her at all today. She's in a terrible mood since yesterday.* **to influence** e.g. *You won't influence her decision, she's too stubborn.*; **lyrics** e.g. *She's famous for writing lyrics for the most talented artists' songs*; **foreign** e.g. *Teenagers' motivation for learning languages is often to understand lyrics of foreign songs.*; **stereo system** e.g. *It is typical for him to spend all his money on a new stereo system. He loves music so much.*; **electronic device** e.g. *Most people*

cannot imagine the world without all the modern electronic devices that make our lives so much easier.; **to download** e.g. *Downloading music and films from the internet is illegal.*; **theft** e.g. *The shop in the corner suffered several thefts during the last weeks.*

Basic Music Vocabulary

A cappella	Singing without accompaniment
Accent	Emphasis on a note, word, or phrase
Articulation	The way a sound is started and ended
Attack	The beginning of a sound
Breath	One cycle of inspiration/expiration
Chord	Two or more pitches sounding together
Chromatic	Moving in half-steps
Compound meter	Meter that is made up of simple meters 2/4+3/4
Counting	Mentally breaking down a rhythm into divisions
Diatonic	Moving within a key without changes
Diction	Correct and clear pronunciation of consonants
Diphthong	Two or more vowel sounds blended together
Dynamics	Relative loudness or softness
Embouchure	Mouth position in brass and woodwinds
Harmony	The system of moving from chord to chord
Homophonic	A style where all parts have the same rhythm
Intonation	Being in tune with accompaniment or others
Key--major	Based on a scale of w/w/h/w/w/w/h steps
Key--minor	Based on a scale of w/h/w/w/h/w/w steps
Melody	Pitches in sequence that form a pattern
Meter	The division of time into units
Phrase	Notes played or sung in one breath
Pitch	The highness or lowness of sound measured in Hz.
Placement	Vocal term--where the sound is placed in the head
Polyphonic	Where each part has an independent rhythm
Posture	Sitting/standing correctly and efficiently
Pulse	Feeling where the beat is
Release	How a sound is ended
Rhythm	How a sound is placed in time
Sacred	Music that is written for spiritual or religious use
Secular	Music that is written for entertainment
Slur	Playing a series of pitches without tonguing
Solfege	Italian system of pitch and interval ear training
Tempo	The speed at which a regular pulse is repeated
Tone color/Timbre	The relative brightness or darkness of a sound
Tongue	To start a sound with the tongue on reed or mthpce
Unison	Everyone on the same pitch

Sad music helps mend broken hearts.

New research suggests listening to sad music can help overcome the heartbreak of an ended relationship. The study contradicts common wisdom that upbeat music is best when feeling the blues after emotional turmoil. It might account for why people began singing the blues – music to accompany painful or miserable times. The research is from the University of California at Berkeley. It says people find comfort in listening to tunes that reflect their negative mood. It also says weepy movies and books, or gloomy artwork provide comfort and console broken hearts.

Study co-author Stephen Palmer said: "Emotional experiences of aesthetic products are important to our happiness and well-being." The research is to be published in the August edition of the "Journal of Consumer Research" and is titled: "Interpersonal Relationships and Preferences for Mood-Congruency in Aesthetic Experiences." The authors say: "Consumers experience serious emotional distress when intimate relationships are broken, and look for a surrogate to replace the lost personal bond....[In] negative moods, [they] might choose aesthetic experiences consistent with their mood (sad music; tear-jerking dramas) even when more pleasant alternatives are also available." They report on another study that found we prefer "angry music" when we are frustrated - by being interrupted, by someone being late, or after losing an Internet connection.

Exercise 1. Read the headline. Guess if a-h below are true (T) or false (F):

1. New research goes against what we usually think about broken hearts. T / F
2. The research said blues music started to mend broken hearts. T / F
3. Researchers said people like to listen to things that match their mood. T / F
4. A co-author said art doesn't help people who are brokenhearted. T / F
5. The research says we look for a musical substitute for a lost love. T / F
6. The study said we would choose nicer music if it were available. T / F
7. People prefer to listen to jazz when they are frustrated. T / F
8. The study said not being connected to the Internet was a frustration. T / F

Exercise 2. Match the following synonyms from the article:

- | | |
|-----------------|---------------|
| 1. overcome | a. sad |
| 2. relationship | b. substitute |
| 3. turmoil | c. comfort |
| 4. weepy | d. defeat |
| 5. console | e. harmony |
| 6. edition | f. confusion |
| 7. congruency | g. close |
| 8. intimate | h. nice |
| 9. surrogate | i. romance |
| 10. pleasant | j. issue |

Exercise 3. PHRASE MATCH: (Sometimes more than one choice is possible.):

- | | |
|--------------------------------|-----------------------------|
| 1. sad music can help overcome | a. artwork |
| 2 The study contradicts | b. with their mood |
| 3. emotional | c. and well-being |
| 4. gloomy | d. dramas |
| 5. important to our happiness | e. common wisdom |
| 6. published in the | f. an Internet connection |
| 7. when intimate | g. the heartbreak |
| 8. experiences consistent | h. relationships are broken |
| 9. tear-jerking | i. turmoil |
| 10. losing | j. August edition |

Exercise 4. The sentences below are not complete. There are four options for each question. Choose the best word to complete the sentence:

1. Mr Jones the company since 1990.

- a. runs b. is running c. has run d. ran
2. The bookshop next to the town hall
- a. is put b. has the post c. position d. is located
3. his parents allow him or not, John intends to go to the party.
- a. Whether b. While c. Although d. Despite
4. people know the town better than old Jake here.
- a. The few b. Only the few c. Only few d. Few
5. You must boil those vegetables before in the stew.
- a. using them b. their used c. the use d. using
6. knows that Dallas is not the capital of Texas.
- a. Anyone b. Many persons c. Not everyone d. Some body
7. The first congress in 1776.
- a. was hold b. were held c. took place d. took over
8. If we are in town we go to the cinema.
- a. should too b. might as well c. do have to d. used to
9. The park is named the town's first mayor.
- a. in respect of b. owing to c. in honour of d. of the memory of
10. She got married while on holiday in Hawaii.
- a. secretly b. together c. unexpected d. with Tom
11. What did you want to do that?
- a. reason b. for c. because d. thing
12. Spring is It will be warmer soon.
- a. on the way b. to be coming c. eventually d. prepared now

Exercise 5. a) Read, translate and retell the following text:

Forests and Global warming

(Greg Samdon, environmentalist, writes for *Science and the News* magazine.)

"The interaction between forests and global warming is turning out to be more complicated than was originally assumed. Some of the basic assumptions which have underpinned theories of how deforestation affects the atmosphere are having to be re-examined.

First of all, it needs to be said that forests are an asset to the environment of the planet. They provide a haven for wildlife, and are both beautiful and economically productive in their own right. Also, there can be no doubt that trees are essential 'carbon sinks'. That is, a forest takes global-warming carbon dioxide out of the environment and converts it into solid carbon in the form of wood. Forests also have a role to play as 'green lungs' for the planet. That is, in the process of photosynthesis, carbon dioxide is converted to oxygen without which humans would not be able to breathe. The process of photosynthesis requires water, which is released into the atmosphere through the plant's leaves, cooling the air in the process. Every tree may cause only a tiny drop in temperature, but when taken across forests which make up a considerable percentage of the earth's surface, the effect is noticeable.

That said, the role of forests as 'green lungs' for the planet must not be over-estimated. It has been found that a huge amount of the oxygen in the atmosphere comes not from forests but from other plants on the earth's surface (including crops planted by

humans), and even more comes not from the land but from plants such as algae, seaweed and plankton in the sea.

Nor does the absorption of carbon dioxide come without a price. Recently scientists discovered that growing plants emit methane, a gas usually associated with swamps and decay. It has now been shown that growing plants put out hundreds of times more methane that would be emitted if the plants were simply dead and rotting away. Since methane is a greenhouse gas, this means that forests are actually helping with some global warming. In fact some scientists believe that the deforestation which has been happening in some parts of the world has helped to slow methane build-up in the atmosphere.

Another way in which plants help to warm the atmosphere is because the leaves of trees absorb sunlight, and this makes them rather warmer than the air around them. Therefore though the overall effect of trees is cooling, both because they put out evaporated water and because leaves reflect some light back into space (and of course all the green light in the spectrum that falls on them), this effect is less than was originally thought.

So should we consider reducing the number of forests on the earth's surface? Of course we should not. It is not the forests which are the problem, it is the human race. Recent decades have seen the fastest amount of warming that has ever been recorded, and almost all of it is due to human activity. Even methane emitted by all the forests on earth comes to less than 10% of the methane in the atmosphere, while humans have released so much carbon dioxide into the atmosphere that the air now has 25% more than it had a century ago.

Nevertheless, the results of the recent scientific studies show that we must always be careful to avoid the law of unintended consequences, which says sometimes what you try to do has the opposite effect to what was intended. For example, it has been shown that the removal of pollutants from the atmosphere has had two effects. Firstly, as the air in some countries has become cleaner, both humans and the rest of the environment have benefitted from the improved air quality. But at the same time, many of these airborne pollutants were reflecting sunlight back into space. With them gone, the earth is absorbing more sunlight and becoming warmer.

In the same way it has been shown that if much of the earth's surface was covered with forests, especially in the temperate zones, then so much carbon would be absorbed from the atmosphere that it would start to release the huge amounts of carbon dioxide that are now stored in the seas of the planet. If all this was released, then combined with the extra methane from the trees, global temperatures would actually start to rise. What all this shows is that, though deforestation is a major environmental issue, especially in the tropics (in some parts of Europe the forest cover is actually increasing) we cannot do as we have done in the past and try to make major changes to the environment without considering the full effects of our actions on the enormously complicated ecology of our planet.'

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b) Read the summary, and then write into the spaces five of the ten words you see underneath, choosing the best word to go into each space:

Forests are good for the planet, but 1. the planet with forest would not necessarily help to slow down global warming. This is because trees act both to warm the air and to cool it, and so the cooling effect is lower than some previous 2. . Also, scientists have found that growing plants emit large amounts of methane, and this is also a greenhouse gas, that is, one of those gasses in the atmosphere which hold heat and warm the air. Trees are valuable in extracting

carbon from the air, and holding it as wood, which is also a 3. economic resource. Also, trees change carbon dioxide for oxygen, which allows animals to breathe, but other plants do this besides trees in forests, and in fact the amount of oxygen produced by the oceans is 4. . Overall, it may be that the only solution to global warming is for humans to change their 5. , and try to maintain rather than restore the balance of nature.

valuable epidemic ways development pollution covering carbon greater deforestation estimates

c) Do the sentences below agree with Mr Samdon's opinions or not? (Answer yes, no, doesn't say):

	Yes	No	Doesn't say
1. Global warming is the biggest threat to the environment today.			
2. Trees are the major reason for global warming.			
3. The ocean is a major source of oxygen.			
4. Deforestation has reduced the amount of carbon dioxide in the atmosphere.			
5. Forest growth in the tropics is best for the planet.			

d) Choose the best ending for each sentence (a, b, c or d)

1. Mr. Samdon says that forests ...
 - a. are causes of global warming.
 - b. have bad but mostly good effects on global warming.
 - c. should not be replanted in temperate areas.
 - d. are beautiful, but not an environmental issue.
2. New scientific research has shown ...
 - a. that we need to look again at some ideas.
 - b. that some older ideas were wrong.
 - c. that global warming is caused by people.
 - d. that methane comes from swamps.
3. Mr Samdon believes that the amount of forest on the planet
 - a. should be greatly increased.
 - b. should be kept to a natural level.
 - c. need to be reduced slightly.
 - d. must be considered, if this is the problem.

e) Give the summary of the text.

Exercise 6. Write an essay on the following topic. Give your opinion, and your reasons for having that opinion:

Do you think film and music stars are paid too much money?

Essay plan:

Start: Give examples or say why some stars are paid too much .. what about other people, their work is important too (about 70 words)

Main part: Give my opinion. People decide how much is enough because they won't pay more - \$100 for a cinema/ concert ticket? I think not. Also only a few people earn big money - lots of poor actors too. Stars are an inspiration. (about 110 words)

Conclusion: We pay, so we don't think it is too much (the rest)

Exercise 7. In class discussion:

You are a member of a music club at your university. You have been asked to give a description of your favourite song, and to say why you like that song most of all.

Exercise 8. Fill in the blanks with a word below, make sure to conjugate the verbs:

Compose, conduct, write, play, blow, tap, improvise, sing, hum, beat

1. Don't you think the Maestro the orchestra well? 2. He the like a madman! 3. John Lenon the lyrics to many of the Beatles's best songs. 4. You can tell when Peter is in a good mood, she one of her favorite tunes. 5. The most famous opera by Mascagni was "Cavalleria Rusticana". 6. Jazz musicians almost always their solos. 7. The always tune their instruments before they begin the concert. 8. I can remember the time when President Clinton got up on MTV to his horn - the saxophone. 9. Would you please not tap your in time to the music? 10. Some of the best rock singers don't their songs, they shout them!

Exercise 9. Match the verb in the column on the left with the correct noun from the column on the right:

VERB	NOUN
compose	tune
conduct	drum
write	horn
play	instrument
blow	piece of music
tap	orchestra
improvise	lyrics
sing	song
hum	solo
beat	foot

Exercise 10. Put each of the following words or phrases in the correct gap:

tag, label, cashier, bargain, receipt, exchange, take back, try on, fit, advice, shop assistant, credit card, check, select, cash, refund, size, sale

If you want to go shopping there are a number of things you have to consider. If you would like to find a you should make sure to go to a . The only problem with a sale is that it is sometimes hard to something once you buy it. Many stores also refuse to give a on anything you have bought. If you are looking for clothes, make sure to , check the to make sure that it is a good . Another good idea is to look at the and to see instructions for washing, etc. It's always a good idea to also ask the for . Finally, when you go to the you can usually pay by or if you don't have the . Never forget to get the !

Exercise 11. Here you can find some questions you can ask your partner during conversation about music:

1. How often do you listen to music? 2. When do you normally listen to music? 3. Are you able to concentrate on other activities when you are listening to music? 4. What kind of music is your favourite? 5. Do you like classical music? 6. Do you like country music? 7. Do you like

jazz? 8. Do you listen to all kinds of music? 9. Is there any kind of music that you hate? 10. Can you play any musical instrument? If not, which instrument would you like to play? 11. Which musical instruments do people from your country usually play? 12. Is there any traditional musical instrument in your country? 13. Do you like singing? 14. Are you a good singer? 15. Are you singing while taking a shower/a bath? 16. Do you like live music? 17. Have you ever been to a concert? If so, what kind of concert was it? 18. Who is your favourite singer? 19. What is your favourite music band? 20. If you could start a band, what type of music would you play? 21. How does music influence your mood? 22. What kind of music does make you feel relaxed? 23. What is your favourite song? 24. What is more important for you, the lyrics or the melody of a song? 25. What makes a song popular, the lyrics or the melody? 26. Do you like songs in your own language? 27. Do you like English songs? 28. Do you learn vocabulary from foreign songs? 29. Do you have a stereo system? 30. Which electronic devices do you use to listen to music? 31. Do you listen to MP3 files on your computer? 32. What do you think about downloading MP3 files from the Internet? 33. Do you find downloading MP3 files from the Internet a theft? 34. Do you listen to the radio? 35. Can you imagine life without music?

Exercise 12. Choose which of these sentences is closest to the meaning in the text 1:

1. a. Modern composers do not always want their music to sound pleasant
b. Some modern composers do not want their music to be enjoyable
c. A modern musical composition should not be orderly
2. a. Crossover music is when classical orchestras play modern tunes
b. Crossover music moves between musical genres
c. Crossover music is a modern musical genre
3. a. Performers, lyricists and composers each have a separate function
b. Performers of a song will need to become lyricists
c. Composers instruct musicians to play their work 'con brio'

Exercise 13. Match these groups of words with one of the words in the box opposite - you do not need two of the words.

1. Rock and roll, classical music, jazz	A. Collaborators B. John Cage C. Classical D. Baroque E. Audience F. Genres
2. Composer, lyricist, performer	
3. Symphony, concerto, opera	
4. Cinemagoer, Jazz fan, dancer	

Exercise 14. The paragraphs are numbered A-H in “What is music?”. Write the letter of the paragraph which contains the following information (You can choose a paragraph more than once):

1. People can tell genres of music apart even without musical training.
2. Where you hear music can be as important as the skill of the performer.
3. Music has been a part of human existence for many thousands of years.
4. A piece of music might have more than one set of words to go with it.
5. Some people cannot tell the difference between classical music and birdsong.

Exercise 15. Essay writing: Write an essay on the following topic “My favourite song”.

Appendix Modern English Alphabet

A a B b C c D d E e F f G g H h I i J j K k L l M m

a bee cee dee e ef gee (h)aitch i jay kay el em
[eɪ] [bi:] [si:] [di:] [i:] [ɛf] [dʒi:] [(h)entʃ] [aɪ] [dʒeɪ] [keɪ] [ɛl] [ɛm]

N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

en o pee cue ar ess tee u vee double-u ex wy(e) zed/zee
[ɛn] [oʊ] [pi:] [kju:] [ɑ:/ɑr] [ɛs] [ti:] [ju:] [vi:] ['dʌbəlju:] [ɛks] [waɪ] [zɛd/zi:]

Pronunciation

Vowels and diphthongs

This chart shows the vowels and diphthongs used in standard varieties of English spoken in the USA, Australia, England, Canada, Ireland, New Zealand, South Africa, Scotland and Wales. There is significant variation in the vowel sounds used within most of these countries, and in other countries where English is spoken.

	AmE	AuE	BrE	CaE	IrE	NZE	SAE	ScE	WeE
ash	æːʃ	æʃ	æʃ	aːʃ	ɛːʃ	æːʃ	æːʃ	ɑːʃ	äʃ
all	ɑːl	ɔːl	ɔːl	ɔːl	ɔːl	ɔːl	ɔːl	ɔːl	ɔːl
father	'fɑːðə	'fɑːðs	'fɑːðə	'fɑːðɪ	'fɑːðə	'fɑːðə	'fɑːðə	'fɑːðəɪ	'fɑːðs
better	'bɛtə	'bɛɾs	'bɛtə	'bɛɾɪ	'bɛt̪̪ə	'bɪɾə	'bɛt̪s	'bɛt̪əɪ	'bɛt̪s
day	dɛɪ	dɛɪ	dɛɪ	dɛɪ	deː	dɛɪ	dɛɛ	deː	dɛɪ
earth	ɜːθ	ɜːθ	ɜːθ	ɜːθ	ɜːθ	œːθ	ɜːθ	ɛːθ	œːθ
drink	dɪŋk̪ʰ	dʒɪŋk	dɪŋk̪ʰ	dɪŋk̪ʰ	dɪŋk̪ʰ	dʒɪŋk	dɪŋk̪ʰ	dɪŋk̪ʰ	dɪŋk̪
eat	iːt̪	iɪt	iːt̪	it	it	iɪt	iːt̪	iːt̪	it
top	t̪ʰɔːp	t̪ʰɔːp	t̪ʰɔːp	t̪ʰɔːp̪	t̪ʰɔːp	t̪ʰɔːp	t̪ʰɔːp	t̪ʰɔːp̪	t̪ʰɔːp
four	fɔːɪ	fɔː	fɔː	fɔːɪ	fɔːə	fɔːə	fɔː	fɔːəɪ	fɔː
foot	fʊt	fʊt	fʊt̪	fʊt	fʏt	fʊt	fʊt̪	fʌt̪	fʏt
goose	ɡʊs	ɡyːs	ɡʊs	ɡeʊs	ɡyːs	ɡʊs	ɡʏs	ɡʌs	ɡʊs
blood	bɪˌlʌd	blɛd	blɛd	bɪˌlʌd	bɪˌlʌd	blɛd	blɛd	blɪˌd	blɛd
bone	bɔːn	bɔːn	bɔːn	bɔːn	bɔːn	bɔːn	bɔːn	bɔːn	bɔːn
cow	k̪ʰæʊ	k̪ʰæʊ	k̪ʰæʊ	k̪ʰæʊ	k̪ʰeɪ	k̪ʰæʊ	k̪ʰæ̊	k̪ʰeɪ	k̪ʰeɪ
nail	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪	neɪ̪l̪
bite	bäɪt̪	bäɪt̪	bäɪt̪	bäɪt̪	bɛɪt̪	bäɪt̪	bäet̪	bäɪt̪	bɛɪt̪
ear	iə	iɜ	ɪə	iɪ	iə	iɛ	ië	iəɪ	jœː

Key

AmE = American English (General American), AuE = Australian English, BrE = British English (RP), CaE = Canadian English, IrE = Irish English, NZE = New Zealand English, SAE = South African English, ScE = Scottish English, WeE = Welsh English

Consonants

Letters	IPA	Examples	Notes
b	[b]	bee, sob	
c/k/ck/q	[k ^h , k]	car, skill, quack	[k ^h] at the beginnings of words, [k] elsewhere
ch/t	[tʰ, t]	chain, nature	[tʰ] at the beginnings of words, [t] elsewhere
d	[d]	dog	
f/ff/gh/ph	[f]	faff, tough, photo	
g	[g]	grand	
h	[h]	hand	initial h's are not pronounced in some dialects
j/g/dg	[dʒ]	judge, gin	
l	[l]	laugh	
m	[m]	moon	
n	[n]	note	
ng/n	[ŋ]	sing, linger, drink	
p	[p ^h , p]	pig, spot, top	[p ^h] at the beginnings of words, [p] elsewhere
r	[ɹ ^w , ɹ, r]	read	varies considerably between dialects
s/ss/c	[s]	sock, lass, city	
sh/s/ti	[ʃ]	share, sure, emotion	
t	[t ^h , t]	tea, stick, let	[t ^h] at the beginnings of words, [t] elsewhere
th	[θ]	three, fifth	
th	[ð]	the, mother	
v/f	[v]	voice, of	
w/u	[w]	wet, quiet	
x	[ks, ɛks]	box, x-ray	
y	[j]	yacht	
z	[z, s]	zoo, prose	
s/ge/z	[ʒ]	measure, beige, seizure	
ch	[x]	loch	appears in Scottish English

Sample text in English

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
(Article 1 of the Universal Declaration of Human Rights)

Phonetic transcription (British pronunciation)

[ɔ :l 'hju:mən 'bi:ɪ ŋz ə bɔ :n fri: ənd 'i:kwəl ɪ n 'di gnɪ ti ənd raɪ ts ðeɪ ə
 ɪ n'daʊ d wɪ ð 'ri:zn ənd
 'kɒ nʃ əns ənd ʃ ʊ d ækt tə'wɔ :dz wʌ n ə'nʌ ðə ɪ n ə 'spɪ ri t ɒ v 'brʌ ðəhʊ d]

Phonetic transcription (American pronunciation)

[ə :l 'hju:mən 'bi:ɪ ŋzɑ :r bə :m fri: ænd 'i:kwəl ɪ n 'dɪ ɡni ti: ænd raɪ ts ðeɪ ə :ɪ en'dəʊ d wɪ ð 'ri:zən ænd 'kɑ :nʃ əns ænd ʃ ʊ d ækt tə'wɔ :rdz wʌ n ə'nʌ ðər ɪ n ə'spi ri t əv brʌ ðər,hʊ d]

Table 1.

Countable/Uncountable Nouns

Used with Countable Nouns Only		
a		<i>a doctor, a pen, a meal, a class,</i>
many		<i>many cups, many books, many libraries</i>
few		<i>few questions, few tables, few apples</i>
a few		<i>a few questions, a few problems, a few issues</i>
Used with Uncountable Nouns Only		
much		<i>much money, much time, much food, much water</i>
little		<i>little trouble, little equipment, little meat, little patience</i>
a little bit of		<i>a little bit of confidence, a little bit of sleep, a little bit of snow</i>
Used with Countable & Uncountable Nouns		
the	countable	<i>the schools, the teachers, the boats, the bananas</i>
	uncountable	<i>the cheese, the luggage, the grass, the knowledge</i>
some	countable	<i>some tables, some stores, some grapes, some cities,</i>
	uncountable	<i>some time, some news, some bread, some salt, some mail</i>
any	countable	<i>any forks, any socks, any bathrooms, any waiters</i>
	uncountable	<i>any advice, any soap, any transportation, any homework</i>
no	countable	<i>no magazines, no pilots, no rings, no markers</i>
	uncountable	<i>no trouble, no scenery, no money, no furniture</i>
a lot of	countable	<i>a lot of animals, a lot of coins, a lot of babies</i>
	uncountable	<i>a lot of help, a lot of aggravation, a lot of happiness</i>
lots of	countable	<i>lots of computers, lots of buses, lots of parties, lots of colleges</i>
	uncountable	<i>lots of cake, lots of ice cream, lots of energy, lots of laughter</i>
enough	countable	<i>enough plates, enough onions, enough restaurants</i>
	uncountable	<i>enough courage, enough wisdom, enough spaghetti,</i>
plenty of	countable	<i>plenty of houses, plenty of concerts, plenty of guitars</i>
	uncountable	<i>plenty of oil, plenty of sugar, plenty of cheese, plenty of space</i>

Table 2.
Common Irregular Verbs

Basic Form	Past Simple	Past Participle	Translation
Arise	Arose	Arisen	
Awake	Awoke	Awoken	
Be	Was/Were	Been	
Bear	Bore	Born/Borne	
Beat	Beat	Beaten	
Become	Became	Become	
Begin	Began	Begun	
Behold	Beheld	Beheld	
Bend	Bent	Bent	
Bet	Bet	Bet	
Bind	Bound	Bound	
Bite	Bit	Bitten	
Bleed	Bled	Bled	
Blow	Blew	Blown	
Break	Broke	Broken	
Breed	Bred	Bred	
Bring	Brought	Brought	
Broadcast	Broadcast/Broadcasted	Broadcast/Broadcasted	
Build	Built	Built	
Burn	Burnt/Burned	Burnt/Burned	
Burst	Burst	Burst	
Bust	Bust	Bust	
Buy	Bought	Bought	
Cast	Cast	Cast	
Catch	Caught	Caught	
Choose	Chose	Chosen	
Cling	Clung	Clung	
Come	Came	Come	
Cost	Cost	Cost	
Creep	Crept	Crept	
Cut	Cut	Cut	
Deal	Dealt	Dealt	
Dig	Dug	Dug	
Dive	Dived/Dove	Dived	
Do	Did	Done	
Draw	Drew	Drawn	
Dream	Dreamt/Dreamed	Dreamt/Dreamed	
Drink	Drank	Drunk	

Drive	Drove	Driven
Dwell	Dwelt	Dwelt
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fit	Fit/Fitted	Fit/Fitted
Flee	Fled	Fled
Fling	Flung	Flung
Fly	Flew	Flown
Forbid	Forbade/Forbad	Forbidden
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Freeze	Froze	Frozen
Get	Got	Got/Gotten
Give	Gave	Given
Go	Went	Gone/Been
Grind	Ground	Ground
Grow	Grew	Grown
Hang	Hung/Hanged	Hung/Hanged
Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hit	Hit	Hit
Hold	Held	Held
Hurt	Hurt	Hurt
Keep	Kept	Kept
Kneel	Knelt/Kneeled	Knelt/Kneeled
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Lean	Leant/Leaned	Leant/Leaned
Leap	Leapt/Leaped	Leapt/Leaped
Learn	Learnt/Learned	Learnt/Learned
Leave	Left	Left
Lend	Lent	Lent
Let	Let	Let
Lie	Lay	Lain
Light	Lit	Lit
Lose	Lost	Lost

Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Melt	Melted	Molten/Melted
Pay	Paid	Paid
Prove	Proved	Proven/Proved
Put	Put	Put
Quit	Quit	Quit
Read	Read	Read
Rid	Rid/Ridded	Rid/Ridded
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
Saw	Sawed	Sawn/Sawed
Say	Said	Said
See	Saw	Seen
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Set	Set	Set
Sew	Sewed	Sewn/Sewed
Shake	Shook	Shaken
Shed	Shed	Shed
Shine	Shone	Shone
Shoot	Shot	Shot
Show	Showed	Shown
Shrink	Shrank	Shrunk
Shut	Shut	Shut
Sing	Sang	Sung
Sink	Sank	Sunk
Sit	Sat	Sat
Sleep	Slept	Slept
Sow	Sowed	Sown
Speak	Spoke	Spoken
Spell	Spelt/Spelled	Spelt/Spelled
Spend	Spent	Spent
Spill	Spilt/Spilled	Spilt/Spilled
Spread	Spread	Spread
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen

Stick	Stuck	Stuck
Strike	Struck	Struck/Stricken
String	Strung	Strung
Strive	Strove	Striven
Swear	Swore	Sworn
Sweat	Sweat/Sweated	Sweat/Sweated
Sweep	Swept/Sweaped	Swept/Sweaped
Swim	Swam	Swum
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Thrust	Thrust	Thrust
Understand	Understood	Understood
Undertake	Undertook	Undertaken
Wake	Woke	Woken
Wear	Wore	Worn
Weep	Wept	Wept
Win	Won	Won
Wind	Wound	Wound
Write	Wrote	Written

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