

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
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**«Нижегородский государственный  
лингвистический университет  
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(НГЛУ)**

# **YOU ARE WHAT YOU WEAR**

**ОДЕЖДА**

**Учебно-методические материалы  
для студентов начального этапа обучения  
переводческого факультета**

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Настоящее пособие включает учебные материалы для аудиторной и самостоятельной работы студентов над темой «Одежда». Предлагаемые задания нацелены на формирование коммуникативных навыков и умений чтения, аудирования, монологической и диалогической речи, а также на развитие грамматических и орфографических навыков в объёме программных требований.

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## ПРЕДИСЛОВИЕ

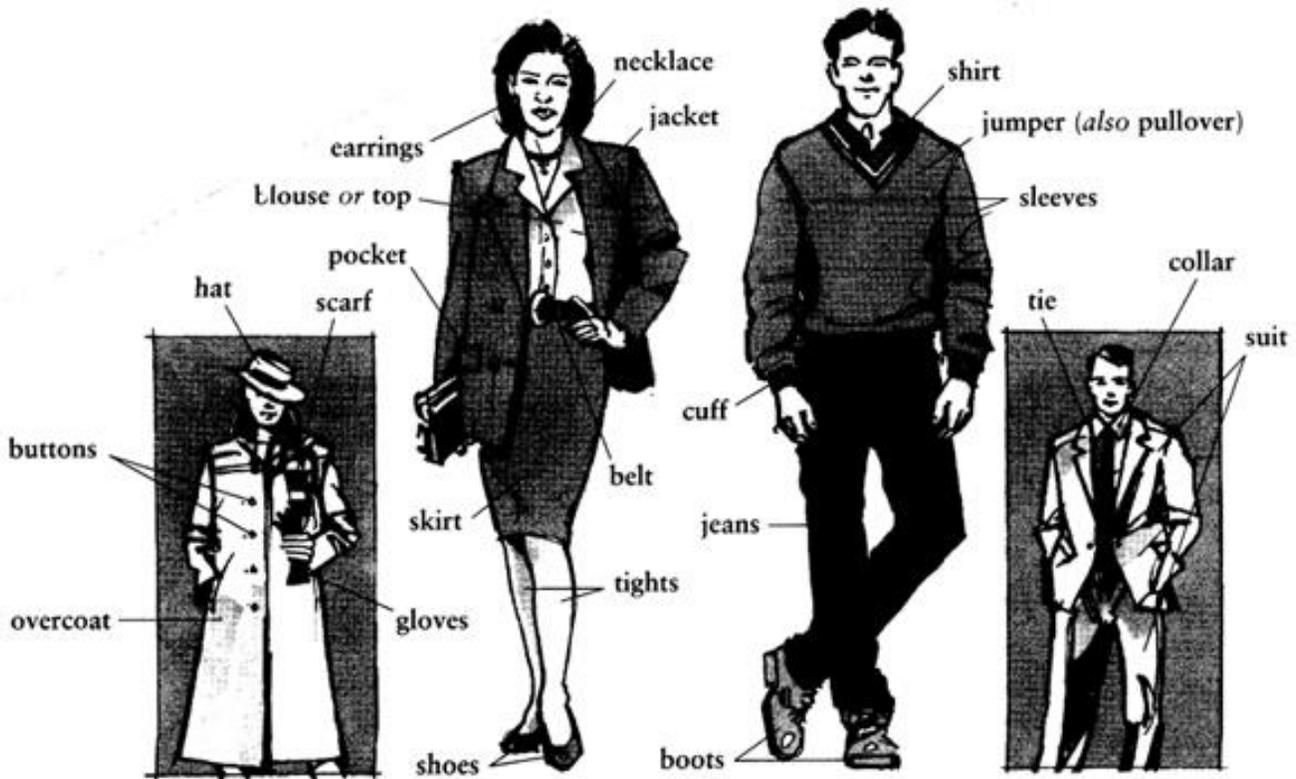
Настоящее пособие предназначено для формирования языковой, речевой и социокультурной компетенции у студентов начального этапа обучения.

Пособие включает следующие разделы:

- тексты, диалоги и коммуникативные задания, направленные на усвоение лексического материала по теме «Одежда» и формирование коммуникативных навыков и умений чтения, аудирования, монологической и диалогической речи в рамках обозначенной тематики;
- грамматический раздел по темам *Past Simple* и *Past Continuous*, включающий правила и примеры употребления грамматических форм и структур, сводные таблицы, обобщающие изученные времена (*Present Simple, Present Continuous, Past Simple, Past Continuous*), а также расположенные по возрастанию степени сложности упражнения, направленные на формирование и развитие соответствующих грамматических навыков;
- упражнения, нацеленные на формирование и закрепление орфографических навыков (правила правописания окончаний *-ed* и *-ing*);
- приложение, содержащее список разговорных формул (выражения мнения, согласия/несогласия, запроса информации и пр.), соотносящихся с коммуникативными заданиями из первого раздела;
- список неправильных глаголов;
- список использованной литературы.

1. Answer the following questions and find out if your groupmates' opinion is the same.

1. What do you first notice about a person when you see them for the first time?
2. Do you look closely at people's clothes when you meet them for the first time?
3. In what situations is it really important what clothes you wear? Give examples.
4. Do clothes reflect our personality?
5. What role do clothes play in modern society? And in your life?



2. Study the picture above. Work with your dictionary and start making up lists of clothes that men wear; clothes that women wear; footwear; headwear; details of clothing; names of materials, patterns and colours; accessories.

Note that the word **clothes** and words like *trousers*, *jeans*, *shorts*, *pyjamas*, *tights*, *glasses* etc. are always plural: they are never used with 'a/an' and take a plural verb.  
e.g. *Clothes are something that I am really interested in.*

*These shorts are too long.*

*When it's sunny I wear sunglasses for driving.*

But you can say: *an item/article of clothes* or *a pair of jeans/shorts* etc.

e.g. *I bought a pair of jeans yesterday.*

*I bought a new pair of pyjamas when I went into hospital.*

**3. Choose the right pronoun.**

1. I really like (that / those) sunglasses. Where did you get (it / them)?
2. I really like (that / those) shirt. Where did you get (it / them)?
3. I really like (that / those) skirt. Where did you get (it / them)?
4. I really like (that / those) boots. Where did you get (it / them)?
5. I really like (that / those) jeans. Where did you get (it / them)?
6. I really like (that / those) jumper. Where did you get (it / them)?
7. I really like (that / those) jacket. Where did you get (it / them)?
8. I really like (that / those) earrings. Where did you get (it / them)?

Which of the nouns above are always plural? Which of them can be used both in the singular and in the plural?

**4. Classify the words into groups:**

clothes	footwear	headwear	details of clothing	accessories
...	...	...	...	...

*coat, waistcoat, laces, hat, raincoat, trainers, dressing-gown, buttons, slippers, zip, scarf, earrings, pocket, belt, collar, skirt, T-shirt, beach dress, beads, dungarees, cardigan, bracelet, pullover, baseball cap, sweatshirt, suit, pyjamas, nightgown, trousers, shorts, boots, jeans, tights, heel, fur coat, sunglasses, anorak, beach sandals, cap, bow tie, sleeve, cuffs, cuff links, swimming trunks.*

NB: While studying the topic, you can add more words to this list!

**5. Match the items in (A) with the names of materials they are usually made of (B).**

*MODEL: a cashmere sweater.*

(A) *sweater, T-shirt, hat, jeans, summer frock, trousers, evening blouse, belt, boots, scarf.*

(B) *cashmere, corduroy, cotton, denim, leather, linen, silk, suede, velvet, wool/woollen.*

**6. What items of clothing or footwear are usually used with the following descriptions? Give a few examples where possible:**

*high-heeled, knitted, with a hood, V-neck, pleated, wide-brimmed, low-waisted, flared, business-length, double-breasted, two-piece, embroidered, with square toes, trimmed with fur, well-creased, faded, waterproof.*

**7. On what items of clothes can you find the following details?**

*a pocket, a zip, a hem, a buckle, a collar, cuffs, sleeves, laces, soles, heels.*

**8.** Can you draw the following patterns?

*checked, flowery/floral, striped, pin-striped, spotted, (polka-)dotted, tartan, plain.*

**9.** Match the words in the box with the definitions below:

<i>jeans</i>	<i>to have no dress sense</i>	<i>a suit</i>	<i>a costume</i>	<i>an outfit</i>	<i>tight</i>
<i>cloth</i>	<i>plain</i>	<i>tight-fitting</i>	<i>made-to-measure clothes</i>	<i>casual clothes</i>	
<i>outerwear</i>	<i>to dress up</i>	<i>ready-made clothes</i>			

1. a set of clothes made of the same cloth, including a jacket and trousers or a skirt;
2. trousers made of denim;
3. a set of clothes that you wear together, especially for a special occasion;
4. fitting very closely;
5. clothes worn by people from a particular place, or by actors in a play or film;
6. fitting a part of your body very closely, especially in a way that is uncomfortable;
7. material used for making clothes;
8. to have no idea how to dress well;
9. without any pattern or decoration;
10. clothes which are specially made to fit you;
11. clothes made in standard sizes and bought in a shop;
12. clothes, such as coats, that you wear over your ordinary clothes;
13. comfortable clothes that you wear in informal situations;
14. to wear special clothes for a party or a formal occasion.

**10.** What do you think these people are wearing? What are they carrying? Describe their outfits and give grounds.

1. Pedro, 26, City banker. Going to: a business appointment.
2. Dimitri, 22, tourist. Going to: The National Gallery.
3. Helen, 32, accountant. Going to: the gym.
4. Camilla, 28. Going to: her best friend's wedding.
5. Mel, 20, art student. Going to: college.

**11.** (a) Read and answer the following questions.

- What is each of the speakers wearing at the moment? Why?
- What does each of them usually wear?

**PETER:**

*"I don't usually wear clothes like these for work. But it's the first day of my new job so I want to look smart."*

JOY:

*"I'm taking the dog for a walk so I need to be comfortable. But I really prefer smart clothes – skirts, jackets, and so on."*

MARY:

*"I always wear casual clothes like these – sometimes a tracksuit. My boss says it's OK, as long as we're clean and tidy."*

ALISON:

*"I'm going to a fancy dress party. That's why I'm wearing these clothes. I don't usually wear black. I like bright colours."*

(b) Try to imagine the outfits of the people talking and describe their clothes in as much detail as you can. For formulas of expressing opinion see p. 59.

## TEXT A

I got up at 7.30, had a shower, *got dressed*, and had breakfast. It was a cold morning, so I *put on* my overcoat and left home about 8.20. When I got to work I *took off* my coat and *hung it up* behind the door. It was hot in the office, so I *took* my jacket *off* as well. During my lunchbreak I had a look round the shops. I saw a nice jacket in one shop and *tried it on*, but it didn't *fit* me – it was too small and they didn't have a bigger size.

1. (a) Read the text and make sure you know the meaning of the *italicised* verbs.

(b) Are these verbs regular or irregular? Write them out and give their four forms (the infinitive, the past form, the past participle and the *-ing* form). Comment on the spelling rules where necessary.

(c) Make up your own sentences to illustrate each of the verbs (*get dressed, put on, take off, hang up, try on, fit*).

(d) Write down 10 questions about the text (general or special) and let your partner answer them in good tempo. Be careful with the verb forms!

(e) Intone the text and learn it by heart.

Note that many **phrasal verbs** (e.g. *put on, take off, try on* etc.) need a direct object. Sometimes you can put the object between the verb and the adverb *or* after the adverb:

*Put on your shoes or Put your shoes on; Turn on the TV or Turn the TV on.*

But: if the object is a pronoun, it must go between verb and adverb:

*Put them on [NOT Put on them]; Turn it on etc.*

2. Find a logical order for these sentences.

- He took off his trousers.
- He put his shoes back on.
- He tried on the suit.
- He went into the changing room.
- He took it off.
- He paid for the suit.
- He took off his shoes.
- He went back to the sales assistant.
- He put his trousers on again.

3. Fill in the gaps with suitable words (more than one answer may be possible in some cases).

1. She decided to wear a ..... and a ..... instead of a dress.
2. I tried on a ..... ; the jacket was fine but the ..... were too short.
3. It was hot in the office, so I took off my jacket and ..... , and rolled up the sleeves of my ..... .
4. I wanted to buy the jacket, but unfortunately the one I tried on wasn't big ..... and they didn't have it in a bigger ..... .
5. I also wanted a new jumper, but unfortunately the medium size was ..... big and the small size wasn't big ..... .

**WEAR, DRESS or PUT ON?**

**to wear sth** – to have sth on your body as a piece of clothing, a decoration, etc.

[НОСИТЬ, БЫТЬ ОДЕТЫМ ВО ЧТО-Л.]

Syn.: to have sth on; to be dressed in sth

*He is wearing a grey suit = He has a grey suit on =  
= He is dressed in a grey suit.*

*She always wears black. All delegates must wear a badge.*

*She was wearing a new coat. Do I have to wear a tie? He wore glasses.*

**to dress** – 1. to dress sb: to put clothes on sb [ОДЕВАТЬ КОГО-Л.]

*She dressed the children in their best clothes.*

2. to put all your clothes on [ОДЕВАТЬСЯ]

Syn.: (informal) to get dressed

Opp.: to undress

*I dressed quickly. It takes me only 5 minutes to dress in the morning.*

*Get up and get dressed!*

3. to wear a particular type or style of clothes [ОДЕВАТЬСЯ]

*She dresses well / badly / fashionably etc.*

*You should dress for cold weather today.*

**to put sth on** – to dress yourself in sth [надевать что-л.]

Opp.: to take sth off.

*Hurry up! Put your coat on!*

**4.** Insert the verbs *to dress*, *to put on* or *to wear* in the required form.

**(a)**

1. What do you prefer to \_\_\_ : dresses or skirts and blouses?
2. He always \_\_\_ well, but today he \_\_\_ a strange suit.
3. I saw Kate yesterday. She was \_\_\_ in red.
4. What do you \_\_\_ when it is cold?
5. When do you \_\_\_ a raincoat?
6. I learned to \_\_\_ when I was three years old.
7. \_\_\_ your pyjamas and go to bed!
8. \_\_\_ the child warmer, it is cold outside.
9. Do you like \_\_\_ ready-made clothes?
10. I don't like the way she \_\_\_ .
11. Wait a minute. I'm going \_\_\_ a new dress. It won't take me long.

**(b)**

1. The man we met was \_\_\_ a cotton shirt and trousers.
2. During the flight Alexei Leonov \_\_\_ a space-suit, left the spaceship and floated at a distance of five metres from the spaceship.
3. It was pleasant to see her \_\_\_ in a national costume.
4. Why don't you \_\_\_ a hat? The sun is very strong.
5. When spring comes she always \_\_\_ a flower in the button-hole of her suit.
6. "What are you going to \_\_\_ at our fancy-dress party?" "I think I'll \_\_\_ like a spaceman."
7. They asked me how he was \_\_\_ but I could not recollect what he was \_\_\_ that day.
8. Why aren't you \_\_\_ your rubber boots? The country road is very muddy.
9. Please help me to \_\_\_ the children.
10. She is so beautiful and she \_\_\_ well.
11. The mother \_\_\_ the child and told him to wait for her in the yard.
12. Don't \_\_\_ your overcoat, it's very warm outside.
13. "Is she always \_\_\_ in white?" "Yes, she enjoys \_\_\_ white."
14. He was still \_\_\_ when I came in.
15. She doesn't \_\_\_ glasses on the stage.

**FIT, SUIT or MATCH?**

**to fit** (not used in the Continuous) – to be the right size for sb

e.g. *I tried the jacket on but it didn't fit / That jacket fits well / a close-fitting dress / I can't find clothes to fit me.*

Cf.: **to be the right size for sb;**

**to be a good/perfect fit;**

**to fit sb like a glove.**

e.g. *I've bought a blouse for Alison. It's a very pretty colour and just the right size too. / Why don't you try it on to see if it's the right size? / Are you sure those trousers are the right size for Bill?*

*That suit was a good fit, but I didn't like the pattern. / They gave me a uniform. Luckily it was a perfect fit and didn't need any alterations.*

*The dress fitted her like a glove. It looked as if it had been made for her.*

**to suit** (not used in the Continuous) – to make you look attractive

e.g. *Blue suits you. You should wear it more often. / I don't think this coat really suits me.*

Syn.: **to become** (not used in the Continuous) – to look attractive on sb

e.g. *Short hair really becomes you.*

**to match:** if two things match, or if one thing matches another, they have the same colour, pattern or style and therefore look attractive together

e.g. *a scarf with gloves to match*

Syn.: **to go (well) with sth** – to combine well with sth

e.g. *Does this jacket go (well) with this skirt? / these colours don't really go together*

**5.** Read the statements below and say which of them mean that the clothes don't *fit* you and which of them mean that the clothes don't *suit* you.

1. I can't wear this. It's too big.
2. I can't wear this. It's too tight.
3. I can't wear this. It's too bright.
4. I can't wear this. It's too small.
5. I can't wear this. It's too old-fashioned.
6. I can't wear this. It's too loose.
7. I can't wear these. They're too trendy!

What is the speaker in number 7 wearing? Enumerate the possibilities.

6. Insert the verbs *to match*, *to go well with*, *to suit* or *to fit* in the required form.

1. The blue dress \_\_\_ her properly now that she's lost some weight.
2. The blue of her dress \_\_\_ the blue of her eyes.
3. That blue dress \_\_\_ the girl with the blonde hair.
4. That jacket \_\_\_ your blue jeans.
5. I can't wear my blue shoes with a black skirt, they don't \_\_\_ .
6. Do you think this colour \_\_\_ me?
7. I am sure you'll find a suitable dress that \_\_\_ . You're a standard size.

<b>DO or MAKE?</b>	
<p><b>to do</b> – to act / perform etc. [делать, производить действие, осуществлять, выполнять] <i>He did the work well.</i> <i>What can I do for you?</i> <i>Do the exercises in writing.</i></p>	<p><b>to make</b> – to produce / create etc. [делать, изготавливать, производить, составлять] <i>I don't know how to make this dish.</i> <i>Who made this dress?</i> <i>Bees make honey.</i> NB: to express the meaning <i>сделано из чего-л.</i> we use the prepositions <i>of, from, out of</i>. Compare the examples: <i>The dress is made <u>of</u> silk.</i> <i>The table is made <u>of</u> wood.</i> <i>I like salad made <u>from</u> cucumbers.</i> <i>The shorts are made <u>out of</u> old jeans.</i></p>
<p><u>Set expressions:</u> to do homework to do sb a favour to do one's hair to do sb good to do sb harm to do without sth to do one's best to do sb credit to do the room to do a crossword to do the shopping / the cooking to do the housework / the cleaning to do History / English / other subjects to do a course to do research to do 100 km an hour</p>	<p><u>Set expressions:</u> to make a mistake to make a remark to make a speech to make a noise to make a report to make one's bed to make breakfast / dinner etc. to make friends to make a promise to make a decision to make an offer to make progress to make money to make excuses to make a fuss to make a purchase</p>

**7. Choose the right verb.**

1. He (*did, made*) a few mistakes in the exam.
2. I forgot to (*do, make*) my English homework last night.
3. My mother (*does, makes*) all the housework in our house.
4. I had to (*do, make*) my own dinner last night.
5. Did you (*do, make*) French at school?
6. I (*did, made*) a one-week course in word processing.
7. He (*did, made*) a lot of money when he worked in America.
8. It's not always easy to (*do, make*) friends in a foreign country.
9. We can have the red ones or the green ones, but we must (*do, make*) a decision before 6 p.m.
10. That boy has (*done, made*) nothing all day.
11. I always (*do, make*) the shopping at the weekend.
12. I can't work when the children (*do, make*) a lot of noise.
13. He's (*doing, making*) research in physics at Rome University.
14. Her English is good now; she has (*done, made*) a lot of progress.
15. I haven't got any coffee. Could you (*do, make*) me a favour and lend me some?
16. I didn't (*do, make*) anything last night.

**8. Insert *to do* or *to make* in the required form.****(a)**

1. I'll never \_\_\_ you any harm, I promise.
2. How do we \_\_\_ a fire?
3. She \_\_\_ many mistakes in her last test.
4. I \_\_\_ my homework yesterday.
5. Do you \_\_\_ friends easily?
6. He always keeps a promise he \_\_\_ .
7. Her mother \_\_\_ all the housework.
8. Jane likes to \_\_\_ dresses.
9. They didn't \_\_\_ much last week.
10. What is your blouse \_\_\_ of?
11. Will you \_\_\_ me a favour?

**(b)**

1. This factory \_\_\_ agricultural machines.
2. When Robinson Crusoe found himself alone on the island he had to \_\_\_ everything with his own hands. The first thing he \_\_\_ was a raft.
3. It will \_\_\_ you no harm to read these rules carefully.
4. Would you please \_\_\_ the shopping while I \_\_\_ the cleaning.
5. You \_ everything you can to \_\_\_ me angry!
6. Try to work as he \_\_\_ .

7. If you \_\_\_ all the exercises, you will surely \_\_\_ progress.
8. We have \_\_\_ everything possible to \_\_\_ him feel at home.
9. I'd like to have a red pencil, but since we haven't any, a black one will \_\_\_ .
10. Nothing that the fascists \_\_\_ to him could \_\_\_ him speak.
11. What kind of material is your dress \_\_\_ of?
12. The remark he \_\_\_ was so strange that I didn't know what to say in reply.
13. Take any book you like. It \_\_\_ no difference to me.
14. You must \_\_\_ your best to \_\_\_ as few mistakes as possible.
15. It will \_\_\_ you a lot of good if you give up smoking.
16. \_\_\_ your exercises carefully, for you know that haste \_\_\_ waste.
17. What harm will it \_\_\_ you to speak to him again?
18. She \_\_\_ the dress herself and even \_\_\_ the embroidery.
19. I advise you not to put off till tomorrow what you can \_\_\_ today.
20. The traffic was so heavy that we only \_\_\_ twenty miles an hour.

**9.** Make up a **monologue** about a morning that went wrong: speak of the things that happened to you, which made you change your clothes a few times so that you had to leave later than usual and were late for the university. Use the following expressions in your story:

*to get dressed, to put on, to take off, to fit, to suit, to make one's bed, to do one's hair, to do one's best, to make a decision.*

**10.** Bring photographs of your relatives and friends or pictures from magazines and be ready to describe what the people in the pictures are wearing. In class let your partner describe your pictures. You can use the following phrases when expressing your opinion of the people's outfits:

*It really suits him/her.*

*S/he looks really trendy.*

*I love the way s/he is dressed.*

*S/he looks a bit too boring for me.*

*That shirt doesn't go with the trousers.*

*S/he looks a bit too scruffy.*

*S/he looks very smart.*

*That looks ridiculous!*

*That's so old-fashioned!*

For more formulas see p. 59.

**11.** Bring a picture (or two pictures) of either two men or two women and speak of the way they are dressed. Give a detailed description of their outfits, compare their styles and express your opinion about the clothes they are wearing. Prepare two opinion-questions for your groupmates to answer after your speech.

**12.** It's summer and you've just arrived in London. Suddenly you discover that by mistake your luggage has been sent to Australia! You go to a clothes shop and learn that today you can buy any item for the same price. You've got just enough money for five items of clothing. What are you going to buy? Explain your choice.

**13. Listen** to three short dialogues and be ready to say:

- who is talking;
- how the speakers are feeling about the clothes the other person is wearing.

Try to imagine the outfit of the personages of each dialogue: are all the personages dressed for the occasion? If not, what exactly is wrong with their clothes and what kind of clothes should they put on instead?

**14. Pair or group discussion**

1. What kind of clothes did you wear at school? Did you have to wear a uniform? If you did, what was it like? What clothes do you think are not suitable for wearing at school or university?
2. What outfit would be ideal for a job interview (for a man / for a woman)? What items of clothing or accessories would you never put on for a job interview?
3. Imagine that you are going to a party given by your husband's/wife's boss. What clothes would you put on to produce a good impression?

**15. Guessing game ☺**

Student A leaves the classroom. The rest choose one of their groupmates as Student B. When Student A returns, s/he asks the group *general* questions (e.g. *Is this student wearing jeans?*) until s/he guesses who Student B is.

**16. Memory game ☺**

Two students look at each other for ten seconds. Then they sit or stand back to back and in turn describe what the other student is wearing in as much detail as they can. The rest of the group will listen attentively and write down the fact mistakes if any and the details that haven't been mentioned. Then you will decide whose description was more precise.

**TEXT B**

1. Sasha is a model. She is talking about her clothes. Read the paragraphs below and match them with the following questions.

1. Is it important for models always to wear stylish clothes? \_\_\_\_
2. Do you usually spend a lot of time getting ready to go out? \_\_\_\_
3. What's your favourite item of clothing? \_\_\_\_
4. Have you got any clothes you really don't like? \_\_\_\_
5. What's your most comfortable item of clothing? \_\_\_\_

A. *My jeans, definitely. They are very easy to wear. I wear them with a sweatshirt or a T-shirt. I bought them about four years ago. They were quite expensive but they fit me perfectly. When I'm modelling all day, I always go home and put them on immediately.*

B. *Yes. Modelling agencies always tell models they must look good and wear smart clothes, but it's quite difficult at the beginning of your career. You don't have much money and good clothes aren't usually cheap. I know a lot of models who borrow money so they can look really good all the time. But I don't think it's a great idea to begin your career by having problems with money.*

C. *My leather trousers are very special. I bought them with the money I earned from my first modelling job. I wore them all the time because I loved them so much. But then I lost a bit of weight, so they don't fit me any more. I'll always keep them though.*

D. *I don't do anything special. I have a quick shower, wash my face and dry my hair. I only wear make-up when I'm working, so I can be out of the house in twenty minutes.*

E. *Yes, I've got a horrible yellow T-shirt. I liked it when I bought it. It wasn't new – it was second-hand. I think I liked it because it was a designer T-shirt and very cheap. It makes me look ill, so I never wear it any more.*

2. (a) Find in the interview equivalents for the following:

- модельные агентства;
- карьера модели, работа в качестве модели;
- носить нарядную/красивую одежду;
- занимать деньги;

- *хорошо/красиво выглядеть;*
- *похудеть;*
- *предмет одежды;*
- *кожаный;*
- *определённо;*
- *удобный;*
- *трикотажная рубашка.*

(b) Recall the context in which these words were used in the text; then use them in sentences of your own.

**3.** Are the statements true or false? When commenting on the statements use formulas of expressing opinion, agreement or disagreement on page 59.

1. Sasha only buys new clothes.
2. Sasha only wears really smart clothes now.
3. Sasha thinks really good clothes are usually expensive.
4. When she started modelling, Sasha didn't borrow money to buy nice clothes.
5. Sasha doesn't spend a lot of time on her hair.
6. She doesn't wear her leather trousers now because they look old.

**4.** Answer the questions on the text.

1. Is it necessary for models to wear stylish clothes? Is it easy for a young model? What does Sasha think about this problem?
2. Does Sasha spend much time getting ready to go out?
3. What is Sasha's favourite item of clothing? Why so? Does she wear this item at present?
4. What item of clothing does she dislike? Why did she buy it then? Why doesn't she wear it any more?
5. What's Sasha's most comfortable item of clothing? Why so? When did she buy this thing? What does she usually wear it with?
6. What impression does Sasha produce on you: does she pay much attention to the way she is dressed? Is she particular about clothes?

**5.** Speak about Sasha's clothes looking at the questions of the previous exercise.

**6.** Interview your partner asking him/her the same five questions which Sasha answers in the text. Make notes and be ready to report your findings to the group.

## 7. Listening

- (a) Andy and Michelle are talking about the uniforms they wear at work. Listen and say which of the speakers uses the following adjectives to describe their uniforms: *smart, ugly, heavy, uncomfortable*.
- (b) What are the speakers' jobs judging by their uniforms?
- (c) Listen again and be ready to describe Andy's and Michelle's uniforms. How do they feel about the clothes they have to wear at work?
- (d) Think of a job in which you have to wear a uniform. Describe this uniform without telling your groupmates what job you mean and let them guess the job.
- (e) Imagine yourself in Andy's or Michelle's place. What clothes would you wear for going out? Prepare either Andy's or Michelle's monologue: start with the description of your uniform and your feelings about it; then go on to speak about what items of clothing, colours, etc. you prefer to wear when you are not at work.

**8.** Read the text about a young man who has to wear a uniform in his job. Insert articles in parts (a) and (c), prepositions or adverbs in part (b). Describe the man's uniform and say what uniform he is going to wear when he leaves his present job.

(a)

\_ Trooper Andrew Curson of the Lifeguards sits on his horse outside his sentry box in \_ Whitehall, \_ London. \_ sun is shining. \_ Trooper Curson is wearing \_ leather trousers and \_ boots, \_ thick jacket, \_ metal helmet and \_ breastplate. He's \_ hot. \_ tourist bus stops in \_ front of him and everyone takes \_ photograph.

Some boys pull \_ horse's ears. \_ girl pushes her telephone number into \_ Trooper Curson's boot. He doesn't look at \_ girl. He is on \_ duty. Anyway, he is getting married in \_ few weeks' time.

\_ Lifeguards are guarding \_ old palace of St James. No \_ kings or \_ queens pass through this gate now. But \_ old traditions still continue. \_ gate is guarded 365 days \_ year.

(b)

The Lifeguards do not spend all their time riding \_ horses \_ beautiful uniforms. They are also part \_ the modern British army. \_ about three years \_ the horses, they usually change their red, white and gold uniforms \_ the khaki \_ more ordinary soldiers.

Guard duty looks easier \_ ordinary army life, but \_ fact it is hard work. Trooper Curson spends many hours cleaning \_ his uniform and grooming his horse \_ he goes \_ duty. Just achieving \_ the wonderful shine \_ his boots takes \_ \_ two and a half hours. "When I first started," he says, "it took \_ me even longer. I was

sometimes busy \_ two o'clock \_ the morning, and we had to be exercising the horses \_ six.”

(c)

\_ result of course is magnificent. You can see your face in \_ Trooper Curson's boots. When he and his troop ride out at \_ royal wedding, or on \_ Queen's birthday, \_ sight of them takes your breath away.

\_ life will be different when \_ Andrew Curson is married. He'll change \_ room he shares with \_ two other men for \_ small flat in \_ 'married quarters'. He might even leave \_ army in \_ year or two. "I'd like to join \_ police," he says. Then he pats \_ horse's shiny black neck. " \_ mounted police, of course."

Have you got a pair of jeans? How often do you wear them? Read the advertisement and answer some more questions below:

**JEANS PARADISE**

Are you tired of shopping for jeans and finding nothing that fits?  
Well, we have styles to fit everybody.  
In fact, we have enough sizes and shapes to fit  
*EVERY BODY!*  
Choose from:  
loose jeans \* tight jeans \* straight legs \* flares  
high waists \* low waists \* hipsters  
small sizes \* medium sizes \* big-is-beautiful sizes

Visit one of our four city shops today.  
Bring this advertisement with you and receive a 10% discount.

1. Why do you think jeans are so popular?
2. Enumerate the occasions when you wear jeans. Now think of the situations when it is not OK to wear them.
3. Study the styles of jeans mentioned in the advertisement. What styles and shades of colours do you prefer when you buy jeans?

## DIALOGUE

Rachel wanted some new jeans. She asked her friend Kathy to go shopping with her. The two girls went to *Jeans Paradise* and started to look at different jeans.

*KATHY:* Rachel, do you like these?

*RACHEL:* No, I don't like flares.

*KATHY:* How about these then?

*RACHEL:* They would be too tight on me. But they'd probably look good on you.

*KATHY:* I think they'd look great on you.

*RACHEL:* No way. That style always makes me look fat.

*KATHY:* What about these then? They're a bit looser.

*RACHEL:* No, they make me look fat, too.

*KATHY:* You think everything makes you look fat!

*RACHEL:* No, I don't. I'm going to try these on. I like the low waist and the straight leg.

*KATHY:* They are nice. I might try on a pair too.

1. Find in the dialogue equivalents for the following:

- *not big enough;*
- *not fitting so closely as the other;*
- *trousers that become wider at the bottom of the legs;*
- *to put sth on in order to see if it looks good on you;*
- *I look bigger than I really am when I wear this model;*
- *I'm sure it won't happen / I'm definitely not going to do this.*

2. Comment on the following statements, using appropriate formulas of agreement or disagreement (see p.59).

1. In *Jeans Paradise*, Rachel and Kathy decide to try on a pair of flares.
2. Kathy thinks that tight-fitting jeans would look great on Rachel.
3. Kathy says that Rachel thinks she looks fat in everything.
4. Rachel prefers the high waist and the straight leg.
5. Both Rachel and Kathy like the low waist.

3. Act out the dialogue with your partner.

4. Make up a **dialogue** on the following situation: your friend and you go to *Jeans Paradise*. You try on a few pairs of jeans before you finally make your choice.

5. (a) Read the mini-dialogues below and answer the following questions.

- Who do you think is talking?
- What expressions are used in the dialogue: neutral, formal or informal?

(b) Learn the dialogues by heart and act them out.

(c) Drill the dialogues substituting the *italicised* words for the words given after each situation below the line.

1) **A:** You are dressed too *thinly*. It's rather *frosty* outside.

**B:** Is it? Then I'll change into my *warm overcoat*.

---

A: *lightly, thickly, warmly – warm, sunny, hot, cold, windy*

B: *fur coat, woollen suit, red anorak, denim jacket, etc.*

2) **A:** Why don't you change *after classes*?

**B:** I'm just going to put on my *dressing gown*.

---

A: *after work, for dinner, for the theatre*

B: *jeans, denim shirt, T-shirt, etc.*

3) **A:** You look so *smart* in *this* new *jacket*.

**B:** Do I? But I think my *dark blue one* suits me better.

---

A: *nice, young, pretty* [only when speaking to a woman], *elegant, beautiful, stylish – this/suit, pullover, coat, etc. // these/jeans, overalls, etc.*

B: *light brown, pale yellow, checked, striped, ordinary one(s)*

4) **A:** Why don't you wear your *dark woollen skirt*?

**B:** It's just because *I have outgrown it*.

---

A: *green cotton dress, denim shirt, white blouse, beige trousers, etc.*

B: *I feel uneasy in it [them], it's to be altered, it's to be dry-cleaned, it's too tight/loose on me, I have put on [lost] some weight, it doesn't [they don't] fit me any more*

5) **A:** The skirt seems *rather long*, doesn't it?

**B:** I wouldn't say that. Just look at yourself in the mirror.

---

A: *too short, a bit loose, somewhat tight, a little baggy, a bit loud*

6) **A:** Do you think *this tie* will go well with my *jacket*?

**B:** Surely. They'll match perfectly well.

---

A: *this bag – shoes, this cap – cardigan, these sandals – shorts, these mittens – fur-coat, these laces – trainers, etc.*

7) **A:** Let me help you (to) put on your *coat*.

**B:** Thank you.

---

*A: overcoat, raincoat, fur-coat, etc.*

8) **A:** Oh, my! Just see how you have *crumpled* your *trousers*.

**B:** Really? Where?

---

*A: soiled, stained, torn – shorts, jeans, skirt, trainers*

9) **A:** Can you tell me what the latest style in *coats* is?

**B:** Coats are worn *tight-fitting* at present.

---

*A: suits, dresses, pullovers, trousers, skirts, shoes*

*B: double-breasted, trimmed with fur, loose-fitting, bell-bottomed, embroidered, with square / pointed toes, with low heels, side-slit, etc.*

**6.** Read the following dialogues and say who the speakers are. What makes you think so? Learn the dialogues by heart and act them out.

1) – What are you doing there so long?

– I'm pulling on my socks.

– But it can't take you so long!

– Well... As a matter of fact I'm looking for them.

2) – That's a lovely jacket!

– You think so? Thank you, I myself like it very much, especially when I wear it in spring.

– And it becomes you very much, too.

– So it does, thank you. I think it's very much in fashion, isn't it?

– The style is so good that it always seems in fashion.

3) – How about going to the theatre right away?

– You mean without dropping in at home to change? No, that won't do, I'm not dressed well enough.

– Oh, that's all right, these cotton dresses are all the fashion now and it's quite decent to go any place in them.

– Well, I don't think so.

4) – I'd like to try on one of these dresses.

– That dress seems to be very nice and quite the latest style.

- I like the style but I don't like the colour and after all I believe it's expensive for me.
  - What about this one? This is a dress to match your hair and eyes. It is the latest style and I think it will suit you best.
- 5) – How do you like my new dress?
- Fishing for compliments?
  - Of course not. I simply trust your taste. That's all.
  - To my mind, your dress seems a bit loud.
  - I don't think so. Bright colours are in, you know.
  - What's the idea of dressing up, anyhow?
  - I'm going to a party tonight.
  - Are you? Have a good time then.
- 6) – Where did you buy that hat?
- I bought it in a sale.
  - How much did you pay for it?
  - Oh, believe me, it was a real bargain!
  - I must say it really suits you.
  - Do you really think so?
  - Yes, the colour goes well with your eyes.
- 7) – Have you a dark-grey suit please? Size 48.
- Single or double-breasted?
  - Single-breasted. May I try it on? ... Yes, both the trousers and the coat seem to fit me well. Besides, I think the colour will be suitable for most occasions. Now I must also buy a shirt and a tie to match.

## 7. Work at the vocabulary.

(a) Find in the dialogues above English equivalents for the following:

- *по-моему;*
- *честно говоря;*
- *сразу же;*
- *искать;*
- *зайти домой;*
- *примерить что-либо;*
- *переодеться;*
- *купить что-либо на распродаже;*
- *доверять чьему-либо вкусу;*
- *напрашиваться на комплименты;*

- *самый модный фасон;*
- *в тон;*
- *сейчас в моде яркие цвета;*
- *однобортный / двубортный пиджак.*

(b) Paraphrase the following expressions from the dialogues:

- I'm pulling on my socks.
- It becomes you very much.
- It goes well with your eyes.
- It's very much in fashion.
- It's quite decent to go any place in them.
- Your dress seems a bit loud.
- What's the idea of dressing up?
- It was a real bargain.
- Have a good time!
- No, that won't do.

**8.** Insert articles where necessary.

1. Why don't you change after \_ classes?
2. Oh no! What on \_ earth have you been doing? Just look how you've torn \_ trainers!
3. What's \_ latest style in \_ jeans?
4. Mmm, that's \_ lovely jumper! And it's very much in \_ fashion, too.
5. Well, I like \_ style but I don't like \_ colour.
6. \_ style of \_ dress is so good that it seems always in \_ fashion.
7. Such blouses are all \_ fashion now and it's quite decent to go any place in them.
8. 'What's \_ idea of dressing up?' 'I'm going to \_ party tonight.' 'Oh. Have \_ good time then! / Have \_ fun!'
9. She has such \_ good taste! I always admire \_ way she dresses.
10. 'What \_ size do you take in \_ shirts?' 'I used to wear \_ size 48, but I've lost \_ weight recently, so I'm not sure.'
11. I really like \_ suit. Both \_ trousers and \_ coat seem to be \_ perfect fit, and \_ colour goes well with my complexion.
12. I'd like to buy \_ woollen cap and \_ scarf to match.

**9.** Insert prepositions or adverbs where necessary.

1. Aren't you going to change \_ the theatre? We've got to leave \_ half an hour if we don't want to be late \_ the performance. – Wait a moment, I'm just going to change \_ my beige suit.
2. You look so elegant \_ this pullover! Just look \_ yourself \_ the mirror.

3. Why don't you wear \_ your denim shorts? – I've put \_ weight recently so they don't fit \_ me any more.
4. Do you suppose the belt will go well \_ my boots?
5. Let me help \_ you to put \_ your furcoat.
6. Is that true that evening sandals are worn \_ flat heels \_ present?
7. No way, I won't go \_ the party \_ dropping \_ \_ home to change first!
8. I'd like to try \_ one of these tops. – Have a look \_ this one. This is a top to match \_ your eyes, and I believe it will suit \_ you best. Besides, the colour will be suitable \_ most occasions.
9. This suit is really \_ the latest style but I'm not fond \_ bright colours and, \_ all, it's a bit expensive \_ me.
10. How do you find my new jacket? – Fishing \_ compliments?
11. You never listen \_ my opinion. Why did you ask me to go shopping \_ you if you don't trust \_ my taste?
12. Well, I'm not \_ all sure that the colour will become \_ me.

**10.** Fill in the gaps with the words from the box. Listen to the recordings to check your answers. Act out the dialogues with your partner.

**(a)**

assistant	colour	fitting room	present	size	medium
look good	fit	exchange	try on		

*LIZ:* Hi Ann! What are you doing?

*ANN:* Oh, hi Liz! It's my sister's birthday this Friday and I want to buy her a (1) .....

*LIZ:* So, what are you going to get her?

*ANN:* I think I'll buy her a skirt.

*LIZ:* A skirt! That's a nice idea. What about this one? I'm sure it'll (2) ..... on her.

*ANN:* It's nice, but she won't like the (3) ..... . She prefers blue.

*LIZ:* I'll ask the (4) ..... . Excuse me, have you got this skirt in blue?

*ASSISTANT:* Yes, we have. What (5) ..... would you like?

*ANN:* (6) ....., please.

*ASSISTANT:* Here you are.

*ANN:* Thanks. It's nice and not very expensive, but what if it doesn't (7) ..... her?

*LIZ:* I'm sure she can (8) ..... it. Anyway, I'm the same size. I'll (9) ..... it ...

*ANN:* OK. The (10) ..... is over there.

(b)

cost	fit	fitting rooms	pay	short	size	receipt	try on
------	-----	---------------	-----	-------	------	---------	--------

A: Hello. Can I help you?

B: Yes, can I (1) ..... these ..... , please?

A: Of course. The (2) ..... are over there.

B: Thank you.

A: What do you think?

B: Actually, they are a bit (3) ..... . Could you get me the next (4) ..... up, please?

A: Certainly. Here you are... Are they any better?

B: Yes, they (5) ..... nicely. How much do they (6) ..... ?

A: They're £35.

B: Okay. I'll take them.

A: Thank you. How would you like to (7) ..... ?

B: In cash. Here you are.

A: Thank you very much. Your (8) ..... is in the bag.

What did the woman in dialogue (b) buy? What makes you think so?

**11.** Fill in articles where necessary. Listen to the recording to check your answers. Act out the dialogue with your partner.

*JIM:* Come on, Ann! Can't we go now? You know I hate \_ shopping.

*ANN:* Just \_ minute, Jim – I can't decide which \_ cardigan to get. I think I'll get \_ red one. No, wait \_ minute – maybe \_ black one suits me better.

*JIM:* For \_ goodness' sake, make up your mind so we can leave.

*ANN:* OK, don't get upset. I'll take \_ black one. Could you put \_ red one back for me, please?

*JIM:* Finally, we'll be off soon.

*ANN:* Hold on \_ second. Maybe \_ red one will look better. Could you bring it back?

*JIM:* Oh no, not again! Here, take it. I'll put \_ other one away. I'm taking \_ rest of our shopping and waiting for you in \_ car. Don't be long!

## 12. Dialogue

Yesterday there was a party at your place. As you had agreed, all the guests were wearing clothes which are not typical of the way they usually dress. Unfortunately, your best friend fell ill and couldn't come. You phone him/her to discuss the party. [Be careful with the use of tenses, especially with the contrast between '*s/he usually wears*' and '*yesterday s/he was wearing sth*'.]

### 13. Group discussion

Read the two opposite opinions about tailor-made and ready-made clothes:

- A. *“I like well-cut clothes, so I always go to a good tailor. It pays to choose a good cloth for a suit, then it wears well and keeps its shape.”*
- B. *“I can usually get a good ready-made suit. This is considerably cheaper than having it made to measure.”*

Think of as many advantages and disadvantages of both tailor-made and ready-made clothes as you can and discuss them with your groupmates.

### TEXT C

Read a student’s article from a magazine for young people (A) and a poem by Elizabeth Jennings (B). Answer the questions below and share your answers with your groupmates.

(A)

#### **YOU’RE NOT GOING OUT LIKE THAT!**

*Have your parents ever said: “You’re only wearing those clothes to embarrass me, aren’t you?” This is what my mother said to me the other day, when she saw my torn jeans.*

*In my case, I just wanted to look like everyone else, but many people believe that clothes reflect children’s attitudes to their parents. I have got friends who deliberately buy things they know their parents will dislike. In my opinion, children want to prove their independence and parents don’t want to admit their children are growing up.*

*In addition to this, I think that people’s clothes indicate their social situation. For example, people of my grandparents’ age, who remember being poor, prefer to mend clothes than to buy new ones. By contrast, those who were teenagers in the 1960s are used to having money to spend on themselves. However, their children definitely prefer the second-hand look.*

*Let’s face it, when it comes to fashion, we all laugh at the generation before us and are shocked by the generation that follows.*

(B)

#### **CLOTHES**

My mother keeps on telling me  
 When she was in her teens  
 She wore quite different clothes from mine  
 And hadn't heard of jeans,

T-shirts, no hats, and dresses that  
 Reach far above our knees.  
 I laughed at first and then I thought  
 One day my kids will tease

And scoff at what I'm wearing now.  
 What will their fashion be?  
 I'd give an awful lot to know  
 To look ahead and see

Girls dressed like girls perhaps once more  
 And boys no longer half  
 Resembling us. Oh what's in store  
 To make our children laugh?

*Elizabeth Jennings, 1926 – 2001*

1. Answer the questions on the article and the poem.

(A)

1. How does the writer attract your attention in the first paragraph and persuade you to read the rest of the article?
2. Why do some teenagers choose to wear clothes that their parents dislike?
3. How does the author of the article explain parents' reactions to their children's clothes?

(B)

1. Find words in the poem to show how fashion has changed since the mother's teenage days.
2. Find words in the poem that tell you what some children think of their parents' fashions.
3. Read the last four lines of the poem again. What do they suggest about the ways that boys and girls dress?

2. Try to formulate the main idea of both pieces of writing (A and B) in one sentence.

3. Interview your older relatives or acquaintances about the kinds of clothes they used to wear when they were younger [for *used to* see p. 44]. What items of clothing / colours / materials / accessories / hair styles etc. were fashionable then? What items of clothes etc. which are part of our present-day life were out of the question? Prepare a well-constructed **monologue** and present it in class.

4. Here are some first (1-3) and last (A-C) paragraphs of articles. Insert prepositions and adverbs where necessary and match each beginning with an appropriate ending. What is each of the three articles about?

Beginnings:

1. Are you still wearing \_ your Reeboks or your Nike Airs? I replaced mine \_ a pair \_ black boots six months ago, when I heard that trainers were \_ \_ fashion.
2. I have changed my mind \_ many subjects \_ the last few years, but school uniform is not one \_ them. When I had to wear \_ it, I thought it was ridiculous and I still do.
3. I'm \_ a restaurant and this is the scene. A young Englishman \_ clothes full \_ holes is ordering \_ a meal. \_ a table, a Japanese couple are talking \_ their baby. A German professor is leaving \_ a hurry. What have these people got \_ common? They're all wearing \_ blue jeans – Levis to be precise.

Endings:

- A. So, clothes that started \_ the 1850s as tough trousers \_ American workers have become an important part \_ a world uniform. Whatever happens \_ the world \_ high fashion, it is likely that blue denims will last \_ another 150 years.
- B. The test \_ any fashion is, will people wear \_ it even if it is extremely uncomfortable, \_ mini skirts \_ winter? Recently I've seen \_ young people walking about \_ their boots undone. It reminded me \_ how I wore \_ my trainers. Now, where did I put them?
- C. If wearing \_ a uniform is really about preparing kids \_ adult life, they should all be wearing \_ oily overalls, or dark suits. Perhaps T-shirts and jeans would be more suitable, like those worn \_ the thousands who can't find work?

**Give it another brush:**

1. Insert articles where necessary.

(a)

*Ann:* Oh, Mary, isn't it \_ nice dress in \_ window? How do you think it will look on me?

*Mary:* It's \_ lovely dress and \_ colour is nice. Let's go and ask whether they've got your size.

(They enter the shop.)

*Ann:* I'd like to try on \_ blue dress. My size is 46.

*Shop-assistant:* Certainly. Come this way. \_ fitting-room is vacant.

*Ann:* I like \_ colour and \_ style very much.

*Mary:* It looks lovely on you.

*Ann:* Yes, I'll take it.

Mary: Look, Ann. There are \_ very nice sweaters here. Do you think \_ blue one will suit me?

Ann: Will it fit you? It's too big for you, I think.

Mary: It's \_ pity. I need \_ smaller size.

**(b)**

1. At what shop did you buy \_ hat?
2. What colour scarf would you like to buy to match \_ coat?
3. Are \_ gloves old or new?
4. When will you go to \_ State Department Store?
5. Has Ada given you \_ good advice?
6. Go to \_ mirror and have \_ look at yourself.
7. Ann wore \_ black velvet dress that night.
8. Alice's bag is made of \_ silk. \_ silk is very thick.
9. What size \_ gloves do you wear?
10. \_ nylon blouses are out of \_ fashion now.
11. Kitty bought \_ new coat for \_ winter wear \_ last month.
12. \_ gloves made of \_ wool are usually warm.
13. Did you like \_ colour of \_ Joan's new jacket?
14. Have \_ look at \_ suit! I've been wearing it for years but \_ cloth is still good.
15. It pays to choose \_ good cloth for \_ suit.

2. Complete the conversations with the words in the box. Insert articles where necessary.

boots	bracelet	coat	suit and tie	sunglasses	swimsuit	trainers	T-shirt
-------	----------	------	--------------	------------	----------	----------	---------

- 1) A: I'd like to go running, but I didn't pack my (1) .....  
B: What \_ size \_ shoes do you take? I might be able to lend you some.
- 2) A: I didn't realise there was \_ pool at \_ hotel. I didn't pack my (2) .....  
B: That's \_ shame. It looks really nice. Maybe you could buy \_ cheap one.
- 3) A: I like your (3) ..... Is it \_ real gold?  
B: Yes. I got it when I was 14. It's actually \_ bit tight round my wrist now, but I still like it.
- 4) A: Aren't you cold just wearing \_ (4) ..... ?  
B: Not at all. It's \_ hot!
- 5) A: I didn't expect it to be sunny here at this time of \_ year.  
B: I know. I didn't pack my (5) ..... \_ sun is really getting in my eyes.
- 6) A: Do you think I'll need to wear \_ (6) ..... when we go for \_ walk?  
B: I'm going to. It can be quite \_ muddy.
- 7) A: Do you think I'll need \_ (7) ..... ?  
B: No. It's quite \_ mild.

8) A: Do I need to wear \_ (8) ..... ?

B: No. It's going to be quite \_ informal party.

3. Insert prepositions or adverbs where necessary.

(a)

1. His coat is made \_ brown leather.
2. My sister is very particular \_ clothes. She has a lot \_ clothes \_ winter and summer wear.
3. Take the handkerchief \_ \_ your bag and put it \_ your pocket.
4. Have a look \_ those shoes! Won't they match \_ my new suit? I'd like to try them \_ , maybe they are \_ my size and will fit \_ me.
5. Put a warm scarf \_ your neck. It's cold \_ the street.
6. This frock becomes \_ her and she looks smart today.
7. Go \_ the fitting-room and try \_ the green frock.
8. I'm afraid the shirt is a bit loose \_ you.
9. You must choose another belt: this one doesn't go well \_ your shoes.
10. These shoes are \_ fashion now.

(b)

1. I often argue \_ my parents \_ clothes because they like me to wear \_ smart clothes and I like old ripped jeans. But I usually wear \_ what I want \_ the end. It's important \_ me to look good and be \_ fashion.
2. I wear \_ jeans or go \_ second-hand shops for my clothes. You can get really cheap clothes \_ there which are nearly \_ new. But I do care \_ what my parents think \_ me. My mum doesn't mind if I dye \_ my hair (I dyed it \_ red \_ last week and she said it looked nice) but she wouldn't let \_ me \_ wear \_ a ring \_ my nose.

(c)

Without realising it, the clothes we choose to wear tell \_ other people a lot \_ us. We often judge people \_ what they are wearing. \_ example, people dressed \_ expensive clothes are thought to be wealthy. Our shoes, accessories and jewellery, all tend to create an impression \_ our social class and personality. Similarly, our choice \_ clothes also depends \_ our age and who we are influenced \_ . \_ the other hand, we do not always have the chance to choose \_ our clothes. If we work \_ a nurse, police-officer or fire-fighter we have to wear \_ a standard uniform. Lastly, our ideas \_ beauty are revealed \_ our style \_ dress. Dressing \_ a particular outfit might be a way \_ saying, "This is what I think is nice, and I believe that it makes me look more attractive." \_ conclusion, more than being just a way to keep warm, clothes reveal a lot \_ a person's life, character and status.

4. Read the presenter's commentary of a fashion show and fill in the gaps with the words from the box.

(a)

sleeves	casual	waist	open	T-shirt	pattern	shorts	low-heeled	belt
---------	--------	-------	------	---------	---------	--------	------------	------

Sam is wearing a (1) ..... shirt with a floral (2) ..... . The neck is (3) ..... and the (4) ..... are slightly rolled up. He is also wearing smart, loose-fitting dark grey trousers with a gold-buckled leather (5) ..... . Amanda is wearing a round-necked, short-sleeved, navy cotton (6) ..... and (7) ..... with large dark-blue and white flowers on them. She has a white belt round her (8) ..... and white leather (9) ..... shoes on her feet.

(b)

blouse	tailored	low-heeled	slit	cuffs	tights	wide-brimmed
collar	buttons	elegance	overcoat	leather		

Dressed with classic (1) ..... , Julia and Henrietta introduce this winter's look. On the right, Julia is wearing a long, brown, (2) ..... jacket with narrow velvet (3) ..... . Under this she is wearing a brown, button-down (4) ..... with a narrow (5) ..... , a waistcoat and a matching brown skirt with a (6) ..... at the front. She has brown (7) ..... on her legs and leather (8) ..... boots on her feet. She is also wearing dark brown (9) ..... gloves and a (10) ..... hat. Henrietta is wearing a fitted jacket fastened with gold (11) ..... . She is holding a loose-fitting (12) ..... with a wide velvet collar.

5. Give synonyms for the following:

*tailor-made, off the peg, a jumper, an item of clothing, too bright, to have sth on, a changing room, to have no clothes sense, bell-bottoms, baggy, trendy.*

6. Give opposites or logical counterparts:

*high-heeled, tight-fitting, made-to-measure, double-breasted, patterned, smart, to put on, to get dressed, well-dressed, tastefully, high-waisted, straight legs, to put on weight, to be tight on sb, to be in fashion, long sleeves, for summer wear, for everyday wear, underwear, dressed too warmly, pointed toes.*

7. Render the following in English.

(a)

1. Обычно мне требуется пять минут, чтобы застелить постель и одеться.
2. Он снял пальто и повесил его на вешалку.
3. Он примерил костюм и обнаружил, что брюки были слишком короткие, а рукава слишком длинные.
4. К сожалению, куртка мне не подошла, а большего размера в магазине не оказалось.

5. Идёт дождь, надень плащ.
6. У неё нет дара одеваться со вкусом. Неудивительно, что она всегда плохо одета.
7. Он всегда одевается со вкусом.
8. Пожалуйста, помоги мне одеть ребёнка.
9. На нём сегодня новый костюм. [Give three variants!]
10. Посмотри, какая смешная фотография. Почему на тебе такой костюм? – Это я в школьном театре. Я играю цыплёнка!
11. Все участники конкурса были одеты в народные костюмы.
12. В офисе было жарко, поэтому я снял пиджак и галстук и закатал рукава рубашки.
13. Она была в белом, и это ей очень шло.
14. Когда я зашёл за ним, он всё ещё одевался.

**(b)**

1. Тебе не кажется, что этот двубортный пиджак несколько старомоден? – Вовсе нет. Кроме того, тебе очень идёт этот цвет – подходит к глазам.
2. Форма сидела идеально, но мне совершенно не понравился рисунок на ткани: я ведь обычно ношу однотонные вещи.
3. Я ищу ремень, который будет сочетаться с новыми ботинками.
4. Летом я ношу хлопковое или льняное платье и шляпу в тон.
5. Из какого материала эта юбка?
6. Из чего сделан этот салат?
7. Мне нравятся твои шорты. – Правда? А ведь они переделаны из старых джинсов!
8. Такое платье подойдёт для самых разных случаев.
9. Разве можно в таком виде идти в школу? Ты только в зеркало на себя посмотри!
10. Такое сочетание одежды идеально подходит для интервью.
11. Ну вот, на меня джинсы не влезают! Мне надо немного похудеть.
12. Когда я купил этот свитер, он мне очень нравился. Но потом я поправился и он стал слишком тесным.
13. Он настолько хочет всё время выглядеть модно, что даже занимает деньги на новую одежду!
14. Ты готов? – Подожди секунду, я хочу переодеться в более тёплый свитер.

**(c)**

1. Померяй эти брюки, они будут замечательно на тебе смотреться. – Ну уж нет, такой фасон меня полнит.
2. Ты такой нарядный в этом костюме. – Правда? По-моему, мне больше идёт серый.

3. Вам помочь? Какие джинсы вы предпочитаете: прямые или расклешённые, с высокой или заниженной талией, узкие или свободного покроя?
4. Как тебе кажется, эти шнурки подойдут к моим кроссовкам?
5. Сейчас в моде свитера с вышивкой или отделкой из меха.
6. Почему ты не носишь свои бежевые брюки? – Просто я похудел, их надо перешить.
7. Это платье очень тебе идёт. – Спасибо. И оно сейчас в моде, правда? – Это такой удачный фасон, он всегда в моде.
8. Я хочу зайти домой, чтобы переодеться. – Да что ты, эти джинсы сейчас самый крик моды, в них куда угодно можно пойти. – Нет, так не пойдёт. Я не думаю, что они подойдут для любой ситуации.
9. Покрой красивый, но мне цвет не нравится, к тому же, для меня это слишком дорого.
10. Где ты достала такие сапоги? – На распродаже купила. И невероятно дёшево!

**8. Brainstorm** an idea of *a well-dressed person*: write down any associations (words, phrases, sentences) that come into your mind when you think of what *a well-dressed person* means.

**9. More dialogues** for you (for formulas see p. 59).

1. Your friend/roommate has just bought a few items of clothing. You ask him/her to try them on and give your opinion.
2. Your friend is going (a) to a job interview, (b) on a picnic, (c) on a date with a new girl-/boyfriend and asks your opinion about what clothes to wear. Discuss a few possible outfits and make your choice.
3. Your friend is going to spend a holiday (a) sunbathing and swimming in the sea, (b) skiing in the mountains, (c) sightseeing in London. You help him/her to pack the things and argue about what items of clothing to take or to leave at home.
4. You don't like the way your friend dresses, so you decide to talk to him/her about it. In your opinion, your friend wears (a) clothes which are no longer in fashion; (b) clothes which are too daring and extraordinary; (c) only the most fashionable clothes no matter whether they really suit him/her or not.
5. Your younger sister/brother comes home in a bad mood. The problem is that the teacher doesn't allow him/her to wear his/her favourite clothes at school. Try to find out why s/he doesn't like the school uniform.
6. Your friend and you are having a cup of coffee and looking through a fashion magazine. Some items of clothing surprise or shock you, some make you laugh, but some are just the things you'd like to have.

7. You've been invited to a wedding ceremony as a bridesmaid or best man. Ask someone whose taste you trust for advice what clothes to wear.
8. A teenager and his/her parent are having an argument about the way they dress.

### **10. Writing**

1. Describe the way your friend (sister, brother, parent etc.) dresses for different occasions.
2. Describe the way people used to dress in the 20<sup>th</sup> century: choose a decade (e.g. the 1920s, or the 1960s, etc.) and describe a few typical outfits of women and men, using your favourite films of the appropriate epoch or photos from your family album.
3. Describe your preparations for a trip to the seaside (speak about the clothes you took – if you choose to write in the Past, or about the clothes you are going to pack – if you decide to write in the Present tense).
4. “You are not going out like that!”: write about the problem of parents’ and children’s attitudes towards clothes.
5. Describe the way the Russian school uniform has changed during the last century. Use the materials of Russian films and your relatives’ photos.

## FOCUS ON GRAMMAR

### THE PAST SIMPLE TENSE

1. We form the past simple of **regular verbs** by adding *-ed* to the notional verb:

*They watched television yesterday evening.*

The suffix *-ed* is pronounced as:

[t] after a voiceless consonant, e.g. *looked, missed*;

[d] after a vowel or a voiced consonant, e.g. *showed, listened*;

[id] after [t] or [d], e.g. *suited, decided*.

For spelling rules of adding *-ed* see page 57.

The past simple of **irregular verbs** must be learned (see pages 60-61)!

2. Both regular and irregular verbs form questions and negations with the auxiliary verb “*did*”:

*Did they watch television yesterday evening?*

*He did not swim last summer = He didn't swim last summer.*

Be careful when “*do*” is the notional verb:

*What did you do at the weekend? I didn't do anything.*

Note that the verb *to be* has two past forms (“*was*” for *I/he/she/it* and “*were*” for *we/you/they*) and forms negations and questions without the auxiliary *did*:

*Was the weather good when you were on holiday?*

*They weren't able to come because they were busy.*

3. We **use** the past simple to express:

- an action which happened at some definite time in the past: *The police stopped me on my way home last night. Mozart started composing at the age of five.*

This action is cut off from the present. The time of the action can be either indicated by some adverbial of past time (*yesterday, last week/month etc., a minute/year/etc. ago, the other day, in 1998, when I was a child, etc.*) or understood from the context.

- an action which happened repeatedly/regularly in the past, but doesn't happen any more: *I often played football with my dad when I was ten [cf. used to: see page 44].*
- a succession of past actions (=actions which happened immediately one after another in the past): *He put on his coat, took an umbrella and went out.*

## EXERCISES

**Ex. 1.** Are the following verbs regular or irregular? Write down their past forms:

*put on, take off, wear, go, see, choose, speak, have, pay, sit, come, feel, fall, get, do, make, begin, be.*

**Ex. 2.** Classify the verbs into regular and irregular, then write down their past forms:

*fall, feel, fill, lie (=tell a lie), lie (e.g. lie in the sun), lay, sew, drop, change, knit, throw, embroider, try, fit, think, decide, order, teach, bring, catch.*

**Ex. 3.** Give the past form of the following verbs. Classify the verbs according to the way of reading of the suffix *-ed*: [t], [d], [id]. Read out the three columns pronouncing the endings distinctly:

(a) *dress, fit, suit, look, talk, use, match, enjoy, hurry, prefer, answer, try, transfer, order, dance, inform, embroider, ask, beg, care, prepare, mend, sound, study.*

(b) *change, land, look, watch, smile, correct, start, slip, smash, decorate, drop, cook, offer, collect, press, repair, water, iron, suggest, clean.*

Comment on the spelling of the past forms (for rules see page 57).

**Ex. 4.** Insert the verb *to be* in the present or in the past.

1. Last year she \_ 22, so she \_ 23 now.
2. Today the weather \_ nice, but yesterday it \_ very cold.
3. I \_ hungry. Can I have something to eat?
4. I feel fine this morning but I \_ very tired last night.
5. Where \_ you at 11 o'clock last Friday morning?
6. Don't buy those shoes. They \_ very expensive.

7. I like your new jacket. \_ it expensive?
8. This time last year I \_ in Paris.
9. “Where \_ the children?” “I don’t know. They \_ in the garden ten minutes ago.”

**Ex. 5.** Insert *was/were* or *wasn’t/weren’t*.

1. We weren’t happy with the hotel. Our room \_ very small and it \_ very clean.
2. George \_ at work last week because he \_ ill. He’s better now.
3. Yesterday \_ a public holiday so the shops \_ closed. They’re open today.
4. “\_ Sue and Bill at the party?” “Sue \_ there but Bill \_.”
5. “Where are my keys?” “I don’t know. They \_ on the table but they’re not there now.”
6. You \_ at home last night. Where \_ you?”

**Ex. 6.** Write the questions using the words in brackets and *was/were*.

1. (*late / you / this morning / why*)? → The traffic was bad.
2. (*difficult / your exam*)? → No, it was easy.
3. (*last week / where / Ann and Chris*)? → They were on holiday.
4. (*your new camera / how much*)? → Sixty pounds.
5. (*angry / you yesterday / why*)? → Because you were late.
6. (*nice / the weather / last week*)? → Yes, it was beautiful.

**Ex. 7.** Complete the sentences using the past simple.

1. Jim always goes to work by car. Yesterday ... ..
2. Rachel often loses her keys. She ... .. last week.
3. Kate meets her friends every evening. She ... .. yesterday evening.
4. I usually buy two newspapers every day. Yesterday I ... ..
5. We usually go to the cinema on Sundays. Last Sunday we ... ..

6. I eat an orange every day. Yesterday I ... ..
7. Tom always has a shower in the morning. This morning he ... ..
8. Our friends come to see us every Friday. They ... .. last Friday.

**Ex. 8.** Open the brackets using the past simple.

Last Tuesday Lisa (*fly*) from London to Madrid. She (*get*) up at six o'clock in the morning and (*have*) a cup of coffee. At 6.30 she (*leave*) home and (*drive*) to the airport. When she (*arrive*), she (*park*) the car and then (*go*) to the airport café where she (*have*) breakfast. Then she (*go*) through passport control and (*wait*) for her flight. The plane (*depart*) on time and (*arrive*) in Madrid two hours later. Finally she (*take*) a taxi from the airport to her hotel in the centre of Madrid.

**Ex. 9.** Complete the sentences with the past simple of the verbs from the box.

(a)

clean die enjoy finish happen open rain start stay want
---

1. I \_ my teeth three times yesterday.
2. It was hot in the room, so I \_ the window.
3. The concert \_ at 7.30 and \_ at 10 o'clock.
4. When I was a child, I \_ to be a doctor.
5. The accident \_ last Sunday afternoon.
6. It's a nice day today but yesterday it \_ all day.
7. We \_ our holiday last year. We \_ at a very nice place.
8. Ann's grandfather \_ when he was 90 years old.

(b)

buy catch cost drink fall hurt sell spend teach throw win write
---

1. Mozart \_ more than 600 pieces of music.
2. "How did you learn to drive?" "My father \_ me."

3. We couldn't afford to keep our car, so we \_ it.
4. I was very thirsty. I \_ the water very quickly.
5. Paul and I played tennis yesterday. He's much better than me, so he \_ easily.
6. Don \_ down the stairs this morning and \_ his leg.
7. Jim \_ the ball to Sue, who \_ it.
8. Ann \_ a lot of money yesterday. She \_ a dress which \_ £100.

**Ex. 10.** Complete the sentences using the past simple verbs.

*MODEL:* I got up early and *had* a shower.

1. Tom was tired last night, so he \_ to bed early.
2. I \_ this pen on the floor. Is it yours?
3. Kate got married when she \_ 23.
4. Helen is learning to drive. She \_ her first lesson yesterday.
5. "I've got a new job." "Yes, I know. David \_ me."
6. "Where did you buy that book?" "It was a present. Ann \_ it to me."
7. We \_ hungry, so we had something to eat.
8. "Did Mary come to your party?" "No, we \_ her, but she didn't come."

**Ex. 11.** Complete the sentences with the negative form of the verb *in italics*.

1. I *saw* Barbara but I ... .. Jane.
2. They *worked* on Monday but they ... .. on Tuesday.
3. We *went* to the post office but we ... .. to the bank.
4. She *had* a pen but she ... .. any paper.
5. Jack *did* French at school but he ... .. German.
6. He *made* a cup of tea but he ... .. any sandwiches.
7. She *took* a raincoat but she ... .. an umbrella.

**Ex. 12.** Read what Sharon says about a typical working day.

*I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock. I always sleep well.*

Yesterday was a typical working day for Sharon. Write what she did or didn't do yesterday.

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1. ... .. at 7 o'clock.        | 7. ... .. at 5 o'clock.             |
| 2. She ... .. a big breakfast. | 8. ... .. tired when ... .. home.   |
| 3. She ... ..                  | 9. ... .. a meal yesterday evening. |
| 4. It ... .. to get to work.   | 10. ... .. yesterday evening.       |
| 5. ... .. at 8.45.             | 11. ... .. at 11 o'clock.           |
| 6. ... .. lunch.               | 12. ... .. well last night.         |

**Ex. 13.** Write general questions.

1. I watched TV last night. And you? ... ..?
2. I enjoyed the party. And you? ... ..?
3. I had a good holiday. And you? ... ..?
4. I finished work early. And you? ... ..?
5. I slept well last night. And you? ... ..?
6. I lay in the sun a lot in summer. And you? ... ..?

**Ex. 14.** A friend has just come back from holiday. Ask him/her questions about it.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. <i>where / go?</i>            | 6. <i>how / travel?</i>              |
| 2. <i>go alone?</i>              | 7. <i>the weather / fine?</i>        |
| 3. <i>food / good?</i>           | 8. <i>what / do in the evenings?</i> |
| 4. <i>how long / stay there?</i> | 9. <i>meet anybody interesting?</i>  |
| 5. <i>stay / at a hotel?</i>     |                                      |

**Ex. 15.** Write the questions using the words from the box.

arrive   cost   go   go to bed late   happen   have a nice time   stay   win
--

1. – We went to New York last month. – Where ... .. ? – With some friends.
2. – I was late this morning. – What time ... .. ? – Half past nine.
3. – I played tennis this afternoon. – ... .. ? – No, I lost.
4. – I had a nice holiday. – Good. Where ... .. ? – To the mountains.
5. – We came home by taxi. – How much ... .. ? – Ten pounds.
6. – I'm tired this morning. – ... .. ? – No, but I didn't sleep very well.
7. – We went to the beach yesterday. – ... .. ? – Yes, it was great.
8. – The window is broken. – How ... .. ? – I don't know.

**Ex. 16.** Complete the questions using the past simple.

1. ... .. a nice holiday?	1. Yes, it was great, thanks.
2. ... .. ?	2. To Amsterdam.
3. ... .. there?	3. Five days.
4. ... .. Amsterdam?	4. Yes, very much.
5. ... .. ?	5. I have friends in Amsterdam, so I stayed with them.
6. ... .. good?	6. Yes, it was warm and sunny.
7. ... .. back?	7. Yesterday.

**Ex. 17.** Open the brackets using the past simple (affirmative, negative or question).

(a)

1. We went to the cinema but the film wasn't very good. We (*enjoy*) it.
2. Tim (*buy*) some new clothes yesterday – two shirts, a jacket and a pullover.
3. “It (*rain*) yesterday?” “No, it was a nice day.”
4. The party wasn't very good, so we (*stay*) long.
5. It was very warm in the room, so I (*open*) a window.

6. “You (*go*) to the bank this morning?” “No, I (*have*) time.”
7. “I (*cut*) my hand this morning.” “How you (*do*) that?”
8. “You (*phone*) Alan?” “No, I’m afraid I (*forget*).”
9. I (*see*) Lucy at the party but I (*speak*) to her.
10. I like your new watch. Where you (*get*) it?
11. “You (*have*) a nice weekend?” “Yes, I (*go*) to stay with some friends of mine.
12. Paul wasn’t well yesterday, so he (*go*) to work.
13. “Is Mary here?” “Yes, she (*arrive*) five minutes ago.

(b)

1. It was warm, so I (*take*) off my coat.
2. I knew Sarah was very busy, so I (*disturb*) her.
3. I was very tired, so I (*go*) to bed early.
4. The bed was very uncomfortable. I (*sleep*) very well.
5. Sue wasn’t hungry, so she (*eat*) anything.
6. We went to Kate’s house but she (*be*) at home.
7. It was a funny situation but nobody (*laugh*).
8. The window was open and a bird (*fly*) into the room.
9. The restaurant wasn’t expensive, so the meal (*cost*) very much.
10. I was in a hurry, so I (*have*) time to phone you.
11. It was hard work carrying the bags. They (*be*) very heavy.

**Ex. 18.** Pair work

*Student A:* look at page 55.

*Student B:*

1. read the text below and write questions for each of the gaps in the text;
2. let your partner answer your questions and fill in the missing information;

3. answer your partner's questions;
4. retell the text.

**JOHN WAYNE – AN ALL-AMERICAN HERO**

John Wayne was born on May 26<sup>th</sup> 1907 in (1) ..... , but his real name was Marion Robert Morrison. When he was a child his family moved to California because (2) ..... , and at that time Marion usually rode a horse to school. He went to the University of (3) ..... , and in summer he worked at the Fox Film Studios. Here Marion met (4) ..... , a famous film director, and they became good friends. In (5) 19..... the director offered Marion a role in his new movie *The Big Trail* because he was 'tall, strong and ugly'. Marion decided to (6) ..... when he made *The Big Trail*, and over the next eight years he appeared in fifty-six films. Then in (7) 19..... he made *Stagecoach*, which became an instant success. *Stagecoach* won two Oscars, and suddenly John Wayne was a star. In his career he appeared in (8) ..... films, and he won the Oscar for best actor in 1970 for his role in the classic western *True Grit*. He made his last film in 1976, and died of cancer in (9) 19..... . He was married (10) ..... times and had seven children.

1. Where was .....?
2. Why .....?
3. Which university .....?
4. Which famous .....?
5. When .....?
6. ....?
7. ....?
8. ....?
9. ....?
- 10.....?

## USED TO

1. We use “*used to*” to say that something happened regularly in the past but no longer happens (a) or for something that was true but is not true any more (b):

(a) *Dennis stopped smoking two years ago. He doesn't smoke any more. But he used to smoke 40 cigarettes a day.*

*I used to play tennis a lot but I don't play very often now.*

(b) *This building is now a furniture shop. It used to be a cinema.*

*Janet used to have very long hair when she was a child.*

2. “*Used to*” forms questions and negations with the auxiliary verb “*did*”:

*Did you use to eat a lot of sweets when you were a child?*

*When I was a child I didn't use to like tomatoes.*

## EXERCISES

**Ex. 1.** Complete the sentences with *used to* and a suitable verb.

1. We came to live in Manchester a few years ago. We ..... in Nottingham.
2. Liz ..... a motorbike, but last year she sold it and bought a car.
3. Dan gave up smoking a year ago. He ..... 40 cigarettes a day.
4. I rarely eat ice cream now but I ..... it when I was a child.
5. Jim ..... my best friend but we aren't friends any longer.
6. It only takes me about 40 minutes to get to work since the new road was opened.  
It ..... more than an hour.
7. There ..... a hotel opposite the station but it closed a long time ago.
8. When you lived in London, ..... to the theatre very often?

**Ex. 2.** Complete the sentences with *used to* or the Present Simple of appropriate verbs.

1. I ..... play tennis. I stopped playing a few years ago.
2. “Do you do any sport?” “Yes, I ..... basketball.”
3. “Have you got a car?” “No, I ..... one but I sold it.”
4. George ..... a waiter. Now he's the manager of a hotel.

5. “Do you go to work by car?” “Sometimes, but most days I ..... by train.”
6. When I was a child, I never ..... meat, but I eat it now.
7. Mary loves watching TV. She ..... TV every evening.
8. We ..... near the airport but we moved to the city centre a few years ago.
9. Normally I start work at seven o’clock, so I ..... up very early.
10. What games ... you ..... when you were a child?

**Ex. 3.** Brian changed his lifestyle:

*He stopped studying hard; He stopped going to bed early; He stopped running three miles every morning; He started smoking; He started going out in the evening; He started spending a lot of money.*

Write six sentences about Brian with *used to* and *didn’t use to*.

**Ex. 4.** Compare what Carol said five years ago with what she says today:

<i>FIVE YEARS AGO</i>	<i>TODAY</i>
<i>I travel a lot.</i>	<i>I eat lots of cheese now.</i>
<i>I play the piano.</i>	<i>I work very hard these days.</i>
<i>I’m very lazy.</i>	<i>I don’t know many people these days.</i>
<i>I don’t like cheese.</i>	<i>I work in a bookshop now.</i>
<i>I’ve got a dog.</i>	<i>I don’t go away much these days.</i>
<i>I’m a hotel receptionist.</i>	<i>My dog died two years ago.</i>
<i>I’ve got lots of friends.</i>	<i>I read a newspaper every day now.</i>
<i>I never read newspapers.</i>	<i>I haven’t been to a party for ages.</i>
<i>I don’t drink tea.</i>	<i>I haven’t played the piano for years.</i>
<i>I go to a lot of parties.</i>	<i>Tea’s great! I like it now.</i>

Write ten sentences about how Carol has changed. Use *used to* / *didn’t use to* / *never used to* in the first part of your sentence (e.g. *She used to ..... but these days ..... etc.*).

## THE PAST CONTINUOUS TENSE

1. We form the Past Continuous Tense with “*was/were*” and the present participle (=the *-ing* form) of the notional verb:

*This time last year I was living in Brazil.*

*I waved to her but she wasn't looking.*

*What were you doing at ten o'clock last night?*

For spelling rules of adding *-ing* see page 57.

2. We **use** the Past Continuous:

- to express an action taking place at a fixed moment in the past (=to say that someone was in the middle of doing something at a certain time). The moment can be fixed either by stating the time (a) or by another past action (b):

(a) *They were playing tennis at 10.30 yesterday.*

(b) *They were playing tennis when I came.*

- to express an action that was taking place during a certain period of time in the past:

*I was writing an essay from five till nine last night.*

*It was raining all day long yesterday.*

- to speak of simultaneous (=parallel) past actions:

*I was ironing while my husband was washing the dishes.*

- for background description to events in a story:

*The morning was gloomy. It was raining and the wind was blowing...*

3. Compare the use of the Past Continuous and the Past Simple:

<b>Past Cont.</b> (in the middle of an action):	<b>Past Simple</b> (complete action):
- I <u>was walking</u> home when I met Dave. (=in the middle of walking home)	- I <u>walked</u> home after the party last night. (=all the way, completely)
- Ann <u>was watching</u> television when the phone rang.	- Ann <u>watched</u> television a lot when she was ill last year.

4. We often use the Past Simple and the Past Continuous together to say that something happened in the middle of something else:

*Tom burnt his hand when he was cooking dinner.*

↑  
a shorter action that  
happened in the middle  
of the longer action

↑  
a longer,  
“background”  
action

But we only use the Past Simple to say that one thing happened *after* another, cf.:

*When Karen arrived, we were having dinner* (=we had already started dinner before she arrived);

*When Karen arrived, we had dinner* (=first Karen arrived and then we had dinner).

**5.** Remember that some **verbs** are **not** normally **used in the continuous**: *like, love, hate, want, need, prefer, know, realize, understand, mean, suppose, believe, remember, belong, contain, consist, depend, seem, have (in the meaning "possess"), think (= "believe"), see, hear, etc.*

*I was enjoying the party but Chris wanted to go home.*

*I was listening attentively but didn't hear anything.*

## **EXERCISES**

**Ex. 1.** What were you doing at the following times? Write true sentences using the past continuous.

1. at 8 o'clock yesterday evening
2. at 5 o'clock last Saturday
3. at 10.15 yesterday morning
4. at 4.30 this morning
5. at 7.45 yesterday evening
6. half an hour ago

**Ex. 2.** Where were these people at 3 o'clock yesterday afternoon? What were they doing? Write two sentences according to the model.

*MODEL: Ann / home / watch TV → Ann was at home. She was watching TV.*

1. Carol and Jack / the cinema / watch a film.
2. Tom / his car / drive.
3. Catherine / the station / wait for a train.
4. Mr and Mrs Hall / the park / walk.
5. Joe / the street / go shopping.
6. And you?

**Ex. 3.** Sarah did a lot of things yesterday.

8.10 – 8.25 *have breakfast;*

8.30 – 9.10 *read a newspaper;*

9.30 – 10.00 *wash her car;*

10.20 – 11.00 *listen to the radio;*

11.30 – 12.00 *swim;*

12.30 – 13.00 *cook dinner.*

What was she doing at 9.45? at 11.45? at 9 o'clock? at 12.50? at 8.15? at 10.30?

**Ex. 4.** Write 10 sentences about what your groupmates were doing when you entered the classroom (e.g. *When I entered the classroom Ann was revising her summary; Bob was telling a joke; Helen and Alex were ... etc.*)

**Ex. 5.** Complete the sentences using the past continuous for the background action.

1. Tom burnt his hand while he ...
2. I met Dave when ...
3. The doorbell rang while I ...
4. We saw an accident while we ...
5. Mary fell asleep while she ...
6. The television was on but nobody ...

**Ex. 6.** Complete the appropriate type of question using the past continuous.

1. ( <i>you / live</i> ) ... .. in 1998?	1. In London.
2. ( <i>you / do</i> ) ... .. at 2 o'clock?	2. I was asleep.
3. ( <i>it / rain</i> ) ... .. when you got up?	3. No, it was sunny.
4. ( <i>Ann / drive</i> ) ... .. so fast?	4. Because she was in a hurry.
5. ( <i>Tim / wear</i> ) ... .. a suit yesterday?	5. No, a T-shirt and jeans.

**Ex. 7.** Open the brackets using the past simple or past continuous.

(a)

1. Carol (*break*) her arm last week. It (*happen*) when she (*paint*) her room. She (*fall*) off the ladder.
2. The train (*arrive*) at the station and Paula (*get*) off. Two friends of hers, John and Jenny, (*wait*) to meet her.
3. Yesterday Sue (*walk*) along the road when she (*meet*) Jim. He (*go*) to the station to catch a train and he (*carry*) a bag. They (*stop*) to talk for a few minutes.
4. I (*see*) Sue in town yesterday but she (*not/see*) me. She (*look*) the other way.
5. I (*meet*) Tom and Ann at the airport a few weeks ago. They (*go*) to Berlin and I (*go*) to Madrid. We (*have*) a chat while we (*wait*) for our flights.
6. I (*cycle*) home yesterday when suddenly a man (*step*) out into the road in front of me. I (*go*) quite fast but luckily I (*manage*) to stop in time and (*not/hit*) him.

(b)

1. It (*rain*) when we (*go*) out.
2. When I (*arrive*) at the office, Jane and Paul (*work*) at their desks.
3. I (*open*) the window because it was hot.
4. The phone (*ring*) while Sue (*cook*) dinner.
5. I (*hear*) a noise outside, so I (*look*) out of the window.
6. Tom (*look*) out of the window when the accident (*happen*).
7. Richard (*have*) a book in his hand but he (*not/read*) it. He (*watch*) TV.
8. Catherine (*buy*) a magazine but she (*not/read*) it. She (*not/have*) time.
9. I (*finish*) my meal, (*pay*) the bill and (*leave*) the restaurant.
10. I (*see*) Kate in the morning. I (*walk*) along the street and she (*wait*) for a bus.

(c)

1. – What you (*do*) when the phone (*ring*)? – I (*watch*) television.
2. – Jane (*be*) busy when you went to see her? – Yes, she (*study*).

3. – What time the post (*arrive*) this morning? – It (*come*) while I (*have*) breakfast.
4. – Margaret (*be*) at work the day before yesterday? – No, she (*not/go*) to work. She (*be*) ill.
5. – What you (*do*) at two o'clock this morning? – I (*be*) asleep.
6. – How fast you (*drive*) when the police (*stop*) you? – I don't know exactly but I (*not/drive*) very fast.
7. – Your team (*win*) the football match yesterday? – No, the weather was very bad, so we (*not/play*).
8. – How you (*break*) the window? – We (*play*) football. I (*kick*) the ball and it (*hit*) the window.
9. – You (*see*) Jenny last night? – Yes, she (*wear*) a very nice jacket.
- 10.– I (*lose*) my key last night. – How you (*get*) into your room? – I (*climb*) in through a window.

(d)

1. Jane (*wait*) for me when I (*arrive*).
2. “What you (*do*) this time yesterday?” “I (*be*) asleep.”
3. “You (*go*) out last night?” “No, I was too tired.”
4. John (*take*) a photograph of me while I (*not/look*).
5. We were in a very difficult position. We (*not/know*) what to do.
6. I haven't seen Alan for ages. When I last (*see*) him, he (*try*) to find a job in London.
7. When I was young, I (*want*) to be a bus driver.
8. I (*walk*) along the street when suddenly I (*hear*) footsteps behind me. I was frightened and I (*start*) to run.

(e)

Last night I (*be*) alone at home. I (*lie*) on my bed and I (*watch*) TV when I (*hear*) a strange noise. The noise (*come*) from the kitchen. I (*go*) downstairs, (*pick*

up) a heavy vase from the table and (*head for*) the kitchen. I (*open*) the door very slowly. Then I (*see*) someone. He (*search*) in the fridge. I (*be*) so frightened that I (*drop*) the vase I (*carry*) and it (*crash*) onto the floor. The man (*turn*) towards the door and I (*see*) his face. It was my husband!

### TENSE REVISION: Present and Past

Present Simple	Present Continuous
permanent situations or states <i>She works as a nurse. She owns a large shop.</i>	temporary situations <i>They're staying at the Park Hotel at present.</i>
repeated/habitual actions (especially with frequency adverbs: often, usually etc) <i>I usually get up at 7.30.</i>	actions happening at or around the moment of speaking <i>She is looking for a better job.</i>
permanent truths or laws of nature <i>Money doesn't buy happiness. Water freezes at 0° C.</i>	repeated actions with "always/constantly/continuously" expressing annoyance or criticism <i>She's always interrupting me!</i>
timetables/programmes (future meaning) <i>The match finishes at 7.45. The plane leaves at 6.05 tomorrow.</i>	fixed personal arrangements in the near future <i>The Browns are visiting us tonight. (It's all arranged.)</i>
reviews, sports commentaries, dramatic narrative <i>Meryl Streep acts brilliantly in this film.</i>	changing or developing situations <i>His English is getting better.</i>

Past Simple	Past Continuous
past actions which happened one after another in succession <i>She sealed the letter, put a stamp on it and posted it.</i>	action in progress at a stated past time <i>He was playing tennis at 4.30 yesterday.</i>
past habit or state <i>He went to school on foot (He used to go to school on foot).</i> complete action or event which happened at a stated past time <i>She called an hour ago. (when?)</i>	past action in progress interrupted by another past action. The longer (background) action is in the Past Cont., the shorter action is in the Past Simple <i>When I was getting dressed the bell rang.</i>
action which happened at a definite past time although the time is not mentioned; this action is not connected with the present <i>Shakespeare wrote a lot of plays (he is now dead – period of time now finished).</i>	two or more simultaneous (parallel) past actions <i>While I was sunbathing, Tim was swimming.</i> background description to events in a story <i>She was flying to Paris. The sun was shining...</i>

**EXERCISES**

**Ex. 1.** Open the brackets using the present simple, present continuous, past simple or past continuous.

(a)

1. You can turn off the television. I (*not/watch*) it.
2. Last night Jenny (*fall*) asleep while she (*read*).
3. Listen! Somebody (*play*) the piano.
4. "Have you got my key?" "No, I (*give*) it back to you."
5. David is very lazy. He (*not/like*) hard work.
6. Where your parents (*go*) for their holidays last year?
7. I (*see*) Diane yesterday. She (*drive*) her new car.
8. – You (*watch*) television very often? – No, I haven't got a television set.
9. – What you (*do*) at six o'clock last Sunday morning? – I (*be*) in bed asleep.
10. Andy isn't at home very much. He (*go*) away a lot.
11. I (*try*) to find a job at the moment. It's very difficult.
12. I'm tired this morning. I (*not/sleep*) very well last night.

(b)

1. Ann always (*dress*) with taste. She (*like*) to have well-cut fashionable dresses.  
The dress she (*wear*) now (*be*) very beautiful. She (*buy*) it last week.
2. Alice (*take off*) her coat when the telephone (*ring*).
3. What you (*do*) at 3 o'clock yesterday? – I (*not/remember*), why? – You (*be*) at home at that time? – Sure. – I (*call*) on you, (*knock*) at the door, but nobody (*open*). – Oh, I (*remember*) now! I (*listen*) to music with my ear-phones on and naturally I (*not/hear*) anything when you (*knock*).
4. Yesterday I (*see*) Jane and Nick. They (*talk*) in a lively manner and (*not/notice*) me.

5. Tomorrow I (*go*) to the Big Central Store. I (*be going*) to buy a new hat to match my new coat which I (*buy*) last week.
6. Those who (*like*) to have clothes that (*fit*) them perfectly (*prefer*) to have them made to measure.
7. My coat (*not/be*) new. I (*buy*) it in 2013.
8. Be quick! There (*be*) a lot of people outside. You (*begin*) to try on the dress half an hour ago.
9. The things I (*wash*) yesterday (*be*) dry.
10. What Mary (*do*)? – She (*iron*) her blouse.

(c)

1. We can go out now. It (*not/rain*) any more.
2. Sam (*wait*) for me when I (*arrive*).
3. I (*get*) hungry. Let's go and have something to eat.
4. What you (*do*) in your spare time? Have you got any hobbies?
5. What speed the car (*do*) at the time of the accident?
6. Mary usually (*phone*) me on Fridays but she (*not/phone*) last Friday.
7. "When I last (*see*) you, you (*think*) of moving to a new flat." "That's right, but in the end I (*decide*) to stay where I was."
8. What's that noise? What (*happen*)?
9. It's usually dry here at this time of the year. It (*not/rain*) very much.
10. Yesterday evening the phone (*ring*) three times while we (*have*) dinner.
11. Linda was busy when we (*go*) to see her yesterday. She (*study*) for an exam.  
We (*not/want*) to disturb her, so we (*not/stay*) very long.
12. When I first (*tell*) Tom the news, he (*not/believe*) me. He (*think*) that I (*joke*).

**Ex. 2.** Open the brackets using the present simple, present continuous, past simple or past continuous. Then read the articles again and write down 10 special questions about each article and let your partner answer them.

(a)

### *A FASHION PHENOMENON*

It was about half past seven on a cool morning in 1970. About 200 people (*stand*) in a queue and (*wait*) for the ticket office to open. Every minute, more people (*join*) the queue. They all (*want*) to buy tickets for the next Rolling Stones concert. They (*be*) all Stones fans, and lots of them (*wear*) the same kind of clothes. Nearly all of them (*wear*) blue jeans.

The scene (*be*) repeated many times over the next three decades. By the late 1960s, blue jeans had become the uniform of young people in many parts of the world. Since then, the bands and pop groups have changed, but the uniform (*be*) still the same. Today, young people (*stand*) in line to buy tickets for Destiny's Child, Ricky Martin or Blur. But they still (*wear*) jeans. Most people under sixty years old (*have*) at least one pair of jeans in their wardrobe.

Jeans (*be*) first made for Californian coal miners in the mid-nineteenth century. They (*be*) made of a strong material called denim. For many years they (*be*) worn by miners, cowboys and other working men. These work pants (*not/be*) known as 'jeans' until the 1960s. This is when young people (*begin*) to wear them.

Jeans eventually (*become*) so popular that fashion designers (*start*) to make them. If a nineteenth-century coal miner went into a jeans shop today, he would be amazed at the range of styles. He could choose loose or tight jeans. He could choose straight legs or flares. He could also choose from blue, black or white jeans. People used to buy jeans because they (*be*) practical. Today they (*be*) an essential fashion item!

(b)

*DRESSED TO KILL*

It's Saturday night, and Tara (*go*) to a party with some friends. Tara's mother and father (*watch*) TV when she (*say*) goodbye to them. "I (*go*) to Sam's party. I won't be late," she (*say*).

"You can't go out dressed like that!" (*yell*) Tara's dad. "You (*look*) ridiculous!" Tara (*look*) down at her carefully chosen outfit. She (*wear*) a tight red top, a silver miniskirt and black boots with 15-centimetre heels. She has coloured her hair bright red and she (*wear*) tinted glasses. Tara (*think*) she (*look*) great!

Fashion has always been a contentious issue. Young people (*express*) themselves through fashion, and extreme fashion (*be*) a way to rebel. In the 1960s people (*start*) wearing miniskirts, bell-bottomed pants and flower patterns. Many young people (*become*) hippies, and parents (*despair*) when their teenage sons (*grow*) their hair long.

Long hair and bell-bottomed pants (*last*) into the 70s, but this (*be*) also the decade of glamorous fashion. Gold and silver pants and tiny tight tops (*become*) all the rage. Disco-goers (*wear*) high-heeled shoes and boots that (*be*) almost impossible to walk in. Who (*know*) how they (*dance*) in them!

Extreme fashion (*take*) a rest during the 80s. Then during the 90s, styles from the 60s and 70s (*come*) back. Bell-bottomed pants and high-heeled shoes (*return*). Midriffs (*be*) bare and body piercing (*come*) into fashion. Now that we've entered the 21<sup>st</sup> century, you can wear whatever you like!

**Ex. 18. p. 42. Pair work***Student A:*

1. read the text below and write questions for each of the gaps in the text;
2. let your partner answer your questions and fill in the missing information;

3. answer your partner's questions;
4. retell the text.

### *JOHN WAYNE – AN ALL-AMERICAN HERO*

John Wayne was born on (a) ..... in Iowa, USA, but his real name was Marion Robert Morrison. When he was a child his family moved to (b) ..... because his father was ill, and at that time Marion usually (c) ..... to school. He went to the University of Southern California, and in summer he worked (d) ..... Here Marion met John Ford, a famous film director, and they became good friends. In 1930 the director offered Marion a role in his new movie *The Big Trail* because (e) ..... Marion decided to change his name to John Wayne when he made *The Big Trail*, and over the next eight years he appeared in (f) ..... films. Then in 1939 he made *Stagecoach*, which became an instant success. *Stagecoach* won (g) ..... Oscars, and suddenly John Wayne was a star. In his career he appeared in nearly two hundred films, and he won (h) ..... in 1970 for his role in the classic western *True Grit*. He made his last film in (i) 19....., and died of cancer in 1979. He was married three times and had (j) ..... children.

- a. When was .....?
- b. Where ..... when he was.....?
- c. How .....usually go .....?
- d. Where .....?
- e. Why .....?
- f. ....?
- g. ....?
- h. ....?
- i. ....?
- j. ....?

## FOCUS ON SPELLING

When we add *-ed* or *-ing* to the verb, we observe the following **spelling** rules:

adding <i>-ed</i> :	adding <i>-ing</i> :
<p><b>1. Final -e</b></p> <ul style="list-style-type: none"> <li>- if a verb ends in <i>-e</i>, we drop the final <i>-e</i> before the suffix <i>-ed</i> or <i>-ing</i>: <i>dance</i>→<i>danced</i>, <i>dancing</i>; <i>hope</i>→<i>hoped</i>, <i>hoping</i>; <i>live</i>→<i>lived</i>, <i>living</i>.</li> </ul>	
<p><b>2. Final -y</b></p> <ul style="list-style-type: none"> <li>- if a verb ends in <b>-y preceded by a consonant</b>, we change the final <i>-y</i> into <i>-i-</i> before <i>-ed</i>: <i>carry</i>→<i>carried</i>, <i>try</i>→<i>tried</i>;</li> <li>- if a verb ends in <b>-y preceded by a vowel</b>, we keep the final <i>-y</i> and add <i>-ed</i>: <i>play</i>→<i>played</i>, <i>stay</i>→<i>stayed</i>.</li> </ul>	<p><b>2. Final -y</b></p> <ul style="list-style-type: none"> <li>- if a verb ends in <i>-y</i>, we always keep the final <i>-y</i> before <i>-ing</i>: <i>enjoy</i>→<i>enjoying</i>, <i>dry</i>→<i>drying</i>, <i>study</i>→<i>studying</i>;</li> <li>- final <b>-ie</b> change into <i>-y</i> before <i>-ing</i>: <i>lie</i>→<i>lying</i>, <i>die</i>→<i>dying</i>.</li> </ul>
<p><b>3. Doubling the final consonant</b></p> <ul style="list-style-type: none"> <li>- if a verb ends in a single consonant preceded by a short stressed vowel in the root, we double the final consonant before <i>-ed</i> or <i>-ing</i>: <i>plan</i>→ <i>planned</i>, <i>planning</i>; <i>fit</i>→ <i>fitted</i>, <i>fitting</i>; <i>ad'mit</i>→ <i>admitted</i>, <i>admitting</i>. Cf: <i>repeated</i>, <i>beating</i> – no doubling takes place after a long vowel; <i>lasted</i>, <i>drafting</i> – no doubling after two consonants; <i>'visited</i>, <i>'visiting</i> – no doubling as the syllable is unstressed.</li> <li>- the same is true for the final <b>-r</b> if it is preceded by a stressed vowel: <i>pre'fer</i>→<i>preferred</i>, <i>preferring</i>. Cf: <i>'offer</i>→<i>offered</i>, <i>offering</i> – no doubling as the syllable is unstressed. Note that final <i>-r</i> is not doubled after a diphthong: <i>appear</i>→<i>appeared</i>, <i>appearing</i>.</li> <li>- in British English, we double the final <b>-l</b> both after a stressed or unstressed short vowel: <i>'travel</i>→<i>travelled</i>, <i>travelling</i>; <i>ex'pel</i>→<i>expelled</i>, <i>expelling</i>. Cf: <i>seal</i>→<i>sealed</i>, <i>sealing</i> – no doubling after a long vowel.</li> </ul>	

**EXERCISES**

**Ex. 1.** Add *-ed* to the following verbs and put them into the correct column:

final -e + <i>-d</i>	double consonant + <i>-ed</i>	consonant + -y → <i>-ied</i>	vowel + -y → <i>-ed</i>
...	...	...	...

*like, cry, play, dance, stop, fry, smile, rob, travel, try, pray, live, stay, prefer, empty, destroy.*

**Ex. 2.** Add *-ing* to the following verbs and put them into the correct column:

+ <i>ing</i>	-ie → y + <i>ing</i>	final -e → <i>-ing</i>	double consonant + <i>ing</i>
...	...	...	...

*rub, listen, lie, use, bring, run, tie, dive, hope, go, die, cry, come, travel, put.*

**Ex. 3.** (a) Give the past form of the following verbs.

(b) Write the *-ing* form of the following verbs.

*play, cry, tie, reply, marry, refer, cover, share, die, beg, grudge, tune, smile, stop, bottle, travel, hope, melt, pat, confer.*

Comment on the spelling rules you followed in each case.

**Ex. 4.** Restore the infinitive of the following verbs and comment on the spelling rules:

(a) *slowed, gabbed, destroyed, wired, compared, freed, repelled, married, lamed, cracked, winked, voted, started, divided, collided, submitted, hopped, hoped;*

(b) *dining, rebelling, offering, transferring, dying, carrying, shutting, spying, lying, laying, scanning, submitting, fidgeting, annoying, tying, buying, hitting.*

## CONVERSATIONAL FORMULAS

<p><b>Expressing agreement</b></p> <p><i>That's (quite/absolutely) right.</i>  <i>That's true.</i>  <i>Exactly (so).</i>  <i>I (quite) agree with you (here).</i>  <i>This is really so.</i>  <i>I believe/think you're right.</i>  <i>That's it.</i></p> <p><i>(reluctantly):</i>  <i>Well, perhaps.</i></p>	<p><b>Expressing disagreement</b></p> <p><i>I'm afraid you're wrong.</i>  <i>I'm afraid you're not quite right (here).</i>  <i>You're not right here, (I'm afraid).</i>  <i>I don't agree with you here / I disagree.</i>  <i>That's not quite right/true, (I'm afraid).</i>  <i>That's not really so. / I don't think so.</i>  <i>On the contrary, ...</i>  <i>Do you really think so? / You think so?</i>  <i>I'm not sure you're right.</i>  <i>I wouldn't say that.</i>  <i>Well, not exactly.</i>  <i>(strongly): No way!</i></p>
<p><b>Likes</b></p> <p><i>I really like this colour.</i>  <i>I love the way she is dressed.</i>  <i>I find this style very attractive.</i></p>	<p><b>Dislikes</b></p> <p><i>I don't (really) like this colour.</i>  <i>I don't like it at all.</i>  <i>I (just) hate this style!</i></p>
<p><b>Expressing opinion</b></p> <p><i>I think/believe/feel that...</i>  <i>I don't think (it's a good idea).</i>  <i>In my opinion...</i>  <i>To my mind...</i>  <i>As far as I can judge...</i>  <i>It seems to me...</i>  <i>(informal): If you ask me, .....</i></p>	<p><b>Asking for opinion</b></p> <p><i>How do you like my new suit?</i>  <i>What do you think of this suit?</i>  <i>Do you think this style makes me look fat?</i>  <i>Don't you think this dress is a bit loud?</i>  <i>These jeans are a bit baggy, aren't they?</i>  <i>That skirt seems too short, doesn't it?</i>  <i>Do you really think so?</i></p>
<p><b>Asking for permission</b></p> <p><i>(neutral): Can I borrow your umbrella?</i>  <i>Could I try on your pullover?</i>  <i>(informal): Mind if I wear your hat tonight?</i>  <i>OK if I wear your hat tonight?</i>  <i>All right if I wear your hat tonight?</i>  <i>(formal):</i>  <i>May I try it on?</i>  <i>Might I try it on?</i>  <i>With your permission I'd like to try on one of these dresses.</i></p>	<p><b>Asking for information</b></p> <p><i>(neutral):</i>  <i>Can/could you tell me what's the latest style in coats?</i>  <i>(Excuse me,) do you know / do you happen to know where the footwear department is?</i>  <i>(informal):</i>  <i>Happen to know where the fitting rooms are?</i>  <i>Got any idea where I can buy really good jeans?</i>  <i>(formal):</i>  <i>I wonder if you could tell me where the nearest shopping centre is.</i></p>

## IRREGULAR VERBS IN GROUPS

*past simple / past participle are the same:*

1. cost → cost cut → cut	hit → hit hurt → hurt	let → let put → put	shut → shut
2. lend → lent send → sent spend → spent  build → built  burn → burnt* learn → learnt* smell → smelt*	lose → lost shoot → shot  get → got light → lit sit → sat  keep → kept sleep → slept	feel → felt leave → left meet → met dream → dreamt* [dremt] mean → meant [ment]	
3. bring → brought [brɔ:t] buy → bought [bɔ:t] fight → fought [fɔ:t] think → thought [θɔ:t]		catch → caught [kɔ:t] teach → taught [tɔ:t]	
4. sell → sold tell → told  find → found have → had hear → heard hold → held read → read [red] say → said [sed]		stand → stood understand → understood  make → made lay → laid pay → paid	

\* These verbs can be regular *or* irregular:

burn → burned *or* burnt  
learn → learned *or* learnt  
smell → smelled *or* smelt  
dream → dreamed *or* dreamt

*past simple / past participle are different:*

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1. break → broke broken  
 choose → chose chosen  
 speak → spoke spoken  
 steal → stole stolen  
 wake → woke woken

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2. drive → drove driven	beat → beat beaten
ride → rode ridden	bite → bit bitten
rise → rose risen	hide → hid hidden
write → wrote written	

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3. eat → ate [et] eaten  
 fall → fell fallen  
 forget → forgot forgotten  
 give → gave given  
 see → saw seen  
 take → took taken

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4. blow → blew blown	draw → drew drawn
grow → grew grown	
know → knew known	show → showed shown
throw → threw thrown	sew → sewed sewn
fly → flew flown	

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5. begin → began begun  
 drink → drank drunk  
 swim → swam swum

ring → rang rung  
 sing → sang sung

run → ran run

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6. come → came come  
 become → became become

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YOU ARE WHAT YOU WEAR

ОДЕЖДА

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переводческого факультета

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