

A GRADED ENGLISH COURSE

FIRST YEAR

PEOPLE AND PLACES

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
им. Н.А. ДОБРЮЛОВА»
(НГЛУ)

АНГЛИЙСКИЙ ЯЗЫК **ГОД ЗА ГОДОМ**

ПЕРВЫЙ ГОД ОБУЧЕНИЯ

ЛЮДИ И ИХ ЖИЗНЕННОЕ
ПРОСТРАНСТВО

Учебное пособие для студентов
лингвистических университетов

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Настоящее пособие является первой из трех частей основного курса переработанного учебного комплекса *A GRADED ENGLISH COURSE (First Year)* под общим названием *PEOPLE AND PLACES* (Люди и их жизненное пространство) и включает три раздела:

- I. Семья. Внешность человека. Одежда. Работа.
- II. Характер человека.
- III. Дом. Жилищные условия.

Обозначенная тематика обеспечена современными аутентичными материалами, предусматривающими работу над всеми видами речевой деятельности: чтением, восприятием речи на слух, говорением, письмом. Концептуальным принципом построения настоящего пособия является принцип коммуникативного подхода, основная задача которого – развитие и совершенствование практических навыков использования лексико-грамматических структур, включенных в список учебной программы для студентов I курса лингвистических университетов.

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INTRODUCTION

The three unit **section A**, PEOPLE AND PLACES, is the first part of the BASIC COURSE of the textbook for first-year students of Linguistic Universities and faculties. This part provides about 140 hours of work.

The teaching methodology of this course is based primarily on the integrated-skills approach. When skills are integrated, language is apt to be more authentic and natural and the outcome of learning is communicative. As all the language skills (reading, writing, speaking, listening) are inextricably intermingled, it helps students to put the language to active use at all stages of the learning process.

The course is designed for the intermediate level class which is rarely homogeneous. It is usually made up of students with different learning abilities and backgrounds and who have followed different courses with different syllabuses. Although they may have met the main functions and structures of English before, they cannot necessarily use them accurately and confidently. It is important that teachers should not feel tied to fixed patterns of work and types of activity. The course allows for the teachers to organize different routes through the material to suit their own class.

Section A consists of 3 units. Each unit is built according to the following structural scheme:

STARTING POINTS serve to highlight the aspects of the topic that should be covered, to raise awareness of the topic by introducing and practising the vocabulary related to the topic. It helps to assemble enough ideas to get started talking around the topic.

EXPANDING THE TOPIC includes texts on the basis of which students are trained in reading, speaking, writing and listening skills. Students are taught to see each text as a whole with a message to convey, rather than a mechanical exercise to be completed. It is important for students to respond to what they have read or heard. They are to be encouraged to discuss what they have found out from the texts and to extend the text content to relate to their everyday lives.

CRITICAL THINKING includes a text which provides some problem-solving tasks that can be done in pairs or groups, so that students can share their knowledge and cooperate in finding the answer.

Each unit is linked linguistically and thematically to Grammar Builder.

All the texts (for reading and listening) are from a variety of authentic sources.

They are :

- specially written language presentation texts for close language study;
- texts for presenting cultural information;
- topic-based texts for stimulating discussion;
- extracts from contemporary literature.

The scheme of work should be arranged in such a way as to take learners through an analysis and awareness-raising stage, followed by a controlled practice stage.

BASIC COURSE

SECTION A: People and Places

UNIT 1: Family Relations. Appearance. Clothes. Jobs

Focus on:

- Talking about people's family relations and jobs.
- Talking about people's appearance and clothes.
- Drawing a family tree.
- Collective nouns.
- Present Simple and Progressive.
- Comparing things and people.
- Writing a descriptive paragraph.
- Writing a composition about one's family.

STARTING POINTS

Before you start this Unit, read through the list of the Learning Objectives to focus on and discuss them. You will look back at them after you have studied this Unit to see which ones you have covered in different activities.

Talking about people's family relations.

1. *Read the information about the word 'family' and answer the following questions:*

Is it a countable noun?

What group of people does the noun refer to?

What adjective do we use to speak about a family which consists of parents and children only?

What other words often go with the noun 'family'?

What article do we use before the name of the whole family?

family ['fæməli] / noun *** [count] 1. one's parents, grandparents, brothers and sisters, uncles, aunts, etc.: *The whole family usually come to visit us at Christmas. Is **the** Watson family going to be there ?He grew up in a large working-class family.* The noun 'family' can be followed by a singular or plural verb: *The family are all at table. My family are all tall.*

nuclear family ['njʌkliq 'fæmqli] a family which consists only of parents and their children, without grandparents, aunts, uncles etc.

single-parent/two-parent family: *Single-parent families are increasingly common.* **Start/have a family (=have children):** *They want to get married and start a family.* **Bring up/raise a family:** *It's difficult raising a family on one salary.*

`family ,man -- a man who likes spending time at home with his wife and children.

`family ,name -- the part of your name that all the people in your family have: SURNAME, LAST NAME.

family `tree / -- a drawing that contains the names of everyone in a family over a long period of time and shows the relationship between them.

(For more information about the word *family* turn to Grammar Builder)

2. **Complete the list of your male and female relatives (= members of your family, also called relations):** male female

Your parents' parents *grandfather/granddad grandmother/granny*

Your parents' brother and sister

Your aunt's/uncle's children

The father and mother of the person you marry

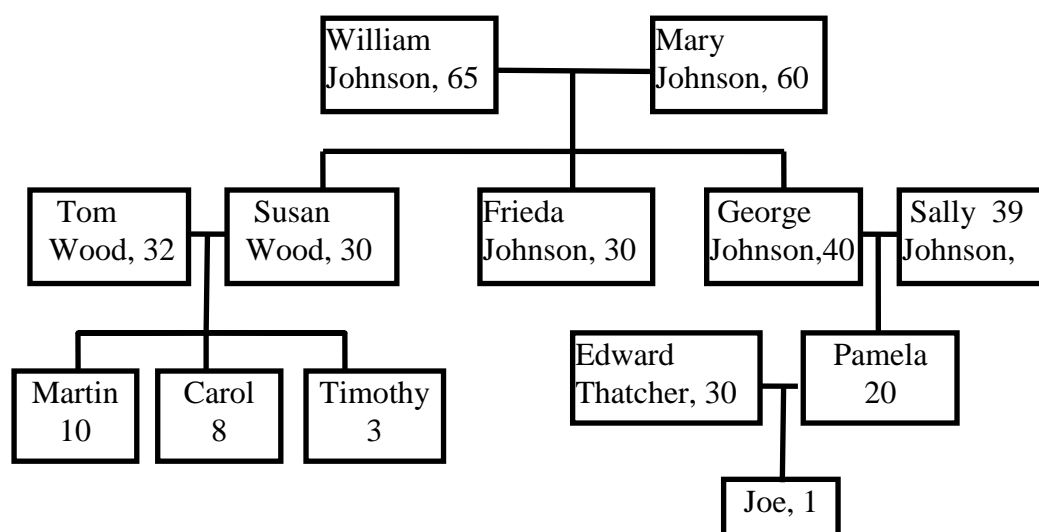
The brother and sister of the person you marry

Your brother's/sister's children

The person you marry dies, so you are a ...

Your mother or father marries, so you have a ...

3. **Look at the Johnsons' family tree and complete the following sentences in all possible variants.**



Model: – Carol is ...

- 1) *Martin and Timothy's sister*
- 2) *Tom and Susan's daughter.*
- 3) *Frieda and George's niece.*
- 4) *Edward and Pamela's cousin*
- 5) *William and Mary's granddaughter.*

- George is...
- Susan and Frieda are ...
- Joe is ...
- Sally is ...
- Mary and William Johnson are ...
- Tom is ...
- Edward is ...

4. Answer these questions about the Johnson family.

- How much older is Martin than Carol?
- How much younger is Timothy than his brother and sister?
- Are Frieda and Susan the same age?
- Are they twins?
- Is Edward much older than his wife?
- Who is Susan married to?
- How many children have the Thatchers?
- So Joe is an only child in the family, isn't he?
- How many close relatives are there in William and Mary's family altogether?

5. Look at the pictures of the twin sisters, Susan and Frieda, and answer these questions:

- Are they **very much alike** or **are they different to** each other?
- Are they **identical twins**, do you think?
- So identical twins **are** generally **as like as two peas**, aren't they?
- "To be as like as two peas" means **to be very much similar to** each other, doesn't it?
- Is Frieda **as pretty as** her sister?
- Do the sisters have **the same** colour eyes, do you think?
- Do they have the same colour hair?
- Is Frieder as tall as Susan?
- What other **similar features** do they have?

6. *Read the information in the box and then answer some other questions about the Johnson family.*

Word Study

A family starts when a man and a woman **get married**.

My brother **is married**. He **got married** last year.

He **married Helen**. They study at the same university. So he **is married** to his fellow-student, Helen.

- Who is George married to?
- Is their daughter a married woman?
- Who is she married to?
- Is Frieda married too or is she single yet?
- What about Susan? Is she married? Who is she married to?

7. *Make up a story about the Johnsons as if you were one of them.*

Model: My name is Susan Wood. I am 30. I have a very large family.

I've got a mother and a father. My parents' name is Johnson.

My maiden name is Johnson too. Now I'm married. My husband's name is Mr. Wood. So I'm Mrs. Wood now.

8. *Draw your own family tree and describe it to your group-mates.*

Talking about jobs

Word Study

Many names of jobs and occupations end in the suffixes **-er(-r)**, **-or**, **-ist**, **-ian**: *photographer, manager, actor, journalist, electrician*

1. *Complete the following stems with the correct suffix:*

paint-	edit-	violin-	tail-
telephon-	barb-	electric-	wait-
plumb-	inspect-	act-	conduct-
reception-	typ-	danc-	physic-
doct-	butch-	dent-	(studies physics)
scient-	music-	teach-	physic-
carpent-	min-	bak-	(a kind of doctor)

- *Say what each person does.*

Model: A painter paints pictures.

A telephonist helps people to speak over the phone.

2. *Arrange these words into groups according to the stress pattern.*

- Plumber, ...
- Journalist, ...
- Researcher, ...
- Electrician, ...

Plumber, Electrician, Doctor, Journalist, Musician, Teacher, Soldier, Novelist, Architect, Carpenter, Actor, Policeman, Fireman, Businessman, Artist, Farmer, Scientist, Researcher, Gardener, Designer, Saleswoman, Fire-fighter, Detective, Programmer.

3. *Combine the words in column A with words in column B to make up compound names of jobs.*

Model: news-agent, news-caster

A	B
	designer
Fire	worker
Dress	forecaster
Hair	agent
Air	dealer
Museum	reader
Station	fighter
Film	producer
News	master
Weather	attendant
Construction	hostess
	maker
	caster

Word Stress.

Compound nouns have two stresses in both components when the second one is a noun of more than one syllable: 'Fire-'fighter

Word Study. If it is important for you to mark whether the person who does a job is male or female you can express it by means of:

- **the suffix -ess:** actor - actress; waiter - waitress; poet - poetess;
steward - stewardess / air-hostess; schoolmaster - school-mistress.
- **the words: man / woman** which can:
either follow the name of a job:

<i>male</i>	<i>female</i>	<i>neutral</i>
policeman	- police-woman	- police-officer
businessman	- businesswoman	- business-person
chairman	- chairwoman	- chair-person
salesman	- saleswoman	- sales-person

milkman - milk-woman

or precede the name of a job: a man-doctor - a woman -doctor
a man - driver - a woman -driver.

Note the plural: a business-man - businessmen, but
a man-driver - men-drivers

When you want to ask someone about their job you may put it like that:

– What do you do? / – What's your job? / – What do you do for a living?

If you want to know more about someone's job / work, about their main responsibilities / duties, you can ask like this: – What does your job involve?
What do you do in your job?

Responses: – It involves quite a lot of paperwork.
– I have to attend a lot of meetings.

4. *Whose job activities are the following?*

- | | | |
|------------------|---------------------|----------------------|
| 1) a secretary's | 4) a surgeon's | 7) fashion models' |
| 2) teachers' | 5) a fire-fighter's | 8) business persons' |
| 3) an artist's | 6) a musician's | |

Model: It is a secretary who usually writes letters, answers the telephone and meets . people.

- write letters, answer the telephone and meet people.
- show the new styles of clothes.
- work with other musicians to make music.
- play together in an orchestra.
- try to prevent fires by inspecting buildings.
- work in an office.
- work in a hospital.
- work in a school.
- use a type-writer every day.
- grade their students at the end of every term
- stand between the boss and his visitors.
- use paper, pens, pencils and paint to make pictures.
- put papers away in a file-cabinet.
- order books, explain lessons, give homework, correct papers.
- plan business activities.
- ask people to make their houses safe from fire.
- draw pictures for books and magazines.
- help the boss to plan his time and to finish his work.
- help their students to learn.
- learn about buying, selling and producing things.
- operate on sick people.

- ride to the building in a fire-engine when a fire starts
- practise playing their instruments every day.
- watch his/her patients until they are well.
- put on new clothes and stand in front of cameras.
- hurry to put out fires and to save people.
- prepare reports and go to meetings.
- read new music and play it until it sounds good.
- collect pictures of themselves in a book.

- ***Speak about the jobs from the list according to the model.***

Model: It's a secretary whose job is to write letters, answer the telephone and meet people. It's usually a woman's job. She uses a type-writer every day. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work. Her job is to put papers away in a file-cabinet.

Talking about people's appearance

1. ***Which of these words may help you describe someone's face / cheeks, hair, chin, complexion, eyes, eyebrows, nose, features, figure / build. (Enter these words into your vocabulary book).***

Model: auburn hair, arched eyebrows, ...

Arched, attractive, auburn, bald, bearded, beardless, beautiful, blonde, bushy, charming, chubby, clean-shaven, close-cut, close-cropped, close-set, comely [kɒmli], common, crisp, curled, curly, deep-set, delicate, dishevelled, double, dyed, finely-cut, fleshy, full, graceful, handsome, hazel, hollow, hooked, irregular, jet-black, lean, long, muscular, neat, overweight, pale, pencilled, pink, plain, plump, pretty, protruding, receding, regular, round, slant, sleek, slender, slim, smooth, snub, solid, steel-grey, stern, stocky, stout, straight, sunken, swarthy, tanned, thick, thin, tiny, turned-up, violet, waved, wavy, well-built, well-cut, well-groomed, well-made, wide-open, wrinkled.

- ***Arrange these words in the following stress patterns:***

a) ● : arched b) ●● : auburn c) ● ●● : beautiful d) ●●● : attractive
e) ●●●● : irregular f) ●●● : well-cut g) ●●●● : clean-shaven.

Word Study

Fair and ***dark*** can be used for hair, complexion or skin. ***Fat*** may sound impolite. Instead we often say ***a bit overweight***.

If someone is broad and solid, we can say they are ***stocky***.

A person with good muscles can be ***well-built*** or ***muscular***.

Slim has more positive meaning than ***thin***. ***Skinny*** is very negative.

2. Give English equivalents for:

Румяные щеки, завитые волосы, карие глаза, курносый нос, растрепанные волосы, холеные руки, правильные черты лица, стройная фигура, некрасивая девушка (простушка), красивый молодой человек, полная женщина, милый ребенок, мужчина плотного телосложения, редущие волосы, загорелый цвет лица, смуглый парень, раскосые глаза, каштановые волосы, брови дугой.

3. Take someone's photograph or picture and describe the person using some of the vocabulary.

Model: This is a picture of a child. He's a twelve-year-old (boy). He's got a slightly long face with a straight nose and thick eyebrows. His eyes are steel-grey, which is very unusual. He's got close-cropped fair hair and a swarthy complexion. I know the boy very well. He's one of my cousins.

4. Study the structure of these compounds

Adjective / Adverb + Participle I / Participle II	
good-looking	well-built

• **Form compounds matching the words on the left with the words on the right.**

well	known
badly	looking
good	going
easy	made
stockily	written
untidy	dressed
plain	paid
	behaved
	built
	read

• **Combine the compounds with these nouns:** Writer, girl, person, pair of shoes, story, young man, job, child, man, boy, woman.

Model: an untidy-looking boy

5. Are there people or things you can describe using these adjectives?

Say a few words about them in class.

Model: My sister-in-law is an easy-going person. It's pleasant to deal with her.

My dad is very tall and stockily-built.

The book "Alice in Wonderland" is well-written. It is very popular both with children and adults.

Talking about people's clothes

1. Continue the list. How far can you go?

Women's clothes: a dress, a hat, ...

Men's clothes: a pair of trousers, a shirt, ...

Footwear: a pair of boots, shoes, .

• Do you know these words? If not look them up in a dictionary (monolingual is preferable):

Braces, buckle, cardigan, collar, cuff, dressing gown, fur coat, heels, hood, laces, mittens, gloves, night-gown, single-/double-breasted suit, slippers, tights, T-shirt, underwear, V-neck, waistcoat (vest), jacket.

2. The words in the box describe materials which clothes are often made of.

cashmere, corduroy, cotton, denim, leather, linen,
silk, suede, velvet, wool/woollen, waterproof

• Match these pieces of clothing with the materials they are most likely made of: Sweater, coat, trousers, jeans, T-shirt, summer frock, evening dress, belt, hat, boots, rain-coat, scarf, mittens.

Model: A cashmere sweater

3. Which of these sentences describe people's clothing positively, negatively or neutrally?

1. His suit is baggy.
2. The skirt is loose.
3. My new shoes are too tight.
4. She likes to wear close-fitting frocks and skirts.
5. I prefer long-sleeved blouses to short-sleeved.
6. He bought a new V-necked sweater.
7. Who is this elegant woman?
8. She always looks scruffy!
9. She wears her clothes with great chic.
10. Emma buys her clothes in Camden Lock, a trendy north London flea market.
11. His clothes are always slightly out of fashion as though he buys them in the sales.

4. Which of these words are opposite to the words in the box:

Loose, neat, fashionable, single-breasted, ready-made, light, put on, trendy.

double-breasted	tailor-made	tight	old-fashioned	dark
scruffy	out of fashion		take off	

5. *Complete the sentences with one of these verbs:*

a) to match, to suit, to fit, to go well with.

1. The blue dress _____ her properly now she's lost some weight.
2. The blue of her dress _____ the blue of her eyes.
3. That blue dress _____ the girl's blonde hair.
4. That jacket _____ your blue skirt.
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 be able to find a suitable dress that _____ you. You're a standard size.

b) to dress, to put on, to wear

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 3 .
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.

6. *Read the description of the young woman. Note the use of the verbs in bold.*



This is the photo of Miss Lucy, a young woman of about 22. In my opinion, she is smartly dressed. She's got a new winter coat and a fur-trimmed cap on. The coat is **made of** wool and has a fluffy fur collar. The style and the cut of the coat **suit** Lucy very well and **make** her look very attractive. Judging by the way it **fits** her, the coat is not **ready-made**, it is **made to order**, no doubt. It must be of a pretty colour: dark-blue or dark-grey. These colours usually **suit** women with auburn hair. The hat **goes well with** Lucy's coat. It **agrees with** the style of the coat. I can't but admire Lucy's taste.

7. Fill in the gaps with the words in the box.

interested	lighter	a jumper	match	wear
well-cut	cotton	beach	latest	
silk	linen	favourite	style	
well made	a blouse	clothes	dress up	

I like to talk about _____. They are something that I am really _____ in. I like to have dresses of the _____ fashion and _____, _____ tailored costumes, _____ undies, and _____ shoes. In the morning I generally wear a _____ and a skirt or a _____ and a skirt, especially in winter. In spring or summer I like something _____ and I wear a _____ or linen frock and a hat to _____. In the evening I like to _____ for dinner, or if I go out to a theatre or a dance. My _____ is a black evening dress, beautifully cut. For tennis I _____ a short white _____ dress, and for the seaside a _____ dress.

- *Do you like to talk about clothes?*
- *What can you say about your preferences concerning clothes.*

8. Look at the collocations with the noun “fashion”. Use them in sentences or small situations.

to be in	}	fashion
to be out		
to be the (latest)		
to come (back) into		
to go out of		
to follow		
to keep up with		
to set the		
to pay close attention to		
to be too particular about		

9. Ask your partner-student if he/she:

- is fashion-conscious;
- prefers ready-made or tailor-made clothes;
- likes to go shopping;
- likes to look well-dressed;
- likes expensive clothes;
- likes to buy his/her clothes at flea markets or at department stores.

Ask your partner what he/she:

- thinks of badly-dressed people;
- wears in rainy weather;

- wears at the university/ at home in winter/ in summer;
- puts on for a special occasion (a party, a disco)
- ***Compare your preferences with your group-mates'.***

10. Fill in the blanks.

1. I bought this scarf _____ month. (last, latest)
2. She likes to wear dresses of _____ fashion style. (the last, the latest)
3. When I go to the theatre I _____ my favourite black dress.
(put on, to take off)
4. Margaret's new costume is blue. It _____ her perfectly and _____ her blue eyes. (to suit, to fit, to match)
5. Ready-made clothes are considerably _____ than clothes made to measure. (cheaper, more expensive)
6. The coat the girl is trying on _____ her but it doesn't _____ her. It's a bit loose on her. (to suit, to fit)

11. Read the sentences and Insert prepositions or adverbs where necessary.

His spring 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 ____ ____ you bag and put it ____ the pocket. 4. Have a look ____ those shoes! Won't they match ____ my new costume? 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 outside. 6. This dress becomes ____ her and she looks smart in it. 7. Go ____ the fitting-room and try ____ the green costume. 8. I'm afraid the shirt is a bit loose ____ you. 9. You must choose another belt. This one does not go well ____ a cotton dress. 10. These shoes are ____ fashion again.

12. Put it in English.

1. --Что ты делаешь? -- Шью платье. -- Оно из шелка? -- Да. 2.-- Мне нравится твое новое платье. -- Ситцевое? Я сама его очень люблю. 3. Когда идет дождь, мы надеваем плащ. 4. Моя подруга очень интересуется модой. Она всегда модно одета. Вещи хорошо сидят на ней. Она предпочитает шить одежду на заказ. 5. Мне нужны туфли к новому платью. 6.Посмотри на Ирину! На ней прекрасное пальто! Я уверена, что оно сшито на заказ. Отличный покрой и фасон. 7. Какую одежду вы любите носить зимой? -- Я люблю носить шерстяной свитер или джемпер с брюками или длинной юбкой. 8.Этот фасон мне не нравится. Он уже давно вышел из моды. 9. Дайте, пожалуйста, примерить другое платье. У этого очень яркий цвет.

13. Take a picture or a photo of someone and describe the way the person is dressed (20 sentences).

EXPANDING THE TOPIC

Text 1. MEET THE CLARKS.

1. *Listen to the story about the Clark family “Meet the Clarks” for the first time and then answer the following questions:*

- What does the text begin with?
- What does it end with?
- How many people is the text about?
- How many logical parts does the text consist of?
- What is each part about?

2. *Listen to the story again and choose the words which describe:*

The Clarks' House

a) detached

b) semi-detached

Mr. Clark

a) teaches English and American literature

b) teaches French and German literature

a) is a quiet man

b) is a noisy man

a) is rather bold

b) is rather shy

a) is strict

b) is loyal

a) is not much of a talker

b) is too talkative

a) is of medium height

b) is a little above medium height

a) has regular features

b) has irregular features

a) has dark hair

b) has fair hair

a) has hazel eyes

b) has blue eyes

Mary Clark

a) is tall

b) is short

a) is stout

b) is slim

a) has a lovely face

b) has a plain face

a) has small blue eyes

b) has large blue eyes

a) has beautiful brown hair

b) has thin fair hair

a) uses a lot of make-up

b) uses very little make-up

a) is kind and gentle

b) is wicked and rough

Kitty

a) is pretty

b) is common-looking

a) has light-blue eyes

b) has dark-blue eyes

a) has blonde hair

b) has chestnut hair

Bobby

a) is dark-haired

b) is fair-haired

a) is strong

b) is weak

- | | |
|------------------------|-------------------------|
| a) is broad-shouldered | b) is narrow-shouldered |
| a) is slim | b) is stockily-built |
| a) is lazy | k) is hard-working |

3. Study the structure of the following compounds:

	Adj	+	noun (singular)	+	ed
dark-haired:	dark	+	hair	+	ed
broad-shouldered:	broad	+	shoulder	+	ed

• **Make up similar compounds using these words:**

Blue eyes, rosy cheeks, a snub nose, long legs, a dark complexion, short hair, big ears, long legs, a bald head, thin fingers.

4. Study the structure of this sentence:

<i>The subject</i>	<i>The predicate</i>
What they most enjoy in the eveningis watching television or video.
The subject is expressed by a subordinate clause	The predicate consists of the link-verb "is" and the nominal part, expressed by the gerundial phrase. We call such a predicate: a compound nominal predicate. (составное именное сказуемое)

• **Complete these sentences:**

- What I most enjoy doing in the evening is ...
- What my brother is fond of is ...
- What my friend is particularly good at is ...
- What we like doing most of all is ...
- What we like doing least of all is ...

5. Ask and answer questions about the text according to the model.

Model: Who is a tutor?

It is Mr. Clark who is a tutor

... a tutor

... the best footballer.

... not much of a talker.

... has fair hair.

... keen on gardening.

• **Go on asking your partner similar questions.**

6. *Imagine you're a journalist. You'd like to write an article about a typical English family. You have arranged a meeting with Mrs. Clark for an interview. Complete the interviewer's part.*

Interviewer: Hello, Mary. Thank you for agreeing to answer some of my questions.

Mary: You're welcome.

Interviewer: Well, ...?

Mary: There are four of us in the family: my husband, our two children, a son and a daughter and myself.

Interviewer: ... ?

Mary: Robert, we call him Bobby, and Katherine, Kitty for short.

Interviewer: ... ?

Mary: Bobby is. He is 15 and Kitty is 7 years younger than he.

Interviewer: ... ?

Mary: I've got a part-time job. So I work three days a week.

Interviewer: That's fine. And ... ?

Mary: Yes, I do. It gets me out of the house. I meet people. And besides my office is close to the children's school.

Interviewer: Yes, it's very convenient. ... ?

Mary: He's a tutor at London University.

Interviewer: ... ?

Mary: English and American literature.

Interviewer: ... ?

Mary: In the evenings we like watching television or video. Sometimes at weekends we go to the cinema or to a restaurant. Besides, we are very keen on gardening. We grow flowers and vegetables quite successfully.

Interviewer: Oh, that's fine. Fresh vegetables from your own garden are always the best.

Mary: That's right.

Interviewer: ... ?

Mary: Hobbies? Yes, of course, each of us likes to do something in our spare time. I am fond of cooking. Charles is keen on music. He plays the piano very well. He knows several foreign languages. Though languages are not only his hobby but a very serious interest in life.

Interviewer: ... ?

Mary: As for the children, Kitty likes reading. Bobby is very fond of sport: chess, tennis, football.

Interviewer: ... ?

Mary: We hope, he will. He is good at natural sciences and does well at school.

Interviewer: That's great, Mary. Thank you very much.

Mary: It was my pleasure. Good-bye.

7. Compare the members of the Clark family using various structures.

Model: Bobby is 7 years older than his sister.

Kitty is not so tall as her brother.

Bobby is as quiet as his father.

Kitty is fond of reading while her brother is keen on natural sciences.

Mr. Clark is fair-haired but his son has dark hair.

Kitty is fond of reading as well as her father.

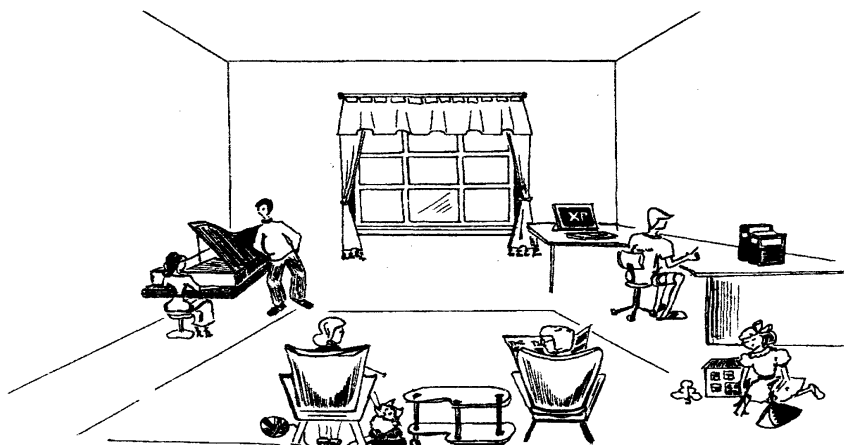
Mr. Clark adores his children. So does his wife.

Bobby isn't lazy. Neither is his sister.

Both the children do well at school.

(For more practice on comparison structures, turn to Grammar builder}

8. Look at the picture and listen to the story about one of the Clarks' quiet evenings. Can you find any differences?



(For more practice on the Present Simple and Progressive, turn to Grammar Builder}

Text 2. MY FAMILY

1. Read the text and answer these questions:

- Is Martin's immediate family big or small?
- Does he feel happy or unhappy about being an only child?

My name is Martin. My surname is Brown.

Well, what can I say about my own family? First of all, it is a very small family – there are only the three of us in my immediate family: my father, my mother and, of course, myself. I have no brothers or sisters so I am an only child. My Dad is an only child too, but my mother has three brothers and a sister and they are all married, so I have lots of aunts, uncles and cousins. I don't see them very often, though, because they all live in different parts of the country. But I do see both my grandmothers often, however, especially my dad's mother because she lives near us and also I am her only grandchild. Both my grandmothers are widows, unfortunately.

My dad's name is Keith and he is 48 years old. He used to work in the Royal Air Force but now he works at an airport. My mum's name is Geraldine and she is 45 years old. She used to work as a waitress, but now she is a housewife. My parents got married in 1969 and they had a church wedding. I was born two years later in 1971. Most people say that I take after my mum, that is to say, I look more like my mother than I do my father. I do have some characteristics that are the same as my parents' but often we have very different ideas about some things!

I live away from home now, so we don't spend all our free time together. When we do, we usually spend it quietly at home or in the garden. My parents like gardening very much. Sometimes we might go to the pub for a drink or to a restaurant for a meal. When I was younger we would often go out into the countryside, especially in the summer, or perhaps to the seaside. When they are on their own, my parents like reading, watching the television and gardening.

Often people ask me if I mind being an only child and I tell them that I am quite happy with just three of us! Anyway, I have lots of friends to keep me company.

Note: '*Used to*' (My father used to work in the Royal Air Force ...) and '*would*' (When I was younger we would often go out ...) are both used to talk about **past habits** : *When we were children we used to / would go skiing every weekend.*

- ***Before you read the text out loud practise the following:***

Sounds: [ɛ] family, Dad, married, happy, per'haps, characteristics

[kʁɔktɔ'ristiks], grandparents [grɔn pɛqrɔnts],

grandmother [grɔn mʌðɔ], grandchild [grɔnCɔild]

[ʁ] aunt, ask, Martin, father, garden, part

[ai] I, my, mind, like, child, time, 1969

[au] now, about, Brown, housewife

[qu] no, so, go, old, own, only, don't, though, both, home
 [ɫ] all, also, born, small, 48, 45, Force, unfortunately
 [W] first, work, surname, church
 [ʃ] mother, Mum, brother, cousin, uncle, company, pub
 [j] see, free, three, Keith, meal, immediate [l m]diqt
 [w] well, was, what, when, wedding, we, waitress, widow,
 away, quite, quiet, quietly
 [ŋ] uncle, drink, things, younger, gardening,
 watching, reading, being
 [s] [z] some, some things, sometimes, lots, cousins, most

Word Stress:

Oo :Martin, surname, father, mother, brother, sister, uncle, seaside ...
 oO(o) : about, perhaps, because, myself, ideas, together, however ...
 Ooo : family, different, company, character, gardening

Assimilation: Brown, brothers, what can, about my, immediate family,
 but my, has three, and they, and cousins, don't see, of the, ...

Linking: first of all, the three of us, of course, I am, an only, so I,
 lots of aunts, see them, because they,

Intonation patterns: (Low Prehead) + **Head** + **Low Fall** + (Tail)

My name is Martin. My surname is Brown. What can I say
 First of all there are only the three of us

(low Prehead) + (Head) + **Fall-Rise** + (Tail)

Often ... My Dad's name My Mum's name
 I live away from home now,

Level Tone in the nucleus: Well,and I tell them

Can you add more examples from the text to the patterns practised above?

2. Listen to the recorded version of the text. Read it out loud.

3. Answer the following questions:

- What is the full name of the narrator?
- What is his family like?
- Has he got any brothers or sisters?
- What about his parents? Have they got any brothers or sisters?
- Why does he see his other relatives seldom?
- Are all the four of his grandparents alive?

• Go on asking each other questions about Martin Brown's family.

4. Answer Martin's questions about your family.

- 1) How many people are there in your immediate family?
- 2) Do you have any brothers or sisters?
- 3) Who do you take after, your mother or father?
- 4) How does your family spend its spare time together?
- 5) My family has got a pet. Has yours? If so, what is it?
- 6) Most British families don't receive guests as often as in some other countries. My family is no exception. What about yours?

5. Find English equivalents for:

Фамилия, единственный ребенок в семье, двоюродные братья и сестры, вдова, когда-то работал(а), домохозяйка, венчание в церкви, черта характера, жить не дома (самостоятельно от родителей), выбираться на природу, не быть исключением.

6. Look back at the text and pick the sentences which express similar ideas:

- I see my relatives rarely / once in a while.
- Both of my grandmothers have lost their husbands, unfortunately.
- Now my mother is a housewife but some years ago she worked as a waitress.
- I am very much like my mother.
- My parents and I have something in common.
- My parents are keen on gardening.
- When I am not with my parents.

7. Explain what these sentences mean.

- When my parents are on their own, they like reading or gardening, or watching television.
- Often people ask me if I mind being an only child and I tell them that I am quite happy with just the three of us.
- Anyway, I have lots of friends to keep me company.

8. Discuss the following points.

- Do you believe Martin that he is quite happy with just the three of them in the family?
- What is so nice about being an only child in the family?
- Are there students in your group who have neither brothers nor sisters? Ask them what they think of being an only child?
- Are "only children" spoilt, as a rule? Do parents and grandparents really give them everything they want?

9. Match the following notions with their definitions.

1. a nuclear family (an immediate family)
 2. a single-parent family
 3. an extended family
- a. a family in which there is only one parent
 - b. a family not only of parents and children, but also in which grandparents, aunts, uncles, etc. live together or close to each other
 - c. a family of two parents and their children without grandparents, aunts, uncles, etc.

10. Say it in English.

Во-первых, я хочу представиться. Меня зовут Сергей. Фамилия моя Семенов. Я женат. В моей непосредственной семье нас четверо: я, моя жена и двое наших детей. Как видите, у меня типичная российская семья, хотя в России, как мне кажется, все больше появляется семей, в которых либо один ребенок, либо один родитель, чаще всего одна мать. Я думаю, что и первый, и второй вариант семьи – это примеры не совсем благополучных семей. Честно говоря, я и свою семью не считаю образцом для подражания. В моем представлении, в семье должны быть обязательно оба родителя и пять или шесть детей. Хорошо, если в семье есть представители старшего поколения: бабушки, дедушки, а может быть, и прадедушки и прабабушки.

11. Answer these questions about yourself:

1. Which of your parents do you take after?
2. Are you an only child or are there other children in your family?
3. Who is older? How much older...? Are you (children) alike?
4. What does your father do? What does your mother do?
5. What do your parents look like?
6. What is your father / mother like? What sort of person is he/she?
7. Do they have much or little in common?
8. What do you like to wear when at home / when you go out / when you are at university?
9. What are your relationships with your parents?

12. Imagine you find yourself in the following situations:

1. You're passengers in a train compartment, travelling to some place (Moscow, St. Petersburg) . You've just got acquainted and now you are talking about yourselves, your families, friends.
2. You have invited your group-mate to your place. You are showing him/her your family album and talking about your family.

WRITING.

When writing about people and their families your composition needs to be well-organised. The composition should have *an introductory paragraph* where you briefly set the starting points (the size of the family, names, general characteristics), *a main body* consisting of two or more paragraphs, each starts a new topic and *a final paragraph* which summarises your feeling about the people described.

Each paragraph should have one main idea, which is usually stated in the first sentence of the paragraph and then is developed.

Two important paragraphs are the beginning one and the ending one. These are often shorter than those in the middle. It is important to try to make these paragraphs interesting and accurate.

Start a new paragraph on a new line

POINTS TO REMEMBER

- You can start writing about the people in a most general way.

Model: Having a big family is not a very common thing nowadays. That is why I am really happy to know one. The Johnsons are a very big family, in my opinion. There are twelve of them in the family. All of them, both grown-ups and children, are very nice and friendly. Do you want to know more about them?

After this introductory paragraph you can pass over to the second paragraph and write about the elder Johnsons. Paragraphs should be well developed and linked together with a variety of linking words:

- 1) starting: **to begin with, I'd like to start with..., in the first place, ...in the second place;**
- 2) addition: **and, also, either, besides, in addition;**
- 3) contrast: **but, still, yet, however, though, although;**
- 4) consequence: **because, that is why, so, thus;**
- 5) opinion: **in my opinion, I think, I believe, I suppose, frankly speaking, it seems to me;**
- 6) personal attitudes: **certainly, surely, indeed, perhaps, anyhow, anyway, evidently, apparently, I doubt, No wonder that ...**
- 7) summing up: **to sum it up, in short, in conclusion, in fact;**

- Use some of the phrases and expressions you have learnt from the previous texts and exercises to show off your English. It is not necessary to write complicated English at this level. It is much better to show that you can write simple, clear English in an accurate way.

- Observe *punctuation* in English. If a sentence is complete we put either *a full stop*, or *a question mark*, or *an exclamation mark* according to the communicative value of the sentence.

We use commas: 1) to separate items in a list (homogeneous members): The children's names are John, Mary, Kate and Paul.

They live in a large, old semi-detached house, in a suburb of London.

2) Before **"but"**: They love each other very much, but see each other rarely.

3) Some connectives are taken into commas: To begin with, I'd like to say a few words about the elder generation, Mr. and Mrs. Johnson.

- Avoid contracted forms: *I'm, he's, they've, aren't, don't, won't, etc.* Use full forms: *I am, he is, they have, are not, do not, will not, etc.*

1. Read this text, divide it into paragraphs, join sentences with and, but or so where it sounds good.

My sister takes after my mum. People say I take after my dad. He is a travel consultant. He's got his own business. He's always nice. He is also friendly. My mother works as a barmaid in a wine bar. She is quite attractive. She's got dark hair. She's got a nice face with dark brown eyes. Kate is funny. She is a bit different. Kate is a fashion model. She loves modelling. If you are a woman you can earn a lot of money. The job is not so good for men. When we were young we had fights about silly little things. It was fantastic! She sometimes hit me. I ripped up her posters. I also threw her clothes on the floor. My parents are divorced. They get on quite well. I live with my dad. My mum lives very near. I see her about three times a week. I get on brilliantly with my dad. We can talk about everything. He is very easygoing. He is not strict. He keeps me under control, however.

WRITING ABOUT SOMEONE'S APPEARANCE

Points to remember

- When describing physical appearance you should give details in the following order: **height/build/age, facial features, hair, clothes** moving from the most general adjectives to the most specific ones, *e.g.* Ann is a tall, thin woman. She has got a long face, blue eyes and an upturned nose. She wears her long blond hair loose. She is often casually dressed in a T-shirt and jeans.
- When describing **character and behaviour**, support your description with examples, *e.g.* Tom is very reserved. He never talks about his feelings.
- If you want to describe negative qualities it is advisable to use mild language, *e.g.* "He can be aggressive at times" is better than saying "He is aggressive".
- Make your composition more interesting by using a wide range of adjectives and other vocabulary.
- More complex sentences joined with connectors make your composition more eye-catching. *E.g.:* Instead of saying: John is thin. He has large blue eyes. He has curly hair. He has full lips. He wears his hair cropped short, you can say: John is a tall thin man with large blue eyes and full lips. He wears his curly hair cropped short.

- ***Read the following paragraphs and put them in the right order. Then answer the following questions.***

- A Julie is quite short and slim. She's got a round face with beautiful almond-shaped eyes and a slightly upturned nose. She often wears her shoulder-length fair hair in a pony-tail. Julie prefers comfortable clothes and you can often see her wearing a blue jumper, a pair of denim jeans and trainers.
- B Over the years, I have shared many good times with Julie. She has been one of my best and most trusted friends. I feel fortunate to have such a friend.
- C I've known Julie since my first day at school, when we were only five. I can remember her smiling face as the teacher, Mrs Snow, asked me to share the same desk with her.
- D One of Julie's favourite hobbies is cycling. She also enjoys reading people's horoscopes and trying to predict what will happen in the future. Julie likes going to the cinema and is especially fond of adventure films.
- E Although Julie is quite reserved, she is a kind person who will listen to your problems and try to help you. She is also quite active and enjoys outdoor activities.
- a. Which paragraphs make up the main body of the composition?
 - b. Which paragraph sets the scene? How does it begin?
 - c. Which paragraph summarises the writer's feelings towards the person he describes?
 - d. Are Julie's personality characteristics justified?
 - e. Are there complex sentences? Underline the connectors.
 - f. The writer uses present tenses. Why does he do this?
 - g. Has the writer given Julie's physical and personality characteristics equal importance?

- ***Look at your family tree and write a composition about your family according to the following plan.***

Introduction: Paragraph 1. State the reason for your desire to write about the people (What is the family like? Who are you going to write about? How are you related to all of them?)

Main body: Paragraph 2. Write about the eldest generation in your family. Describe their appearance and personality characteristics. Express your feeling for them.

Paragraph 3. Write about your parents. (Who do you take after? What are your relations with your parents?)

Paragraph 4. Write about the generation you belong to.

Conclusion: Paragraph 5. Comments. Feelings towards the people (Is yours a close family? How do you spend your time when you are together? Who is your favourite in the family?)

CRITICAL THINKING

THE TAILOR FAMILY

1. Read the text and decide which of these ideas are applicable to the text.

- Children are born to be happy.
- It's not easy to raise children.
- "The childhood shows the man,
As morning shows the day." (J. Milton)
- Children bring only worries to their parents.

Carol and Bill are very happily married but like any couple they have had plenty of worries over the children as they were growing up. Sarah, their elder daughter, was short-sighted and very shy. For a time Carol took her regularly to an eye-clinic and eventually Sarah had an operation which did not help much. Wearing glasses seemed to increase her shyness, and occasionally she cried at night because she felt lonely at school. Slowly, over the years, she grew out of her shyness, at least when she was in familiar situations.

She worked hard and got quite good marks for her lessons; she had also inherited her father's musical gifts and learnt to play the flute, so she was able to join first the school orchestra and later a West London youth orchestra.

Carol worried how far Sarah would be able to cope with the loud self-conscious world of the seventies with teenagers running wild and much more open sex advertising than in her youth. But somehow it didn't affect Sarah.

For a time in her early teens she joined the Girl Guides. The Guides and Scouts are the largest youth organizations in Britain. But one day she woke up and thought, "I've grown out of the Guides" and never went to another meeting.

In her last years at school she thought about applying to study music at the Royal College of Music, but she decided that she was not good enough to become a professional player, so, since she had good marks for geography in the difficult A-level exam, she applied to read geography at a provincial university. To her own surprise she was quickly told that she had been awarded a place and in September 1994 she became a university student.

Peter, their elder son, was a cheerful boy, energetic and lazy by turns. From babyhood he tended to be too fat, and since he was always hungry he used to fill himself with chips, cakes, sweets, Coca-Cola and other fattening foods. Carol had daily battles to keep his weight down, for she knew how

unhealthy over-weight people could become. She insisted on his eating fruit, not sweets, but he bought sweets with his pocket money anyway.

When he was twelve he decided that his pocket money was not sufficient for his needs. So he helped a neighbour build a garage and earned a few pounds for his labour, and then, when he was thirteen he took on a newspaper round. He got up at 6 a.m. every morning, cycled to the newsagent's where they were sorting out papers, took his own heavy bundles and delivered them to the houses on his route. Then he cycled home, ate his breakfast, rushed through the last of his homework and cycled to school. For delivering newspapers six days a week he received four times as much as his weekly pocket money. His parents made him put half the earnings in a saving bank; with the other half he bought rock records.

He was still overweight and the doctor insisted that he should exercise, so he began swimming at the local pool. His parents were delighted with his sporting enthusiasm but suddenly found themselves worried because they were never quite sure where he was or whom he was with. He started getting bad marks at school, and Bill said that unless they improved he would forbid Peter to go swimming. Peter said, "I thought you were glad about my swimming. Now you want to stop me enjoying myself healthily!" Carol suddenly noticed that he had grown into a large young adult.

2. Which of these adjectives best describe the children:

Sarah: unhappy, self-contained, adaptable, secretive, strong-willed, shy.

Peter: hard-working, independent, weak-willed, resourceful, stubborn, spoilt.

3. Express your opinion.

What do you think of the Tailors?

Do you think the children are going to be well-prepared for hardships of life? Give reasons?

4. Make up a dialogue with your partner around the following situation:

You've been to Great Britain and got acquainted with some English families. You and your group-mate compare and discuss family life and problems connected with it in Great Britain and Russia.

UNIT 2. Character.

Focus on:

- Talking about traits of people's character
- Talking about people's likes and dislikes.
- Quantity determiners.
- Past Simple.

STARTING POINTS

Before you start Unit 2, look back at the learning objectives of Unit 1 and answer these questions:

- How many new words did you learn?
- How well did you arrange the topic vocabulary?
- How good were you at doing grammar exercises?
- How good was your participation in pair and team work?
- How much did you improve in reading, listening, speaking and writing?
- Which activities were difficult for you?
- Which class activities did you enjoy most of all?

Look at the learning objectives in Unit 2 and discuss them.

1. Read the definitions for the words 'feature' and 'trait' and answer these questions:

- Are these countable or uncountable nouns?
- How many syllables are there in the word 'feature'?
- How many syllables are there in the noun 'trait'?
- Do we use 'feature' to speak about someone's character?
- Which of the words do we use to speak about someone's character?

Feature [ˈfi:tʃə] - noun [count] a part of your face such as your eyes, nose, or mouth: *Her large blue eyes were her best feature.*

Trait [treɪt] noun [count] a particular quality in someone's character: *character/personality traits*

2. Continue the list below. How far can you go?

Traits of character: modest, honest, ...

Attitudes towards people: kind, friendly, ...

Attitudes towards life: optimistic, sensible, ...

3. Organise these words into pairs of opposites.

Model: mean – generous

Mean, tense, clever, nice, lazy, relaxed, hard-working, cheerful, generous, stupid, miserable, charming, sociable, self-confident, self-conscious, industrious, talkative, ambitious, sensitive, sensible, reliable.

4. What prefix forms the opposite of these words: *un–, dis–, in–, im–*?

Model: kind – unkind honest – dishonest

polite – impolite sensitive – insensitive

Sensible, reliable, sincere, sociable, happy, friendly, flexible, ambitious, pleasant, patient, balanced, considerate, attentive, obedient, orderly, respectful, honest.

5. What nouns can be formed from these adjectives?

Model: proud – pride

confident	optimistic	jealous	honest	lazy
sensitive	generous	reliable	angry	kind
embarrassed	strong	ambitious	happy	sad

6. Which of the adjectives in the box would you use to describe a person?

Model: A person who is always enjoying others' company is sociable and easy-going.

- Who is always disagreeing with others?
- Who may take pleasure in others' pain?
- Who is not polite to others?
- Who is always telling the truth to others?
- Who is usually unhappy if others have what he/she does not have?
- Who is taking life easily?
- Who usually works very hard and with pleasure?
- Who has a lot of common sense?
- Whose feelings are easily hurt, who is easily offended?

cruel, easy-going, envious, even-tempered, hard-working,
honest, ill-mannered, impolite, jealous, quarrelsome,
reliable, rude, sadistic, sensible, sensitive, sincere, sociable

• What kind of person are you?

7. Say it in English.

1. Мой брат очень застенчивый. 2. Люди, которые постоянно опаздывают, ненадежные, по-моему. 3. Не люблю жадных людей. 4. Петр очень гордый человек. Он никогда не попросит помощи, он всегда старается сделать все сам. 4. -- Что ты думаешь о нашем новом преподавателе? -- Мне кажется, он очень знающий человек, и надеюсь,

справедливый. 5. Света очень общительная. В любой компании у нее через пять минут появляются друзья. 6. Если ты хочешь быть хорошим студентом, ты должен быть трудолюбивым и аккуратным. Ты должен серьезно относиться к учебе. 7. Нина очень трудно приспосабливается к новым условиям жизни. 8. Никогда не встречала таких ленивых людей, как Жанна. 9. Евгений и Борис два брата. Более того, они близнецы. Но один брат – спокойный, уравновешенный, немногословный, а другой, наоборот, – шумный, болтливый и вспыльчивый.

EXPANDING THE TOPIC

Text 1. APPEARANCES AND CHARACTERISTICS

1. Before you read the text answer these questions:

- Do you have many or few friends?
- Is it good to have very many friends?

2. Read the text according to the marked intonation. Then listen to it.

I want to tell you **a little bit** about **some of** my friends from England.

First of all, there is my friend James. He is only five months younger than me, so we are about the same age. We studied at Nottingham University together and we lived in the same house in our final year. James studied Russian and German and now he is teaching English in Germany. He is enjoying teaching in Germany but he does not want to be a teacher back in Britain. Although it is considered an excellent profession, it doesn't always pay very well!

James is very tall, taller than I am, and well-built with broad shoulders, so he looks big but not fat. He makes **some** people look very small when he stands next to them! He has short, dark brown hair and a long face with large features. He is not very athletic but sometimes he likes to play football, tennis or badminton. James is a very sociable person and he likes to spend **a lot of** time with his friends, either at home or in the pub. Sometimes he is **a bit of** an extrovert, especially when he's had a couple of drinks! Music is one of his passions and he spends **a lot of** time listening to his stereo and he goes to quite **a few** concerts. James has an excellent sense of humour and we are always laughing together about **something!**

Another friend I would like to tell you about is Andrea. Andrea is also in her early twenties and she also studied at Nottingham University. Andrea is tall and slim, in fact, she is quite tall for a girl. She has shoulder-length brown hair, or rather, chestnut hair with a reddish tinge. Andrea has got quite a round face with rather striking features and she has **lots of** freckles. Andrea is not **as much of** an extrovert as James but she is still very sociable and certainly not shy; she is not afraid to put across her personal opinions. Reading is one

of Andrea's favourite pastimes, although she does also like to listen to music. She is very fond of going to the cinema, but hates television. James, on the other hand, loves to watch telly, particularly soap operas. Andrea is a very pensive person and sometimes likes to spend some time on her own.

So, these are two of my friends from England. I have **many more** who are all different, but at the same time, we all must have **something** in common for us all to be friends!

3. *Before you read the text out loud, practise the following:*

Sounds: [jʃ] : University, music, humour

[ɒ] : not, a lot of, across, fond, concert, opera, in common ...

[w] : want, well-built, when, very well

[ŋ] : English, England, Nottingham, younger, long, length, teaching, listening, reading, striking ...

[t] : months, athletic, something

[ð] : with, the other, another, although, either, together

[tʃ] : teacher, feature, watch ...

[dʒ] : James, age, German, tinge ...

[s] : house, consider, cinema, sometimes, something, excellent

Word Stress:

O : James, lived, house, tell, friends, five, months, so ...

Oo : Andrea, people, humour, tennis, reddish, feature, person, ...

Ooo : Nottingham, Germany, cinema, extrovert, excellent, badminton,

oOo : another, together, athletic, enjoying, ...

Assimilation: title, people, fact, looks, Britain, profession, in the, at the,

Friend James, about some, but not, look very, has short, ...

Linking: First of all, lots of freckles, with large, long face, there is, are about, on her own, ...

Intonation patterns:

(Low Prehead) + **Head** + **Low Fall** + (Tail) :

First of all, ... He is only five months younger than me, ...

We studied at Nottingham University together

.... it doesn't always pay very well! James is very tall, ...

(Prehead) + (head) + **Low rise** + (Tail) :

He has short, dark brown hair he likes to play football, tennis ...

(Prehead) + (Head) + **Fall-Rise** + (Tail): James Music ...

.... but sometimes especially

Can you add more examples from the text to the patterns practiced above?

4. *Look at the quantity determiners in bold and discuss their meaning.*

(For more practice on quantity determiners, turn to Grammar Builder }

5. Answer these questions:

1. Does Martin have many friends? Who would he like to speak about?
Why do you think he has chosen to speak about James and Andrea?
2. How did they come to know each other?
3. Did they share the same house all the years of their university study or only in their final year?
4. What did you come to know about James?
5. Why wouldn't he like to be a teacher back in Britain?
6. What did you come to know about Andrea?
7. Is she as much an extrovert as James and Martin?
8. What proves that she is "certainly not shy"?
9. Have you got the impression that Martin likes his friends? What makes you think so?

6. Look at these quotations and express your opinion about friendship.

Diogenes [dai 'pɒɡɪnɪz] (412? – 323 B.C.): "A friend is another I".

Emerson, Ralph Waldo (1803 – 1882): "A friend is a person with whom I may be sincere. Before him I may think aloud..."

Maliere, Jean Baptiste Poquelin (1622 – 1673): "The more we love our friends, the less we flatter them."

Irving, Washington (1783 – 1859): "Whenever a man's friends begin to compliment him about looking young, he may be sure that they think he is growing old."

The following conversational formulas will help you:

- **to agree:** That's quite right / true.
That's just what I was thinking.
I couldn't agree more.
I entirely agree with you...
- to disagree**
I don't / can't agree...
I am not at all sure, ...
I don't think that's right...
That's not the way I see...
I'm afraid I can't accept...
I'm not entirely convinced...
- **to give your opinion:** I think.../ In my opinion, ...
It seems to me...
I'd like to say...
As I see it, .../ The way I see it, ...
If you ask me, I suppose, ...
Well, my own opinion is that...

7. Write 3 paragraphs around these questions:

1. What do you look like? What does your best friend look like? Do you and your friend look alike?
2. What characteristics do you like and dislike in other people? What do you like about your best friend's personality?
3. Do you agree that people must have something in common for them all to be friends? What do you and your best friend have in common for you to be friends? Are you still different? What makes you different? Yet, are you a good combination, do you think?

CRITICAL THINKING

Jerry Ascota is an American. He is a bachelor, but he'd like to get married. He wants a wife from Russia. This is his letter to one of his friends in Russia in which he encloses some information about himself.

September 1, 1999

Hello Olya,

1. I was so happy to receive your letter! I arrived home on August 14 and started work the next morning. I hope all is going well with you and Max. Have you married yet? If so, tell him I think he is the luckiest man in the world to have you as his wife! Thanks for noting my birthday. I was in Arkhangel'sk at the time. I wish I could be at your birthday party but unfortunately will not quite be able to make it. I have made many excellent business contacts and met many wonderful people on my journey and am very confident that I can develop a very successful business in spite of the gargantuan problems of doing business in Russia and Ukraine. I am enclosing two photos of myself and information about myself to help you find a wife for me. I also enjoyed our conversations and admire your tenacity and optimism under such difficult times. I will probably be in St. Petersburg in mid December and in Moscow about 4 days later. When I will be in Nizhny Novgorod I do not know at this time. I will be purchasing my ticket some time this week and can give you a better approximation after this. My Russian is improving but not at the rate I would like. It is now very difficult since I am in an English speaking environment but I will continue studying and practicing nevertheless. Please give Max and Helga my best regards. Below is information, etc. about me:
2. I am 183 cm tall and weigh 75 kg. I am 45 years old; my birthday is July 25. I am in excellent health and have a great amount of energy. I have a degree in chemistry with minors in math, physics, biology, and physical education

and also have a degree in real estate. I am a high school science / math teacher and am also starting an import / export business specializing in high quality folk art and crafts made in Russia and the Ukraine. I plan to leave teaching and work on my business full time in the future. I live in the suburbs about 60 km from the center of Los Angeles, California, near the base of a mountain range called the San Gabriel Mountains. The mountains and beaches are nearby. There are also many colleges and universities nearby. One can go to the beach and snow ski on the same day during winter! The climate is very hot during the summers (33 – 40°C) and pleasant during the winter (16 – 25°C).

I enjoy traveling enormously. In the summer of 1996 I traveled for over two months throughout Eastern Europe, St. Petersburg, Moscow, the Scandinavian countries, the Netherlands and Belgium. This past summer (1999) I traveled for over two months to many cities, towns and villages in Russia and Ukraine. I have been to Russia four times and Ukraine twice since 1992. I have traveled to all the Western European countries except Luxembourg and Portugal.

My hobbies and interests include: travel, hiking, camping, reading, writing, photography, exercising, basketball (I coached college level for 5 years), brickwork, stonework, carpentry, intellectual conversation, and great literature. I like both classical and rock music along with bluegrass and international folk music. I play classical guitar and especially enjoy Bach.

I am an adaptable person, a good listener, a problem solver, and determined. I am optimistic and enjoy spontaneous humor. I am a very patient, kind, supportive, and loyal person. I value wisdom. I am an adventurous person and enjoy taking risks.

I have been studying Russian for over a year and can understand very simple Russian now. I presently have a private tutor (native Russian), use cassettes, books, and a Russian language training computer program. I have improved significantly during the past summer in Russian and Ukraine. It would be nice if you write me in Russian with English translation if you want.

The authors that I read include: Dostoevsky, Hesse, Kafka, W. Somerset Maugham, Winston S. Churchill and various 18th and 19th century English and Russian authors. Emily Dickinson (American) is my favorite poet though I seldom read poetry. I tend not to care for most American authors. I also enjoy reading history and articles in science magazines.

I enjoy science fiction films, films with historical settings, and adventure films. I also enjoy going to concerts, plays, and especially art museums particularly when I am traveling abroad.

3. If you are interested in writing me, please tell me about yourself, your family, your friends, your job and the things you do each day. How do you

feel about the world and people in general? How do you feel about your place in the world? Where and how large is your city? What university did you graduate from? Where have you traveled? What are your favorite places in Russia and other places you have traveled? What do you think of and know about America? If you were to live in America, what do you see as your future in America? If you remain in Russia, what do you see as your future there? Do you like pets? Tell me about marriage, children, and education. If possible, I would like photos of you and your family.

4. Olya, I trust this information will help you. I look forward to receiving another letter from you. I hope you are eating better; I worry about your health. Take care of yourself.

With fond memories,

Jerry Acosta
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Notes:

Am.E.

Br.E.

- | | |
|-----------------|------------------|
| 1. traveled | travelled |
| practice | practise |
| specialize | specialise |
| favorite | favourite |
| humor | humour |
| program | programme |
| center | centre |
| presently = now | presently = soon |
2. **real estate** = business which deals with property in the form of land and houses
3. I have a degree in chemistry with **minors** in math, physics, biology and physical education.
minor (n) – the subjects which are studied at a university as not the chief ones; which are not so important as the major subjects.
4. When I will be in Nizhny Novgorod I do not know at this time.
The order of clauses is indirect: the object subordinate clause + the main clause.
The normal word order: I do not know at this time (=now) when I will be in NN.

1. Answer these questions:

1. What is Jerry's attitude to Olga? Does he like her? Prove it.
2. What is the primary purpose of his letter?
3. Why do you think he is looking for a wife in Russia?
4. Do you think Jerry is an enviable candidate for a husband?
5. Will he make a good husband?

2. Look at these sentences and answer the following questions.

- 1) I have **a great amount** of energy.
- What other synonymous quantity determiners can be used in this sentence?
- 2) I am going **to leave** teaching.
- What other synonymous verbs can you use instead of the verb **to leave**?
- 3) **I trust** this information will help you
- What other synonymous phrase can you use in place of **I trust**...?
- 4) I enjoy traveling **enormously**. / I have improved **significantly** during the past summer in Russia and Ukraine.
- Replace the words in bold type by a synonymous word.

3. The second part (2) of the letter consists of several paragraphs.

- **What do you learn about Jerry from each paragraph?**
- **What adjectives does he use to describe himself? Write them out.**

4. Choose the right answer.

1. Jerry is...

- 1) satisfied with his Russian.
- 2) not fully content with his Russian.
- 3) not fully content with how his Russian is progressing.
- 4) making good progress in Russian.

2. Jerry envies Maxim because...

- 1) Maxim is married.
- 2) Maxim is going to marry.
- 3) Maxim is happy to have Olga as his wife.
- 4) Maxim is going to have Olga as his wife.

3. It is difficult for Jerry to study Russian now because...

- 1) he has no one around to speak Russian with.
- 2) he has only a private teacher of Russian to practise his Russian.
- 3) the environment doesn't enable him to speak Russian as much as he would like.
- 4) relatives and friends don't approve of his desire to master Russian.

4. The word "tenacity" in paragraph 2 means:

- 1) courage
- 2) tendency
- 3) patience
- 4) obstinacy

5. Jerry writes that...

- 1) he will be happy to be at Olga's birthday party.

- 2) he won't be able to be at Olga's birthday party.
- 3) he hopes to be at Olga's birthday party.
- 4) he promises to be at Olga's birthday party.

6. *Jerry writes that the climate in California allows you...*

- 1) to ski in winter and to go to the beach in summer.
- 2) to ski in the morning and to go to the beach in the evening.
- 3) to ski on the beach during the summer.
- 4) to ski and to go to the beach on the same day during the winter.

7. *Jerry writes that after booking his tickets this week he will be able to inform his friends:*

- 1) whether he will come to Nizhny Novgorod or not.
- 2) that he won't be able to come to Nizhny Novgorod.
- 3) about an approximate date of his visit to Nizhny Novgorod.
- 4) about the exact date of his visit to Nizhny Novgorod.

5. *In the third part of his letter Jerry asks a number of questions. How would you answer these questions if Jerry asked you?*

6. *Imagine you are the addressee of Jerry's letter, you'd like to help him. You are having a talk with a female acquaintance of yours telling her about Jerry. Try to get her interested in him.*

UNIT 3. House. Home.

Focus on:

- Talking about people's lodgings and living conditions.
- Present Perfect. Present Perfect Progressive.
- Integrated usage of Tense forms.
- Reported Speech (in the Present).

STARTING POINTS

Before you start Unit 3, look back at the Learning Objectives of the previous Unit and decide how you did the skill activities:

Did you expand your vocabulary on the topic?

Which way did you use to enter new words into your vocabulary book?

Were you good enough as a partner of a team?

Which activities did you find easy to perform?

How would you grade your reading, listening, speaking and writing skills?
 (“Excellent” / “Good” / “Fairly Good” / “Satisfactory” / “Poor”)

Which activities would you like to improve in Unit 3?

1. Read the information about the words ‘House’ and ‘Home’ and answer the following questions:

Is the word ‘house’ a countable or an uncountable noun?

In which meaning is it uncountable?

What kind of noun is it in meaning 2?

What words often go with it?

Is the word ‘home’ a countable or an uncountable noun?

In which meanings is it countable and in which ones is it uncountable?

What phrases is it used in?

House [haus] (plural houses [ˈhaʊzɪz]) noun [count]

1. building for living in, usually where only one family lives: *I’d love a house with a garden. a two-/three-bedroom house.* move house (=go to live in a different house): *We’re moving house at the end of the month.*

keep house (for someone)= to be responsible for cooking meals and cleaning a house for someone. Housekeeper - noun [count]= someone whose job is to clean someone else’s house and sometimes cook their meals. Housekeeping - noun [uncount]= the jobs that need to be done in a house, for example cleaning and cooking.

2. [singular] the people who are in a house or who live there: **HOUSEHOLD:** *The noise woke the entire house.*

Home noun [count or uncount]

1. the place where you live: *We go to a school close to our home.*

at home: *Peter isn’t at home today.*

away from home: *I hate being away from home too long.*

2. [uncount] the place where your parents live and where you grew up: leave home (=permanently stop living with your parents): *I left home when I was 18.*

3. [uncount] the country or city where you live: *We decided to make Jamaica our home. California is home to many vineyards.*

4. a building where people who need special care can live and be looked after, for example an old-people’s home or a children’s home: *They didn’t want to put their mother in a home. A home for orphans. The city dogs’ home.*

Feel at home = to be/feel/look relaxed and comfortable in a particular place or situation: *Daniel looks very at home with the children. They did everything they could to make me feel at home.*

make yourself at home = to feel relaxed and behave in the same way as you do in your own home: *Make yourself at home while I go and find those photographs.*

2. *Make connections:*

строить дом	To be at home
ехать домой	To keep house
жить в старом доме	To return home
быть дома	To build a house
чувствовать себя как дома	To live in an old house
по дороге домой	To go home
помогать по дому	To feel at home
вести хозяйство	To help about the house
возвращаться домой	On the way home

- *Complete the following sentences with one of these verbs of movement with the noun "home".*

arrive, come, drive, get, go, leave, reach, ride

1. _____ straight home after the theatre, won't you?
2. After all the workers _____ home, she stays behind to clean her desk.
3. How do you usually _____ home from work?
4. We _____ home safely yesterday.
5. Can you _____ me home?
6. I usually _____ home for the university very early, earlier than my father _____ home for work.
7. We _____ home in his car.
8. It started pouring with rain, when we _____ home, thank God.

3. *Complete the sentences with home, house, flat, room.*

1. People like to feel secure in their own
2. Are you coming to Sophie's ... tonight?
3. He has a ... in London as well as a country ...

4. He likes to spend the weekends with his family because his ... life is very important to him.
5. There are some very old ... in this part of town.
6. Do you live in a ... or a ... ?
7. Our ... is the one with the pink door.
8. The lift's broken in their block of ... again.
9. Tommy has a fever so his mom made him stay ... today.
10. He rented ... downtown.
11. The good thing about my job is that I can often work at
12. The street was lined with identical red-brick

4. Continue the list below. How far can you get?

Houses: tall, one-storeyed, ...

Rooms: a bedroom, a lounge, ...

Furniture: a sofa, a bed, ...

Small things you have at home: a reading-lamp, a clock, ...

5. Look at these buildings and attach the names of various houses to them.

- | | |
|-----------------------|--------------------|
| a cottage | a terraced house |
| a detached house | an office block |
| a semi-detached house | a caravan (a van) |
| a block of flats | a castle, a palace |
| a bungalow | a villa |
| a skyscraper | a hut |



6. Read the sentences and pay attention to the meaning of the words in bold type.

1. My father expects me to help mow the **lawn** this weekend.
2. He keeps all the gardening tools in a **shed** in the corner of the garden.
3. There's no room for those suitcases down here. Put them up in the **attic**.
4. The burglars got in by climbing up a **drainpipe** and through the bathroom window.
5. They got on so well with their neighbours that they decided to take down the **fence** between their gardens.
6. There must be someone home. I can see smoke coming out of their **chimney**.
7. We keep all the wine in the **cellar** because it's so much cooler down there.
8. I couldn't see over the **hedge**, but I could hear children playing in the front garden.

7. Complete the descriptions:

Model: The bedroom is a room where you sleep.

The kitchen.../ The bathroom.../ The lounge .../ The dining room ...

A spare room .../ A study .../ Children's room .../ A bedsitter ... / A guest room ... / A kitchen ... / A sitting-room ...

8. Fill in the blanks with "it is" or "there is / there are".

1. ... a beautiful picture. 2. ... three drawers in the desk. 3. ... fine roses in the vase. ... a present from a friend of mine. 4. Hurry up! ... no time to lose! 5. ... the only room to let. ... no other rooms here. 6. ... not a pantry. ... no pantry in this flat. 7. ... no gas in the house. ... an electric cooker, ... very convenient. 8. ... a pity ... no telephone in your flat. 9. ... two large windows in the bedroom, so ... quite light. 10. ... really a nice table but ... no place for it in my room. 11. ... a coat-stand in the corner of the hall. 12. ... a gas-stove and a fridge in our kitchen. 13. ... any shelves in your kitchen? 14. ... a new house opposite your school? 15. ... a new shop or a new post-office opposite your house? 16. ... a lot of furniture in their flat? 17. ... some chocolate and three pieces of cake on the plate. 18. ... no fruit at home. Let's go and buy some. 19. ... some magazines and a dictionary on the shelf. 20 ...any mail for you today?

9. Fill in the blanks with prepositions or adverbs if necessary.

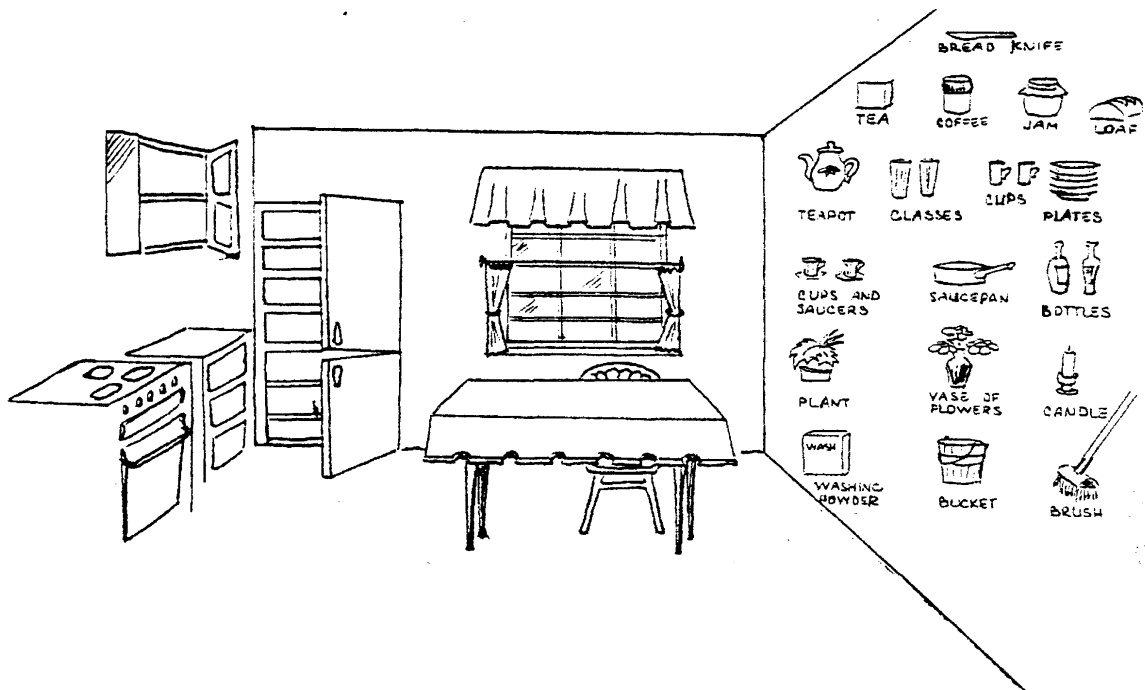
If you enter our kitchen you'll see a window right ... the door. There are light nylon curtains ... the window and lots ... plants ... the window-sill. ... front ... the window stands a dinner-table ... four chairs....

... this table we usually have meals. ... the left ... the table there are a few shelves ... different kitchen things ... them. ... the floor ... the shelves there stands a fridge. We can't do ... it, especially ... summer. ... right wall, ... the fridge you can see a sink ... two taps: one ... cold water, the other -- ... hot. We try to keep our kitchen ... good order, so it is always clean and tidy. Come and have tea ... us ... some day!

10. Copy the drawing of the kitchen into your notebook. Put the various objects in the guide at the places you think they can stand at the moment. Then ask each other questions about the position of the objects:

Model: - Where did you put the teapot?

- I put it on the table. It is on the table. And where did you put it?



• Compare your and your partner's kitchens..

Model: I put the teapot on the table. So did Helen. While I keep plates in the cupboard, Helen keeps them on the shelf above the chest of drawers. In "my" kitchen the plant is on the window-sill, but in "Helen's" it is on the table.

11. Compare the lounge in the picture with the lounge in your flat .

Model: Our lounge is not as spacious as the lounge in the picture. We don't have so many things in it. There is no dining-table in our lounge, but we have a small coffee-table in the left-hand corner in front of the sofa.



12. Ask your partner these questions and then tell him/her the same about yourself.

1. Where do you live: at home, at the hall of residence or rent a room? 2. Do you like the district you live in? 3. Is it in the centre of the city or on its outskirts? 4. Is there a supermarket / a school / a hospital / a cinema / a library in your neighbourhood? 5. Is it a busy shopping street? 6. Are there always many people around? 7. Is the traffic in the nearby street heavy? 8. Is it a long way to the University? 9. Is there a bus or a tram stop, or an underground not far from your house? 10. Is your street green? It's lined with trees, isn't it? 11. Is there a nice yard behind the house? 12. What kind of house do you live in? Is it a detached cottage or a block of flats? 13. What conveniences have you got? Is there a rubbish chute? What about a telephone? Have you got one? 14. What can you say about the room you live in: is it large / small / light / warm? Is it square or long and narrow? Is the ceiling high? Is the floor parquetted? Are the walls papered or whitewashed? Are there any carpets on the walls? Is there a carpet on the floor? Are there many things in your room? How is the furniture arranged? Have you got a TV-set and a stereo-system? 15. Have you got a collection of books at home? Where do you keep them? 16. Have you got any shelves in your room? Where are they? What things do you keep there? 17. Is there a bookcase and a wardrobe? Where do they stand? What things do you

keep in your wardrobe? Is the bookcase full of books? 18. What kind of table is there in your room? Where does it stand? 19. Are there any chairs and armchairs? 20. Is there a wall mirror in your room? Where does it hang? 21. Is there a bed or a sofa in your room?

13. Translate into English.

У моего друга двухкомнатная квартира в 5-этажном доме. Квартира находится на третьем этаже. Квартира небольшая, но уютная. Гостиная довольно просторная и светлая. Там стоит стол и несколько стульев. Справа стоит книжный шкаф. Напротив в левом углу телевизор и два кресла. Его жена собирается покупать новую мебель. Мой друг против. Ему нравится их старая мебель. У них очень удобная и большая кухня. В квартире большая прихожая. Квартира довольно хорошо спланирована. Мои друзья довольны своей квартирой. У меня тоже такая квартира. Но я собираюсь переезжать. Я собираюсь купить дом.

EXPANDING THE TOPIC

1. Read the text 'HOME'. Enter all new words into your vocabulary book.

We've already talked about my family and friends, so now I'm going to tell you about where my parents live in England and also about where I lived when I was a student.

There is a famous saying that "an Englishman's home is his castle" and it is true that most people in Britain take great pride in their homes. My parents live in a flat in a small town called Epping, just outside London. They **have only been living** there for about 18 months. The flat is not very big but it is cosy. There are five rooms, including the kitchen and bathroom. You've **probably heard** that every English home has a large fireplace with a wood-fire burning to keep the room warm on long winter evenings. Well, I'll have to disappoint you, I'm afraid: in my parents' flat there is nothing of the kind, but there are all modern conveniences, of course: central heating, gas, electricity and hot and cold running water.

My parents are moving house soon, though, to a nearby town called Harlow, where they **have just bought** a house. It has six rooms: a lounge, dining-room, and a kitchen downstairs, and two bedrooms and a bathroom upstairs. There is also a small attic. It is only a small house but it is brand new, in fact, it is still being built now.

Although Epping is a more attractive town than Harlow, my parents can't afford to buy a new house there because they are too expensive. But they are looking forward to moving in because my mum can choose new furniture, carpets and curtains and my dad can do the gardening. The fact is that they

have also got a small piece of land and he is going to turn it into a nice garden. In English we say that people who are good at gardening have green fingers. Well, my dad has got green fingers, so I'm sure that before long there'll be a garden full of flowers and vegetables.

When I was a first-year student at Nottingham University, I lived in a hall of residence on the University campus. I had a room to myself which had all the necessary furniture. It was smaller than the room I have here in Nizhnii Novgorod, but it had a washbasin, slightly newer furniture and a carpet on the floor. Then in the second year I shared a small two-storeyed house about a mile away from the campus with two other students. We each had our own room which had a bed, of course, a wardrobe, a desk, bookcases and so on. Then we also had a lounge where we had comfortable armchairs and a sofa and we used to spend lots of time in there watching television! Of course we also had a kitchen and a bathroom. We tried to make our house as cosy and homely as possible and we put pictures and posters on the walls, rugs on the floor and plants on the shelves. We often used to invite friends round for dinner, and we'd sit round the dining-table in the kitchen for hours catching up on all the latest gossip!

When I go back to England, I'll have to look for a place of my own to live, hopefully a small cosy flat which I can furnish how I like. Since I first thought of owning my own place, **I've been dreaming** of a small but comfortable house with a panoramic view of London. But houses in London are extremely expensive and I don't have much money. Perhaps my dream will never come true.

2. Prepare the marked passage for reading out loud.

3. Analyse the actions expressed by the verb-forms in bold type.

(For more information and practice on the Present Perfect and Present Perfect Continuous, turn to Grammar Builder)

4. Match the words from the text (on the right) with their definitions.

- | | |
|---|--------------------------|
| 1. to fail to fulfil the hopes of a person; | a) nearby |
| 2. new and completely unused; | b) to come true |
| 3. the grounds and buildings of a university | c) to have green fingers |
| 4. a building belonging to a college or a university where students may live and sleep; | d) to catch up on |
| 5. to happen just as was expected or wished; | e) brand |
| 6. to do what needs to be done in order to come up to date; | f) to disappoint |
| 7. to have or to do something with others; | g) campus |
| 8. close by; | h) a hall of residence |
| | i) to share with |
| | j) turn into |

9. to change in form or nature;
10. to have a natural skill in making plants grow well.

5. Complete the sentences with the words from the previous exercise.

1. His dream of winning a gold medal 2. I have to on my work, so I can't go out tonight. 3. In fifty years this place from a little village a large town. 4. Do you live on or in the town? 5. We haven't enough books for everyone; some of you will have to 6. Mr. Green's name fits him perfectly, as he has the most beautiful garden in our town, so everyone says that Mr. Green He grows both fruits and vegetables very successfully. 7. I am sorry you, but I can't come after all. 8. When did you buy this sofa? It looksnew. 9. Some students are of the opinion that is not the most convenient place to live and to study. 10. Seating himself on a chair, Mr. Hargraves opened his briefcase and took out a file.

6. Use the words and phrases from the text to translate these:

Мой дом – моя крепость; небольшой городок по имени; соседний город; иметь отдельную квартиру; очень скоро; позволить себе приобрести что-то дорогое; поддерживать тепло в квартире; соседний город.

7. How are these ideas expressed in the text?

- to move to a new place to live
- a very attractive town
- to be busy with gardening
- to be keen on gardening
- a small house consisting of two storeys
- to have a complete view of London
- to be anxious to move
- a five-roomed flat
- to be proud of one's home
- a well-known saying

8. What does Martin Brown remember about his student life?

- Where did they use to spend lots of their time when at home?
- Did they use to invite friends round to dinner?
- What would they like to do while sitting round the dining-table?

9. When Martin Brown was a first-year student at Nottingham University he lived in a hall of residence on the University campus. Do you remember:

- if he had all the necessary furniture there?
- if he is staying at a hall of residence in N.Novgorod as well?
- What was his room in the Nottingham hall of residence like? Was it smaller or bigger than the room he lives in here, in N.Novgorod?
- if the furniture was newer in his room in Nottingham or in N.Novgorod?
- if his room in N.Novgorod has a carpet on the floor? if he had a carpet on the floor when he lived in the Nottingham hall of residence?

10. Translate it into English.

Никак не могу привыкнуть к общежитию. Здесь очень шумно, особенно по вечерам, когда нужно готовиться к занятиям на следующий день. Думаю, надо снять квартиру, хотя это и очень дорого. Хорошо бы найти кого-нибудь, кто тоже нуждается в отдельном жилье. Мы бы могли поселиться вместе и тогда плата за квартиру будет дешевле. Для начала надо почитать объявления в местной газете.

11. Mary is a student. Recently she's got a place of accommodation at a hall of residence in London. Some words and phrases are written in Russian. While reading the letter translate them into English.

23 Student Street
London, N.W. 47
10th November, 2003

Dear Mum and Dad,

I am delighted to tell you that now I've got a place (в общежитии) and that's where I'm writing from. It's in Student Street which is called so because there are (несколько) colleges and the University here. We are lucky it isn't (далеко) from our college, either. The street is all green, lined with trees and there are still flowers (на клумбах) though it's November already.

I share the room with someone from my group. Of course, I know (очень мало) of her yet but she seems to be (общительная) and kind. She spent (несколько) years in Paris with her parents, so she speaks French (намного лучше) than anyone else in the group.

The room is quite enough for the two of us. We (въехали) a few days ago and everything is in its place now.

You will certainly be interested to know what our room (представляет собой). Well, it's (немного) larger than my room at home, with a big

window right (напротив) the door. (Прямо перед окном) there is a writing-table with a table-lamp on it. (По обеим сторонам) of the table there are beds. I take the one (слева от стола) with two shelves above. On one of them I keep some of my books, (другие) are (в ящиках) of the desk, (на другой) – a radio, an alarm-clock, a mirror, my favourite teddy-bear and our family photo. (Посередине комнаты) there is a dining-table and near the door – a cupboard. There are also (несколько) chairs and an armchair (в правом углу.) It's a pity we haven't got a television-set; but there is one in the hall (на первом этаже). So, we can watch television when we have some spare time, which isn't quite often, though. As a matter of fact, we have a lot to do at college. I'm up to my ears in work and happy to have good (условия для жизни и работы). Here at the hostel there is a language laboratory and a reading-room, and a canteen, too. There is also a kitchen next door and we can use (газовой плитой), if we like. As you can see, **I've settled down** quite well here. Yet, I (скучаю по дому) at times. Now that I am far away I understand: there is (нет такого места, как) home. Well, so much for myself. (Как вы) and how is Granny's health? Is there any (новости) of Lucy and Mike? (Как насчет) their new flat? Please, give everyone my fondest love.

Yours, Mary.

- *Listen to the recorded version of the letter to make sure that you have translated the Russian parts correctly.*
- *Explain the meaning of the Present Perfect tense form in bold.*

12. Make up a dialogue around the following situation:

You are Mary's mother (father). You have just read your daughter's letter. Now you are calling your mother to tell her the news about Mary. Granny is very happy to hear that everything is all right with Mary. She sounds very concerned and asks a lot of questions about Mary and her room-mate.

13. Now you are going to read a letter from Mary's mother to her daughter. This time you are to read the letter completing it with articles if necessary.

14 Park Avenue,
Wembly, 684,
17th November, 2003

Mary dear,

It's less than ... month that you're away from ... home but it seems ages. We miss you badly, so it's sweet of you to write often. We are all fairly well

and pleased you are too, in your room at ... hall with ... nice room-mate. Dad and I are back to ... work after ... holidays, Granny does most of ... work about ... house – just ... usual run ... things, as you can see. I can't say I see much of Lucy and Mike, but we speak much over ... phone. Their latest news and chief topic of ... conversation is ... new flat, of course. They are moving ... house somewhere around ... end of ... month. As you can imagine it's quite ... event for them and they are, certainly, anxious.

Their new apartment is in ... block of ... flats in ... new district on ... outskirts of ... city. It's ... pretty long way from ... centre, but that doesn't matter much as there is ... underground round ... corner. Lucy is ... little upset that ... flat is on ... top floor of ... twelve-storeyed house, but this can't be helped and, after all, there is ... lift.

As far as I know, it's ... two-room flat with ... bathroom, ...lavatory, ... spacious hall and ... balcony. ... kitchen is very comfortable, with ... electric cooker and ... built-in furniture. There are also ... few built-in wardrobes in ... hall and ... bedroom which is very convenient, no doubt. There are, certainly, all ... modern conveniences in ... flat: ... electricity, ... central heating, ... hot and cold water supply.

That's our news for ... present. There is nothing else I can say, just that we are lucky with ... weather. It's fairly warm and doesn't at all look like ... autumn.

How are ... things with you? We all send you our love and kisses.

Yours, Mum.

- ***Listen to the recorded version of the letter to make sure you have used the right articles.***

- ***Make up a dialogue around the following situation:***

You are Mary. You have just read the letter from home. Your room-mate comes into your room and sees you holding the letter in your hands. Naturally, she/he wants to know if the news from home is good. You are happy to share the news about your family with her/him.

14. Answer these questions about yourself.

1. Are you homesick at times? Have you ever stayed from home for a long time? Do you often write letters home? When are you going to write a letter again? Since when haven't you had a letter from home?

2. Do your people know about your living conditions here? What can you say about them? 3. Are your living conditions at home better than here? How long have your parents had their present flat? What kind of flat is it? Is the flat well-planned? 4. What about the kitchen? What is it like? What kind of

cooker is there in the kitchen? How long have your parents been using it? Is it convenient to have a cooker like that? 5. Have you got a fridge at home? Does it keep the provisions fresh for a long time? Which season do you think a fridge is most necessary? When did you buy it? How long have you been using it? Is it still in good condition? 6. Are there any built-in cupboards in your kitchen at home? 7. Do you think it's convenient to have built-in furniture? 8. Is there much furniture in your flat? Is it all modern or are there any pieces of the past? 9. What do you call the rooms in your flat? Which of the rooms in your flat is the cosiest? What makes it so cosy? What does it look like? Is it always in good order, is everything in its place? Is there a balcony in this room?

- *So what can you tell your group-mates about your living conditions?*

15. Read the dialogue between a landlady and a new tenant. Listen to the recorded version of the dialogue and learn it by heart. Act it out.

Finding Out The House Rules

- Well, it's a lovely room. It's quite a nice size.
- Oh yes. It's a good-sized room and it's well-furnished.
- Yes, I can see that. Is there anything that I should know?
- Well, I don't allow the cat to go upstairs at all.
- Oh, not at all.
- No, absolutely not. I don't like cats upstairs. And I don't allow people to smoke in bedrooms.
- Oh, no, no. I agree with that. I don't smoke anyway.
- And I don't allow people to stick pictures up on the walls with cellotape. Well, you see, when you take the pictures down the cellotape leaves a mark on the paper.
- Oh, I see. Can I use blue-tack or something?
- Oh, yes. Something like that is quite acceptable. And there are just two more things if you don't mind. If you do go out, would you please, remember to close the window.
- Right, I'll do that.
- And there is the kettle here, as you can see. But when you boil the kettle, could you, please, put it on the floor and not on the chest of drawers?
- Oh, I see. Does it make a mark or something?
- Yes, it would probably leave a mark.
- Oh, right. I'll do that then.
- Is ... is that all right?

- Well, it sounds very fair. Thank you very much.
- Yes, all right. Good.

- ***Present the dialogue in the form of a story.***

The beginning of the story: Mary has come to see the room she is going to rent. The landlady, Mrs. Thatcher, is showing her the room

Note: Try to vary reporting verbs and phrases.

(For more practice of Reported speech, turn to Grammar Builder)

16. Answer and ask the following questions:

1. Why do some people have to rent a room / a flat / a house?
2. Why do some people have to let a room / a flat / a house?
3. Is it a profitable business to let accommodation?
4. Is there anyone among your group-mates who rents a room?
5. Ask him / her:
 - what the place is like.
 - where it is situated.
 - how much rent he / she pays.
 - if he / she pays for the lodging at the end or at the beginning of every week / month.
 - if the room is good-sized.
 - if it is well-furnished.
 - if he / she has furnished the place himself / herself.
 - if he / she had to buy some more furniture or kitchen utensils.
 - if there is a telephone.
 - if he / she is allowed to use the phone.
 - if there are things he / she is not allowed to do.
 - if the landlady / landlord is a kind person.
 - how he / she managed to find the lodging.

Closing Strategies

Ending conversations: Well, I suppose I ought to get on.

I really have to be going now.

Giving a reason for ending the conversation:

I must get back to work.

I've got some work to do.

It's getting late.

Making arrangements to make contact again:

(Look), we must get together some time.

(Listen), why don't we meet for lunch?

(Look), I'll give you a ring.

Leave-taking phrases: See you (soon, next week, tomorrow).

Give my regards to ...

Have a good evening / a good time / fun / a good weekend.

Take care. Bye (for) now.

17. Make up a dialogue around the following situations.

1. You are a young married couple. Plan how to arrange the furniture in your flat.
2. You're going to rent a room. The landlady explains to you the house rules.
3. Your friend's family has just moved house. Ask him/her about the living conditions and about the way they have furnished their new flat.

CRITICAL THINKING

HOUSING IN GREAT BRITAIN

1. Read about housing in Great Britain from the book "Understanding Britain" by Karen Hewitt, professor of literature at Oxford University. She has been to Russia many a time since 1984 and has had the opportunity to observe various aspects of life in Russia and analyse differences between the Russians and the British.

- **The passage is divided into sequences; match these headings with the parts they fit.**
 - a) Facilities to make our life easier.
 - b) Domestic problems.
 - c) Every country is very specific.
 - d) How the British furnish their homes.
 - e) The English solved their housing problems in their own way.

1. Every country has its distinctive housing. Cross from England into Scotland or from France into Germany or Spain, and you know instantly that you are in another country. It's partly a matter of architecture, partly a matter of the way people choose to domesticate their immediate surroundings.

The English are distinctive in their aversion to flats and their devotion to rows of small brick houses. Travel from Western France across Europe to the Urals and you will see cities surrounded by modern blocks of high-rise flats. The details of architecture will vary, but all countries have found that

the obvious solution to cheap new housing to accommodate families moving in from the countryside or demanding improved conditions within the towns is to build blocks of flats. They stand in rows and clusters, not beautiful, not spacious, but convenient and efficient. The problems are similar: noise, cramped public areas, unpredictable water supplies, broken lifts... but they are homes for millions of people who prefer them to the more primitive conditions they have left. In England, however, this is not so.

2. Of course some English people enjoy flat-life, but for the vast majority of us, the basic idea of home is a brick house with rooms upstairs and downstairs. The English use the word *house* for a dwelling intended for one family. We would never say of a *block of flats* that it is a *house*.

The brick house is a legacy of the industrial revolution. Employers had to build accommodation for the millions of workers pouring into the cities and at that time the cheapest solution was to build rows (terraces) of small houses, each with two small rooms downstairs and two small rooms upstairs. Lavatories were common to several houses and out in the back yard. The rooms were small because they were heated by open fires, not by stoves, and families tended to huddle in one room (the kitchen). Bedrooms were unheated, and to this day many English people find it impossible to sleep except in a cold room with the windows wide open.

Most of our housing schemes thereafter are logical improvements to this pattern. Houses became larger; millions still exist with two rooms, a kitchen and sometimes a scullery downstairs, and two rooms-plus-a-tiny-one upstairs.

3. What things do people have in their homes?

British homes have similar basic furniture – beds (double beds for married couples), tables, chairs, armchairs, cupboards, shelves (we are less fond than we used to be of glass-fronted shelves), lamps, television, stereo record players, and, increasingly, compact-disc players. But we have far more variety in our choice of basic furniture. We can choose our styles and materials; we can select our favourite patterns and shapes of lamps, crockery, cutlery, towels, linen, chairs, and their furnishings, curtains and materials.

Our floors are usually carpeted with modern synthetic carpets. Kitchen floors are covered with vinyl or tiles. Our kitchens and bathrooms are full of useful consumer goods and useless gadgets. (In a market economy where you are encouraged to ‘buy’, it is very easy to buy first and wish afterwards that you had not spent the money. Of course from *your* point of view that is a luxury complaint.)

4. Our cookers use either electricity or gas, and although more sophisticated than yours, are essentially much the same. Many people also have a

microwave oven which can re-heat food very quickly. Fridges are smaller than yours, but families with freezers can keep prepared frozen food or freeze their own home-grown food. (Hence there is far less jam-making and home-preserving.) We can buy excellent kitchen knives and other tools, expensive but good-quality pans and saucepans. Washing machines are almost universal for family homes (individuals can take their dirty clothes to a launderette.) In Britain, too, we still traditionally hang our laundry outside. Tumble driers which dry the clothes but leave them unfresh are common in America but not here.

5. For cleaning our homes we have vacuum cleaners, as well as brooms, brushes, dusters and all kinds of polishes and creams for dirty windows, damp, filthy baths and so on. We may not run out of detergent or toilet paper, and we may have all sorts of electrical gadgets (which sometimes don't work) but daily life has many similarities: sinks do get blocked, damp walls grow mould, children spill sticky food onto carpets and telephones mysteriously refuse to make connections. We too lead lives of domestic complication: in films doors only refuse to open in farces; in real life I have watched men struggle with front doors in Britain (and France and America) and Russia, until they are reduced to pulling, kicking and cursing as the door refuses to open.

2. *Complete the following sentences according to the message in the text.*

1. If you travel around various countries you are sure to notice the difference between them. It is partly a matter of architecture, partly a matter of the way
 - a) people take care of the natural environment.
 - b) people treat domestic animals.
 - c) people make their homes cosy and comfortable.
 - d) people do their household chores.
2. The English are famous
 - a) for their liking houses as well as flats.
 - b) for their aversion to flats and their devotion to houses.
 - c) for their preference to high-rise flats rather than to small houses.
 - d) for their dislike of small houses as well as of cheap flats.
3. In many countries people started building blocks of high-rise flats because
 - a) it was cheaper.
 - b) of the new trends in modern architecture towards high-rise buildings.
 - c) of the demographic reasons due to which many people left cities to settle in more spacious country houses.
 - d) of the necessity to solve demographic problems.

4. The English call *a house*

- a) a dwelling in which many families live.
- b) a dwelling only for people who are close relatives.
- c) any building made of bricks or pre-fabs.
- d) a one- or two-storeyed building.

5. Terrace houses

- a) are the invention of the industrial revolution.
- b) were built after the industrial revolution.
- c) were built by employers to attract people into cities.
- d) were built for workers to improve their living conditions.

6. The rooms in terrace houses were small because

- a) families felt more comfortable in them.
- b) they were not heated.
- c) the heating facilities didn't allow to keep them warm for a long time.
- d) they were cheaper for tenants.

7. Today Englishmen

- a) find it impossible to sleep in a cold bedroom.
- b) find it impossible to sleep in a warm bedroom.
- c) find it normal to sleep in a cold bedroom.
- d) find it normal to sleep in a warm bedroom.

8. Most of British housing schemes

- a) haven't changed much since the industrial revolution.
- b) haven't improved since the industrial revolution.
- c) have changed completely since the industrial revolution.
- d) have improved a little since the industrial revolution.

9. All English homes

- a) look absolutely alike because the basic furniture is similar.
- b) look different because each family decorates their homes according to their taste.
- c) look different because they have a wide choice of various styles of basic furniture and adornments.
- d) look very much alike because the British are not very particular about the look of their dwellings.

10. A luxury complaint means

- a) a complaint of the poor.
- b) a complaint of the rich.
- c) a worthless complaint.
- d) a complaint about a trifling thing.

11. The cookers in English homes are

- a) less convenient than in Russian homes.
- b) more convenient than in Russian homes.
- c) allow to cook more delicious dishes than in Russia.
- d) allow more opportunities for cooking.

12. The British are fond of

- a) home-made food.
- b) frozen food.
- c) jam-making and home-preserving.

d) growing fruits and vegetables in their own gardens.

13. Which of these domestic problems are not familiar to the British?

- a) blocked sinks.
- b) mouldy walls.
- c) lack of detergent or toilet paper.
- d) dirty carpets.
- e) broken telephones.
- f) doors refusing to open.

3. Find the English equivalents for:

1. Люди обустраивают свое жилище каждый по-своему. У каждого всегда есть выбор, что сделать внутри и снаружи своего дома. 2. В свое время строительство многоквартирных домов было очевидным решением жилищных проблем. 3. Повсюду вокруг больших городов громоздятся кварталы многоквартирных сооружений. Однако англичане сохранили свою преданность цепочкам кирпичных домиков. 4. Крупнопанельные дома не красивы и не просторны, зато удобны и рациональны. 5. Конечно, и в Англии есть любители квартир, но для большинства Дом – это кирпичное строение с комнатами на первом и втором этаже. 6. Англичане называют домом (house) обиталище одной семьи. Они никогда не скажут «house» о многоквартирном доме. 7. Ваш дом (home) -- это место, где вы живете, которое вы создали, и не только его обстановка, но и вся атмосфера, ваше отношение к людям, живущим в нем вместе с вами, ваши чувства к его прошлому и будущему. 8. Кирпичные домики, тесно примыкающие друг к другу, -- наследие промышленной революции. Работодателям приходилось строить дешевое жилье для миллионов рабочих, хлынувших в города в поисках работы. 9. После первой мировой войны стали строить дома из двух «особнячков», имеющих общую стену. Комнаты в таких домах были невелики и отапливались камином. Спальни не отапливались, и многие англичане до сих пор не могут спать, если в комнате не холодно, а окна не открыты настежь.

4. Make a list of cultural differences between British and Russian housing systems. Discuss it with a partner or in group.

End –of Section A Testing (Units 1 – 3)

Rules Check

Write a complete sentence to illustrate each of the following rules:

1. It is used to talk about the general present.

2. It is used to talk about something which has been arranged for the future.
3. It changes -y into -i before -er / -est.
4. It doubles the final consonant before -ing.
5. It is not usually used in progressive forms.
6. It is usually used to talk about something which is timetabled to happen in the future.
7. It is used for actions in the past which have a connection with the present.
8. It is used for finished actions with time words like *a year ago*, *yesterday*, etc.
9. It is used to talk about annoying habits.
10. It is used to report requests.

Reading Rules

1. Transcribe:

- a) dank, planch, range, tard, ward, watt, ware, calk, paunch, whale, weigh, wheeze, wreath, beath, steal, spread, yawn, vein, eve, queer;
- b) rotor, orbit, curry, rebus, fatal, tuna, virgin, gamma, oral, climax, torrent, fittage, scathe, jerry, ruby, wattle, worthy, ankle, oven, coach.

2. Pick out the words with [ʰ]. (Words with [jʰ] are not welcome!)

Ruddy, mute, hook, brute, stool, sunk, whoop, built, couple, cruise, Cuba, mush, push, groom, jungle, cushion, jube, pure, July, true.

Vocabulary

1. Complete these nouns describing people and their jobs:

1/ a ...ist; 2/ an ...ist; 3/ a/an ...eer; 4/ a/an ...ee; 5/ a/an ...er;
6/ a/an ...or; 7/ a ...eon; 8/ a/an ...ian; 9/ a ...man; 10/ an ...ant

2. Write one word partner for each of these words. Use articles where necessary:

fair, auburn, regular, nuclear, house, easy-going, conditions, furniture, heating

3. Write another word for:

thin, blond(e), attractive, intelligent, kind, well-mannered, fat, silly, difficult, modest, next to, to like, to need, lovely, to go well with.

4. Write the opposite of:

Strong, hardworking, rude, stupid, blond(e), tanned, tense, sad, noisy, light-minded, to enjoy, too talkative, stout, broad-shouldered.

5. Add three more words to each of the lists.

Houses: a cottage, a castle, ...

Rooms: a bedroom, a kitchen, ...

Furniture: a chair, a table, ...

Locations in the house: a hall, a porch, ...

Living conditions: modern conveniences, a rubbish chute, ...

6. Combine each of these adjectives with an appropriate noun from Unit 3 (Home). Use the indefinite article where necessary:

Cosy, low, built-in, tall, reasonable, top, attractive, modern, electric.

7. Group the words grammatically (noun, verb, preposition):

Furniture, piece, opposite, balcony, hang, convenience, rent, below, comfort, furnish, let, through, whitewash, move, fireplace, above.

8. Write the counterparts of: above (the table), into (the room), behind (the TV-set), near (the bed), inside (the house), in the foreground (of the picture), to the left of (the window), put it (on the table), go downstairs.**9. Define each of the following words:**

a) a bridegroom, a stepfather, a honeymoon, a teenager, an elderly man, an acquaintance, a one-parent family, a nuclear family, an engagement, a honey moon, a best man, a maiden name;

c) a detached house, a bedsitter, a lawn, a cooker, a tenant, a lounge.

Grammar**1. Write an appropriate question for each of these answers:**

1. A:?

B: He's a designer.

2. A:?

B: In 1990

3. A?

B: For a large firm of furniture and manufacturers.

4. A:?

B: He's drawing an outline of sectional furniture for a lounge.

5. A:?
B: Half the work. There's still quite a lot to be done.
6. A:?
B: It takes him a week or so to complete a drawing as a rule. Then he starts planning a new one.
7. A:?
B: Yes, he does, as it's pleasant and very well paid.
8. A:?
B: It's on the outskirts of the city.
9. A:?
B: No, never, as it's quite a long way. He usually goes there in a car.
10. A:at the weekend?
B: He's moving into a new flat.
11. A:?
B: It's a good four-room flat in the city centre.
12. A:?
B: The bedroom. It's the largest and most comfortable.

2. Open the brackets. Use the Present Indefinite, the Present Continuous or the Present Perfect Tense-forms.

Janet is 16 years old. She (go) to a comprehensive school near her home where she (study) for her final exams now. Then she hopes to train to be a secretary, but her mother (say) she would prefer her to stay on at school for another two years. Janet (decide) that she will try and take exams first and then think the matter over.

In her spare time Janet (play) tennis and she (enjoy) swimming. She (win) the city tennis tournament twice already, which (make) her feel very proud. She is a very sociable person and she (like) going around with a lot of different people. Like her friends, Janet (wear) jeans and pullovers in her free time but at school she has to wear uniform.

At the moment she (not/go) out very often, she (prefer) to stay at home and watch television because she (save) money to go on holiday and (not/want) to spend a lot on going out. She (dream) of travelling over Europe ever since she was small, but in fact she (never/be) away from home yet.

Pronunciation and Spelling

Copy the text. Write the phonetic scripts in words.

Nick Moss and his Family

Nick [mɒsɪz] sister takes after their mother while Nick looks more like their father who is a travel [kɒnsʌltənt] and has his own [biznəs] Mr. Moss is very [ʃɪgquɪŋ] and not [strikt] but he keeps his children under [kɒntrɒl].

Nick's mother shows her feelings more openly. She works as a [sɜɪlzwʊmqn] in a [sɪtɪpɔmRkit] and she is [kwait] [qtrɪktiv]. She has dark [daɪd] [kʷli] hair and a [lʰvli] face with very beautiful

[Rmqnd] [hɜɪzl] eyes.

Kate is funny and a bit [dɪfrɔnt]. She always changes the way she dresses every week. Nick is [kwaiqtq], and he is not very interested in

[fɪʃqn] -- he likes his jeans and old [bɪgi] clothes.

Kate and [niks] parents were [hɪpili] married for [flɪn] years, but when Mr. Moss came into that [trɪvqliN biznqs], they began

[kwɔrqliN] about silly little things. Now the elder [mɔsɪz] are

[dɪvɪst], but they get on [naɪsli]. The children live with their dad but their mum lives very near. They see her about once a week when they go to a restaurant for a meal. [misɪz] Moss eats [nɔɪsili] and gives them

[qdvais] about everything. Mr. Moss smiles back at her and nods his head [pqlaitli] to whatever she [sɜs]. They [lɪv] the place together and wave [gʊdbai] before [misɪz] Moss gets a taxi home. It is always Mr. Moss who pays the bills.

Kate often lives and works [qbrɪd]. Last year Nick stayed with her in London for a [flɪnait] when they were doing a job as models [ɒɔq]. They went shopping and everyone [nɪtɪ] her because [ɒɔqwɔ] posters of her everywhere. In the posters she was [drɜst] in a [taitfɪtiN] blue evening [gaʊn] and had her hair [kɜqfʊli] done. Kate enjoys [mɔdliN] and likes [flɪN] independent of her parents. Nick thinks the job of a model is not for men. He would prefer to play football [prɔfɜʃnqli] or manage a hotel. Both of them are [kwait] [qmbiʃqs] -- they want to [sqksɪd].

Listening

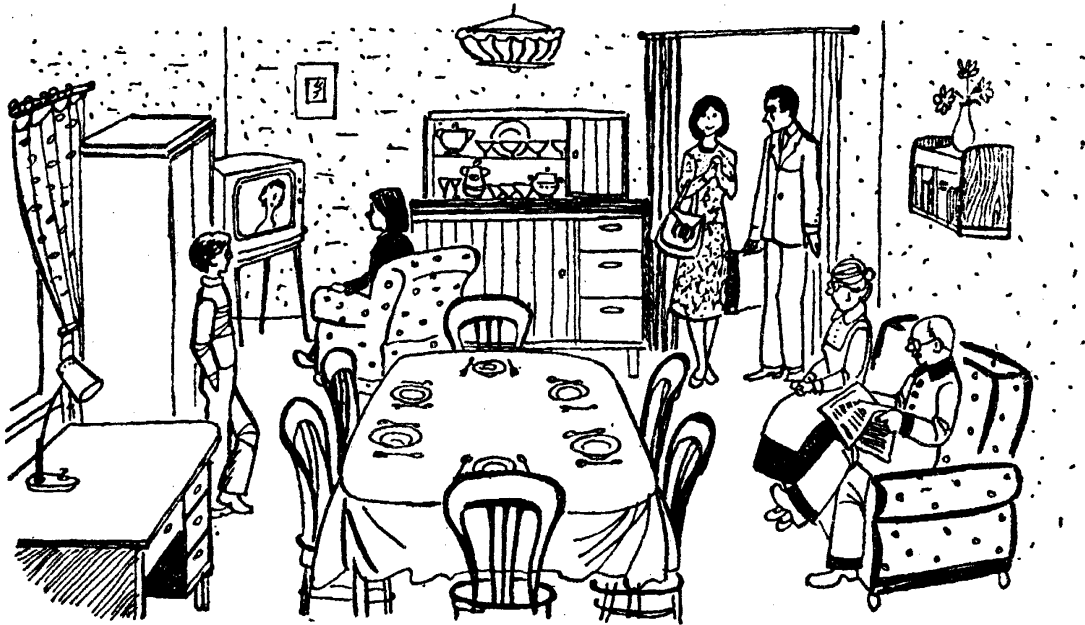
Look at the picture and listen to the description. Can you find many differences? (10 at least!)



Writing a Description

Describe the picture (250) words). Use the questions below as guide lines.

1. What's the picture? What's the room like?
2. Who are the people in the picture? (relationships, age, occupation, appearance, etc.)
3. What do they usually do in this room on weekdays and on Sundays?
What are they doing at the moment? Which of them has laid the table?
Who has cooked the dinner? Have the guests arrived yet?
4. What do you think of the room? Is it like the room you have in any ways?
5. How is the family in the picture different from yours? Are there any similarities in what you do when you are together?
6. Is there anything you find strange / funny / interesting about the picture?



Speaking

- Be ready to describe:
 - 1) your family;
 - 2) some people's appearance (your relatives, friends);
 - 3) your character and relationships with your friends and relatives;
 - 4) your lodgings and living conditions.
- Be ready to ask someone questions about:
 - 1) their families;
 - 2) their relationships with friends and relatives;
 - 3) their lodgings and living conditions
- Be ready to compare things and people.

GRAMMAR BUILDER

Welcome to Grammar Builder!

- **The Grammar Builder** gives extensive and more detailed practice of the grammar points in **the Course Book**.
- The units in this section are designed to be used alongside the units in **the Basic Course Book** section, or for extra revision at any stage.
- Each unit begins with a short **grammar reference** section followed by **Rule Check exercises** and **Practice tasks**.
- **The Grammar Builder** provides exercises to aid initial understanding of the form, meaning, and usage of the target structures as well as communicative tasks to promote the development of all language skills in a variety of ways.
- The exercises can be done either orally in class or as homework in writing.

Unit 1

Group (collective) nouns

Nouns like *family, group, team, government*, which refer to a group of people are called group or collective nouns. In British English, you can use them with a singular or plural verb. If you mean the group as a unit, use the verb in the singular: *The average family spends \$200 a week on food. The team which is full of enthusiasm is more likely to win.* If you think of the group as of separate members, use the verb in the plural: *My wife's family are very charming people. I like them all very much. The team look very optimistic.*

1. Choose between a singular or a plural verb to use in the following sentences:

1. This is where my family (to live).
2. Robert's family (to be) having tea in the living-room now.
3. All the family (to have) gathered to see the dog.
- 4.

Monty's family (to be) of about the same social status as my own. 5. Do you know what their family (to think) about this business? 6. The baseball team (to be) practising on the school field at the moment. The team (to be) playing tomorrow morning. 7. The team (to be) having baths at the moment and then (to be) coming here for tea. 8. The Government (to have) been discussing the matter for a long time but they haven't reached agreement yet. 9. A group of students (to be) going on a tour to Great Britain in summer.

Keys: 1. lives 2. are 3. have 4. is 5. think 6. is / is 7. are / are 8. have 9. is

Article

The Indefinite Article is used with ***countable nouns***, both ***concrete*** and ***abstract***, to name an object / person / animal / abstract notion, to state what kind of object it is. This function is called ***the nominating function***. At the same time, owing to its origin from the numeral "one", the indefinite article always implies the idea of ***oneness***.

Study the examples: My mother is a doctor. We've got a dog.

There is a bottle of milk in the fridge.

A camel can carry heavy loads.

A stitch in time saves nine.

He didn't say a word.

The Definite Article is used with ***countable nouns***, both ***concrete*** and ***abstract***, to show that the noun denotes a particular object / person / animal / abstract notion. The function is called ***specifying***.

Study the examples: The dog in the picture is very big.

We could see only a car in the street. The car was red.

Where is the cheese? – The cheese is in the fridge.

The definite article with ***countable concrete nouns*** in ***the singular*** can be used in its ***generic*** sense when the named thing / person / notion is treated as a representative of the whole class it belongs to.

Study the examples: The tiger is a wild animal. The cat is a domestic animal.

The rose is a garden flower and the most tender one.

The definite article is also used with nouns denoting ***unique things*** and ***notions***: ***the moon, the sun, the sky, the world, the earth***. But if there is a ***descriptive attribute*** before these nouns, we use ***the indefinite article***.

Study the examples: The earth moves round the sun.

A hot sun was high in the sky.

The moon was slowly rising above the sea.

A full moon hung in the sky.

Absence of the Article

No article is used with *countable nouns in the plural* in their *nominating function* and with *uncountable nouns* in their *general sense*.

Study the examples: There are books and notebooks on this shelf.
I have only English books in my collection.
He asks for water. Is there any water in the jug?
I like apples but I hate bananas.
She felt sympathy and friendship for Henry.

1. Use the proper article.

- A.** 1. Does your brother go to ... school? – No, he isn't ... school-boy yet. 2. Ann's sister has ... family of her own. She has ... two children, ... son and ... daughter. ... children are ... same age. They are ... twins. 3. Mary is playing ... piano, ... grandmother is reading ... book, ... boys are playing ... chess. 4. My cousin is ... nurse and her husband is ... builder. 5. Have you ... uncle? – Yes, he is ... teacher of ... English. 6. I'm ... aunt to my brother's son. 7. His sister is ... ten-year-old girl. 8. In England children usually begin school at ... age of ... five. 9. She is ... middle-aged woman of 43. She is like ... mother to Jane.
- B.** 1. They all love Kate. She is ... youngest in ... family. 2. Tom is in ... second form. He is ... hard-working boy and ... good pupil. 3. ...man and ... woman in ... photo are ... husband and ... wife. 4. ... Knights are ... charming people. 5. I like ... girl. She has ... straight nose, ... wavy hair and ... fresh complexion. She is ... pretty girl, no doubt. 6. My elder sister is ... girl of twenty with ... large eyes, ... golden hair, ... pleasant smile. She is ... tall and slender. She is ... real beauty. 7. She is ... most beautiful woman I have ever met.
- C.** We have ... nice flat with ... modern conveniences. It is on ... fifth floor of ... nine-storeyed house in ... Green Street. As ... building is tall it has ... lift. ... lift can take you to ... floor you need. In our flat there is ... balcony, ... telephone and, of course, ... central heating, ... electricity, ... cold and ... hot water. ... rooms are square. ... largest is ... sitting-room. In ... evening we all gather there to watch ... television. Sometimes we sit around ... table which stands in ... middle of ... room and talk about ... events of ... day. All ... members of ... family like to be at ... home together.
- D.** 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. Come up to ___ mirror and have ___ look at yourself. 6. Ann wore ___ velvet black dress that night. 7. Alice's bag is made of ___ silk. ___ silk is very thick. 8. What size ___ gloves do you wear? 9. ___ nylon blouses are out of ___ fashion now.

10. Kitty bought ___ new coat for ___ winter wear last month. 11. ___ gloves made of ___ wool are usually warm. 12. Did you like ___ colour of Joan's new jacket? 13. Have ___ look at ___ suit! I've been wearing it for ___ years but ___ cloth is still good. 14. It pays to choose ___ good cloth for ___ suit.

2. *Translate into English.*

1. Вода необходима для жизни. 2. Вода в этой реке очень холодная. 3. Принеси мне воды, пожалуйста. 4. Я люблю молоко. 5. Что ты хочешь: чай или молоко? 6. Купи хлеб. 7. Передай мне хлеб, пожалуйста. 8. Принеси мне молоко из кухни. 9. Официант принес мне чай и молоко. Я выпил чай, но не стал пить молоко. 10. Мясо совершенно холодное.

3. *Study the use of articles in these phrases and then do the exercise.*

in front (of)	in the morning
in the middle (of)	in the evening
in the corner	in the afternoon
to the right (of)	at night
to the left (of)	at noon
on the right	at midday
on the left	at dawn

1. There is ... thick red carpet on ... floor in ... front of ... sofa in my room. 2. Where is ... table in your brother's room? – His table is near ... window, to ... left of ... window there is ... bookcase full of ... books. 3. In their sitting-room you can see ... nice coffee-table in ... middle of ... room. It is ... black and ... red. I like ... coffee-table very much. 4. Our TV-set is on ... little table in ... corner of ... room. 5. My granny says she cannot sleep at ... night. 6. Do you often go out in ... evening? 7. I like to get up at ... dawn and to look at ... rising sun.

4. *Read the following short stories, comment on the use of articles., Insert articles in the questions, then answer them.*

1. In a London train compartment a gentleman takes a cigar from his pocket. "Excuse me, madam," he says, addressing himself to a little old lady. "May I smoke a cigar?" "Do, exactly," says the lady, "as you would at home." "All right," sighs the gentleman and sadly puts the cigar back into his breast pocket.

- 1) Where are ... gentleman and ... old lady?
 - 2) What does ... gentleman want to do?
 - 3) What does he take out of his pocket?
 - 4) What does he ask ... lady?
 - 5) Does she allow him to smoke? What does she tell ... gentleman?
 - 6) What does he have to do after he has heard ... lady's answer.
 - 7) Is he ... very polite gentleman?
 - 8) Does he usually smoke at ... home?
2. "What's the shape of the earth?" asks the teacher of Johnny. "It is round," – answers Johnny. "How do you know it is round?" – asks the teacher. "All right, it is square, then, I don't want to start an argument about it."
- 1) What does ... teacher ask ... Johnny?
 - 2) Does ... Johnny give ... correct answer?
 - 3) What is ... next question that ... teacher asks ... pupil?
 - 4) What is ... pupil's reply?
 - 5) Is ... Johnny ... good pupil?
3. **Teacher:** Name the only beast whom the lion is afraid of.
Tom (at once): The lioness.
- 1) What does ... teacher ask Tom to do?
 - 2) What is ... Tom's answer?
 - 3) Is ... Tom ... quick-witted boy?
 - 4) Why do you think ... boy gives such ... answer?
4. **Professor:** What is the difference between an active verb and a passive verb?
- Student:** An active verb shows action and a passive verb shows passion.
- 1) What ... question does ... professor ask ... student?
 - 2) Does ... student know ... answer to ... question?
 - 3) Is ... answer correct?
 - 4) Do you know ... answer to ... question?

Articles with Proper Names

<i>No Article</i>	<i>Article (the, a/an)</i>
1. with names of people: Ann, Taylor	1.a) with family names as a whole: The Taylors, The Taylor family.
2. with names of people modified by nouns denoting military ranks and titles, family relations:	2. with names of people modified by common nouns denoting professions (except Doctor):

Colonel Brown, Doctor (Dr.) Young, Professor (Prof.) Priestley, President Regan, Mr. Taylor, Uncle Robert	the painter Gainsborough, the short story writer Chechov;
3. with names of people modified by adjectives: little, old, big, young, poor, dear, honest, lazy, tiny: Little Lily, Big Dick, poor George, dear Mary, old Chapin	3. with names modified by other adjectives and participles: the brilliant George Osborne, the astonished Tom could not say a word; the late Mrs. Jones, the silent Mrs. Fanthrop;
4. with family names denoting relations treated as proper names. In this case the names are capitalized: Mum, Dad, Auntie, Granny, Sonny.	4. with family names treated as common nouns: She is a mother of two children. Usually the mother of the family does the shopping.
5. with names of continents: Africa, North America; countries: Argentina, Russia; states: Texas, Devonshire; regions: Central Europe, Siberia, Eastern Asia; cities, towns: Moscow, Arzamas	5.a) with names of these parts of the Earth: the Arctic, the Antarctic; b) with names of countries which include the words kingdom, republic, states: the United Kingdom, the Dominican Republic, The United States; c) with names of countries in the plural: the Netherlands, the Philippines
6. with names of mountains (peaks): Elbrus, Mount Everest, Etna	6. with names of mountain ranges: the Urals, the Alps
7. with names of single islands: Madagascar	7. with groups of islands: , the Hawaii the British Isles, the Canary Islands.
8. with names of waterfalls and bays: Niagara Falls, Victoria Falls, Hudson Bay	8. with names of oceans, seas, rivers, straits, canals: the Atlantic, the Mediterranean, the Thames,
9. with names of streets, squares, parks: Broadway, Fifth Avenue, Fleet Street, Trafalgar Square, Red Square,	9. the names of these streets: the Strand, the Mall, the High Street, the Main Street

1. Insert articles if necessary.

1. There is ... map on ... wall in ... classroom. It is ... map of ... world. You can see ... seas and ... lakes, ... hills and ... mountains on it. This is ... Mediterranean Sea and that is ... Red Sea. These are ... Himalayas. They are ... highest mountains in ... world. 2. ... Washington is ... capital of ... Unites States of ... America. 3. Is ... Australia ... island or ... continent? 4. Is ... Thames shorter than ... Volga? 5. Where do ... Kelleys live? 6. He met ... Greggs while travelling around ... Europe. 7. Mother says that ... Aunt Ester is coming to see us soon. 8. I couldn't recognize ... Uncle John in ... long-bearded man in ... photo. 9. Where is ... Dead Sea? 10. The boat went through ... Suez Canal. 11. She is going to ... Canary Islands on holidays. 12. Do you

know ... Professor Green's telephone number? 13. There are three adults and two children in ... Barton family. ... children are ... Ben, aged twelve, and ... little Stella, who is four. Their parents are ... Andrew and Marion. ... other adult is ... Leslie, who is ... Andrew's brother.

2. Read the text and comment on the use of articles in it.

The British Isles

The British Isles cover an area of about 121.600 square miles and consist mainly of two large islands – Great Britain Proper (England, Wales, Scotland) and Ireland. Great Britain is separated from the continent by the English Channel, the narrowest part of which is called the Strait of Dover. Thus Great Britain is on the one hand not far from the most advanced capitalist countries of Europe and on the other hand it is separated from them. The advantages of this position were highly beneficial for the development of Britain's industry and trade, though in our days they are no longer as remarkable as they once were. The British Isles are surrounded by the shallow waters of the Irish Sea and the North Sea.

3. Insert the right article.

1. We live in ____ Nizhny Novgorod, one of ____ biggest cities on ____ Volga, ____ longest river in ____ Europe. 2. Kevin lives in ____ Newton Street. 3. ____ Great Britain is situated on ____ British Isles. 4. ____ Rocky Mountains are in ____ North America. 5. ____ Panama Canal joins ____ Atlantic Ocean and ____ Pacific Ocean. 6. How far is it from ____ Trafalgar Square to ____ Victoria Station? 7. Mr. Clark works at ____ London University. He teaches ____ English literature. 8. ____ Paris is ____ capital of France. 9. ____ Argentina is in ____ South America. 10. ____ United Kingdom is another name for ____ Great Britain and ____ Northern Ireland.

- **Make up questions about the text, ask them your group-mates.**

4. Read the funny stories, ask and answer questions about them.

Reproduce them.

1. An American who has come to England is trying to tell Tommy how great America is. "Well, Tommy, America is great. It is one of the greatest countries in the world. You know, if you board a train in Texas in the morning, next morning you will still be in Texas. Do you understand me, Tommy?" "Oh, yes. I understand you. Our trains are just as bad as in America".

2. Teacher: What are the products of the West Indies?
 Bill: I don't know.
 Teacher: Come, come! Where do you get sugar from?
 Bill: We borrow it from the next-door neighbour.
3. Father: Why were you kept in at school?
 Son: I didn't know where the Azores were.
 Father: Well, in the future just remember where you put things.

Present Simple (Usage)

We use present simple for:

1. ***permanent states:*** *He works in an office*
2. ***repeated actions or daily routines:*** *She usually plays tennis at the weekend.*
3. ***general truths or laws of nature:*** *The sun rises in the east.*
4. ***future actions connected with the time-table (usually with verbs of motion: to go, to come, to leave, to start, to arrive, to set off):*** *The train leaves at 10 tomorrow.*
5. ***actions going on at the present moment with verbs which are not used in the present continuous:*** *Now my parents own a nice cottage and they feel very happy in it.*

Rule Check

- ***Define the meaning of the present simple in these sentences.***
 1. I always drink a glass of milk in the morning.
 2. Magnet attracts iron.
 3. Our lesson begins at 8 tomorrow.
 4. The Browns go to the seaside every summer.
 5. She sings and plays the piano beautifully.
 6. The earth rotates round its axis.
 7. Listen! Do you hear this noise?
 8. He doesn't drink coffee very often.
 9. My parents live in St. Petersburg.
 10. Ann looks very happy today. I think she's got some good news.

1. Write these verbs in Simple Present, third person, singular. Comment on the rules of writing and reading.

Ride, show, understand, know, close, tear, stand, leave, lower, bathe, snow, ring, air, hate, cook, chew, carry, finish, switch, bury, supply, push, touch, cast, bear, jump, drop, lose, find, bring, match, lie, ski, skate, spray, arrange, whisper, pour, study, copy, wake, listen, play.

- Put the verbs into three groups according to the pronunciation of the third person ending **-(e)s**.

Group 1 [s]	Group 2 [z]	Group 3 [iz]
thanks	stands	closes

2. Change the plural form of the subjects in these sentences into the singular.

1. These men teach Modern English. 2. The boys play basketball very well. 3. The students study psychology. 4. They usually marry their daughters into very rich families. 5. Those people change their jobs too often, they never stay with the same firm longer than half a year. 6. The students usually copy the texts they listen to in the language laboratory into their exercise-books. 7. They never try to change their manners. 8. Our English classes finish fairly early, as a rule. 9. The children have too many toys. 10. They usually show their photos to everybody.

3. Answer the following questions. Then ask them your partner, after which sum up the information.

- **Do you do any of these things? Be honest.**

1. ... drop litter? 2. ... spend too much money on clothes?
 3. ... have the radio on too loud? 4. ... neglect your homework?
 5. ... criticise your teacher behind her back? 6. ... tell little white lies?
 7. ... ignore traffic lights? 8. ... forget your good manners? 9. ... think more of yourself than of others? 10. ... forget to pay your debts?

Words of frequency: always, usually, often, sometimes, rarely, seldom, frequently, regularly, occasionally, from time to time, at times, hardly ever, never, as usual, as a rule, now and then, once in a while, every day, every other day, at weekends, on Friday(s), once a week, etc.

There are three normal positions for words of frequency:

- **initial position (at the beginning):** Generally I like to work at the weekend. Sometimes my parents provide me with money.

▪ **mid-position:**

a) **between the subject and the simple predicate:** *They hardly ever go to the cinema now;*

b) **between the auxiliary verb and the main verb:** *He doesn't usually eat out on Sundays. Do you sometimes go to the cinema;*

c) **between the modal verb and the main verb:** *Bob can never wake up early in the morning;*

d) **between the link verb 'to be' and the predicate:** *Jim is always on time for work.*

▪ **final position:** *We have English classes every day.*

The mid-position is typical for: **always, often, usually, hardly ever, never:** *She is often late for her morning classes.*

The initial and final positions are common for: **from time to time, at times, as usual, as a rule, every day, on Friday(s), at weekends, etc:** *As a rule after school we go to the Zoo.*

After school we go to the Zoo as a rule.

The middle and final positions are correct for: **frequently, seldom, rarely:** *I seldom visit my grandparents/ I visit my parents seldom.*

Initial and final positions are normal for: **from time to time, once in a while, every day, at weekends:** *Every day I have to commute to town. / I have to commute to town every day.*

Some words of frequency can be found in all the three positions, for example, sometimes, occasionally, regularly: *Occasionally I borrow money from my friends / I occasionally borrow money from my friends./ I have to borrow money occasionally.*

4. Put the adverb in brackets in the correct position inside the sentences.

1. You must brush your teeth twice a day. (always)
2. Karen has cereal for breakfast. (sometimes)
3. Paul doesn't listen to music in the evening. (usually)
4. The children help their mother about the house. (rarely)
5. Must you play your music so loud? (always)
6. Sheila can park her car properly. (never)
7. Sharon drinks coffee in the evening. (never)
8. He is late for our meetings. (always)
9. Do they start work at 8 sharp? (usually)
10. Does he write to you? (sometimes)

5. Write it in English

1. Мой брат -художник. Он рисует пейзажи, портреты и натюрморты. 2. Вечерами я люблю почитать интересную книгу, но иногда я звоню другу и мы выходим на прогулку. 3 .Я Вас плохо слышу. Здесь очень шумно. 4. - Вы говорите по-французски? - Нет, но я владею английским и мой родной язык немецкий. Я родом из Мюнхена. 5. Ты видишь ту высокую темноволосую девушку? Это моя старшая сестра. Она студентка Лингвистического университета, она всегда очень занята. Как правило, она по вечерам занимается и очень редко видится с друзьями. Жизнь студента нелегка. 6. Завтра - вторник. У нас завтра 2 лекции и 2 семинара. Обычно по вторникам я прихожу домой поздно.

Present Continuous (Usage)

We use the Present Continuous to speak about:

1. actions happening now, at the moment of speaking:

He is reading for his examinations now. Don't bother him.

2. actions happening around now, but not necessarily at the actual moment of speaking; these actions are generally temporary:

They are building a country house.

3. actions happening regularly, sometimes too often and it may make us annoyed or critical though our attitude to the action is not always negative, still there is always an element of exaggeration:

He is constantly complaining about her rudeness.

She is such a likeable girl. She is always smiling whenever I see her.

Note: We generally use the Present Continuous in this meaning with always, constantly, continually, forever: *The little boy is forever asking questions. He is continually grumbling about everything.*

4. actions planned to happen in the near future:

He is flying to Paris in an hour. We are meeting tonight.

Verbs that are not generally used in progressive verb-forms:

mental state: know, believe, want, realise, suppose, think, remember, understand, forget, need, mean, recognise;

- **emotional state:** love, prefer, hate, fear, like, dislike, envy;
- **possession:** possess, have, own, belong;
- **sense perception:** see, feel, hear, taste, smell;
- **other existing states:** be, seem, look like, resemble, cost, weigh, exist, matter, consist of, contain, include.

Rule Check

- *Decide what kind of action is expressed by the present continuous form in these sentences.*

1. – Where's James?
– He is playing football in the garden.
2. Lucy is very busy. She is working very hard these days.
3. What are you doing this Sunday evening?
4. My brother is leaving for Great Britain tomorrow morning.
5. Max looks very fit, because he is taking a lot of exercise these days.
6. You are always interrupting me!
7. Clara is ill. She is not working today.
8. – I think Tom is driving home now.
– But I think, he is fixing his car now.
9. He is not coming with us tonight. He is meeting his people at 6 p.m.
10. Whenever I see him he is always chewing something.

1. *Write down ing-forms of these verbs. Comment on the rules of reading and writing.*

Deny, rob, rub, read, live, hum, work, leave, meet, have, blame, study, ring, smoke, copy, get, dance, plan, apply, type, regret, play, admit, stay, offer, pray, permit, stare, enjoy, forget, pour, fear, blow, pay, begin, say, die, lie, care, tie, prefer, taxi, star, snow, ski, marry, retire, sleep, slip, speak, knit, heat, hit, do, chew, bite, bid, seat, sit, refer, occur, win, weep, whip, wipe, open.

2. *Use the verbs from the box in the text in the correct form.*

**have / watch / write / smoke / buy / listen / amuse / read
/ sit / talk / ski / play / enjoy / prepare / shop / lie**

This is a recreation-room in the hall of residence. You can see a group of students there. Some of the them are busy, others a rest. They themselves. Nick and Alec chess. Some girls a film on TV. Lena a book for pleasure. She the book. Jane a letter to her parents. She at the round table in the corner. Peter for his seminar in History. John and Michael are not in the room. They in the corridor. They about their studies.

Lucy isn't in the room either. It is her turn to cook supper today. So she She is in the dairy now. She butter, cheese, and milk. We are going to have supper soon. Nina and George in the

park opposite the hostel They are very happy to be together. Laura isn't happy. She is home-sick. She on her bed and to the radio.

3. Express surprise or disbelief on hearing the following:

Model: - She is working hard.

- Is she? Is she really working hard? That's good.

1. The children aren't sleeping now.
2. She is coming to see us tonight.
3. You are not coming with us.
4. Look! It is snowing outside.
5. He isn't writing the dictation.
6. The sun is shining!
7. You are not working very hard.
8. I am not feeling very well today.
9. My parent are building a new house in the country.
10. You are not doing it properly.

4. Read the dialogue. Define the meaning of the Present Continuous forms.

Act out the dialogue.

On the Phone

Tom: Is that you, Peter?
 Peter: Yes, who is it speaking?
 Tom: Hello, it's me, Tom.
 Peter: Oh, good. How are things?
 Tom: Fine, thanks. Are you coming to my little party this evening?
 Seven o'clock..
 Peter: It's a pity but I'm very busy. I'm reading for my examination in linguistics. And then I'm not feeling well. I'm not coming. You will excuse me, won't you?
 Tom: Yes, of course. I'm sorry you are unwell. Good-bye.
 Peter: Good-bye, Tom. Thanks for ringing me up.

• **Answer these questions about the dialogue.**

- Why is Tom calling Peter?
- Can Peter come to Tom's place? Why not?
- Is Tom sorry about it?

• **Present the dialogue in the form of a story.**

To be going to do something = to be doing something

5. Look at Lily's schedule. Ask your group-mates "when" and "what" questions about Lily's plans for the coming week.

Model: When is Lily going to the disco?

What is she doing (on) Friday evening at 7 pm?

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
Hairdresser's 12.30 pm Seeing a friend 7.00 pm	Library 4.00pm	Music lesson 10.00 am Swimming pool 3.30 pm	Tennis 4.30 pm	Dentist 4.45 pm Cinema 6.30 pm	Shopping 11.00 am Disco 8.00 pm	Ann's birthday party 17.00

6. Find out what your group-mates are doing:

After supper tonight? / Tomorrow evening? / On Sunday?

- **Sum up all the information and present it in a short story.**

7. What are they always doing?

Model: An absent-minded person is always forgetting things.

- | | | |
|--------------------|--------------------|------------------|
| 1. a trouble-maker | 5. a hypochondriac | 9. a vain person |
| 2. an egoist | 6. a spoil-sport | 10. a tell-tale |
| 3. a clumsy person | 7. a gossip | 11. a glutton |
| 4. a liar | 8. a pessimist | 12. a fusspot |

- **Do you know such people? Tell your group-mates about them.**

Present Simple – Present Continuous

1. Which of the adverbials are generally used with the Present Simple and which ones with the Present Continuous (some of them may be used both with the Present Simple and the Present Continuous).

Model:

Present Simple

always (repeated action)

rarely (repeated action)

Present Continuous

always (repeated, emotional)

now (at the moment of speaking)

Always, rarely, now, constantly, in an hour, usually, right now, continually, every day, as a rule, soon, forever, next week, today, often, tomorrow, twice a day, these days, sometimes, on Sundays, tonight, still, from time to time, at the moment, seldom, at present, next week, never, next Monday, at weekends.

- ***Make up 5 sentences with the Present Simple and 5 – with the Present Continuous verb forms in various meanings.***

2. Use the Present Simple or the Present Continuous.

1. You (hear) how the rain (beat) on the window. 2. The sun (rise) in the east and (set) in the west. 3. -- Why you (not / drink) tea? -- It's too hot. 4. She (not / go) to the pictures as often as we 5. Where Robert (be)? -- He (have) a shower in the bathroom. He always (have) it after his morning exercises. 6. He (eat) too much. No wonder he (get) stout. 7. Why you (stand) here? You (wait) for anybody? -- Yes, I (wait) for my friend. We always (meet) here and (go) home together. -- Look, a girl (come). Is this your friend? -- Oh yes, it's her. 8. It (not rain) very much in summer in North Africa. 9. 'Steve is in the bathroom.' '(he / have) a shower?' 10. I and my brother (like) listening to music. We (have) a lot of cassettes and CDs. 11. That villa (belong) to a rich businessman. 12. You can turn off the television. I (not / watch) it. 13. (you / want) to come to Julie's party with me? 14. Please be quiet. I (try) to do my homework. 15. Drive carefully. It (rain) and the roads are wet. 16. Sarah never (forget) people's names. 17. He always (leave) his things on the bus.

3. Write it in English.

1. "Что за шум? Чем это вы здесь занимаетесь?" "Мы слушаем новые записи Стинга." 2. Студенты группы №103 сейчас на уроке английского языка. Они пишут грамматический тест. 3. "Где Лена обычно делает домашнее задание: дома или в институте?" "Как правило, она любит работать дома. Но сегодня она хочет позаниматься в читальном зале. Она работает над рефератом по лингвистике." 4. "Кто этот человек, который стоит у окна?" "Разве ты его не узнаешь? Это Джон, мой двоюродный брат." 5. "Вы летом поедете с семьей куда-нибудь отдыхать?" Да, мы всегда выезжаем к морю." 6. Через неделю к нам приезжает моя свекровь. Она пробудет у нас до конца августа.

Comparison Structures

There are various ways to compare things or people. You can use:

I. Forms of comparative and superlative degrees of comparison of adjectives and adverbs: The days are growing hotter. Be more careful next time. Henry is the tallest of the three brothers. They are the most difficult tests I have ever done.

Usage:**1) We use comparative adjectives to compare:**

- one person or thing with another (if they are two):

She is a better writer than her husband.

- one person or thing with a group of people or things:

She was better than all the other writers of those days.

- two groups of people or things:

The children are better than their parents.

2) We use a superlative to say that one person or thing has more of a quality than others in a group: Tokyo is Japan's largest city.

He is the tallest person among them.

3) We can use adverbs of degree in front of comparative adjectives or adverbs: very, a bit, a great/good deal, a lot, a little, by far, much:

This car's a bit more expensive. Now I feel a great deal more confident.

It's rather a more complicated story than that. It is by far the worst hospital I have ever seen.

4) We can use “less” and “least” to make comparisons with the opposite meaning to “more” and “most”: They are less fortunate than we. He is the least skilled of the workers.**Notes:****1) We normally use “the” with superlatives: It is the happiest day of my life, but you can omit “the” after a link verb: I am happiest when I am on my own.****2) When “most” is used without “the” in front of adjectives and adverbs, it means the same as “very”: The book is most interesting. The interpreter's is a most exciting profession. I object to your suggestion most strongly.****3) A few common adjectives and adverbs have irregular comparative and superlative forms:**

good/well – better – (the) best

bad/badly – worse – (the) worst

old – older/elder – (the) oldest/eldest

far – farther/further – (the) farthest/furthest

little – less – (the) least

many/much – more – (the) most

4) Two-syllable adjectives ending in “-y” build their comparative and superlative forms with “er” and “est”:

funny – funnier – funniest

silly – sillier – silliest

- 5) We use “elder” or “eldest” when we speak about children in a family; these forms are used only before nouns: Our elder/eldest daughter cannot come. My elder brother is 20 years older than me.
- 6) In formal English we use the subject pronoun after “than”: I’m taller than she (is). In informal English you can use the object pronoun after “than”: I’m taller than her / him / you / them.

II. Structures “as...as...”/ “not so...as...”/ “not as... as...”/ “ the same as...”/ “like...”:

You are as bad as your sister. He is not so old as I thought. They are not as clever as they seemed at first sight. Your bag is the same as mine. She looks the same as she did yesterday. It is like a dream.. He looks like an actor. She is very much like her mother.

III. “While” / “but” to compare two contrasting ideas: While John is fond of football, his brother is keen on books. John likes football, but his brother prefers indoor games, like chess or draughts.

IV. Adverbs too, also, either, so, neither, both of, neither of:

He is a teacher, his wife is a teacher too, his sister is also a teacher.

He is not an engineer, his father is not an engineer either. Both of them are teachers. Neither of them is an engineer.

He is a teacher. So are his wife and his sister. He is not an engineer. Neither is his father. He likes football. So does his brother. He doesn’t like chess. Neither do his friends.

1. Write down comparative and superlative forms of these adjectives and comment on their spelling.

Big, large, small, fat, curious, easy, few, good, tender, hard, grey, lonely, lucky, strange, convenient, sweet, cosy, early, difficult, bad, strong, weak, much, noisy, naughty, warm, little, frosty, far, bright, rich, many, little, sly, slow, slender, bright, clever, poor, handsome.

2. Choose the right word: “elder”, “eldest” or “older”, “eldest”.

1. Mr. Clark is ... than his wife.
2. Which is the ... of the two children?
3. They have 3 children. John is ... and Kate is the youngest.
4. John is 8 years ... than his sister.
5. Mr. Clark’s father is 80. He is the ... in the family.
6. Mary has two sisters. Her ... sister is 3 years ... than she.

3. Use: as ... as..., not so ... as ..., the same ... as ...

Model: I’m younger than she is. She is not so old as I am.

1. She is shorter than I am.

2. She's lazier than her sister.
3. My brother-in-law drives faster than my father.
4. Jane's mum is prettier than Jane .
5. Jane is more talkative than her pal.
6. This story is funnier than that one.
7. Mary and Rose both have blue eyes.
8. We both are size 10.
9. These pine trees are taller than the oak trees.
10. His umbrella is more expensive than mine.

- ***Compare yourself and one of your relatives, using as ... as..., not so ... as ..., the same ... as ...***

4. Complete the sentences using comparatives with intensifiers: a bit, a little, a lot, much, a great / good deal, by far.

A. Model: My old house was large. My new house is by far larger.

1. Linda's old car was fast. Her new car is
2. My old sofa was soft. My new sofa is
3. Our old dishes were shiny. Our new dishes are
4. Jane's school is big. John's school is
5. My father's old car was safe. His new car is
6. My new watch is cheap. His new watch is
7. Jane's ear-rings are pretty. Her sister's ear-rings are
8. Walter's old job was easy. His new job is
9. Sarah's old coat was heavy. Her new coat is
10. Fred's dog is fat. His uncle's dog is

B. Model: My uncle is energetic , but my cousin is a lot more energetic.

1. My brother is intelligent, but his girl-friend is
2. Our furniture is comfortable, but our neighbour's furniture is
3. Mary's husband is handsome, but her son is ...
5. My children are obstinate, but my sister's children are
6. Sally's apartment is attractive, but George's apartment is
8. My pet bird is beautiful, but Betty's bird is
9. Ann's clothes are expensive, but her cousin's clothes are
9. English is a difficult language, but Chinese is

5. Write it in English

1. Мой старший брат на 11 лет старше моего младшего брата.
2. "Четверка" - хорошая отметка, но "пятерка" - лучше. В русской школе "пятерка" - самая лучшая отметка. Самая плохая отметка - "двойка".
3. Я живу далеко от центра. Мой друг живет еще дальше. Но дальше всех

живет наш учитель. Он живет в пригороде, и у него уходит целый час для того, чтобы добраться до места работы. 4. Наш город такой же большой, как Минск. Оба города очень красивые. 5. В то время как Георгий увлекается баскетболом, его брату нравятся шахматы. Однако никто из них не увлекается экстремальными видами спорта. (risky sports). 6. Бабушка сегодня чувствует себя гораздо хуже, потому что погода становится все жарче.

6. What do you think?

1. Which river is longer: the Volga or the Thames? 2. Which city is more beautiful: Moscow or London? 3. Who is more popular: Michael Jackson or Paul McCartney? 4. Which vacation is better: in winter or in summer? 5. Which music is more popular with young people: rock music or folk music? 6. Which language is more difficult: English or German? 7. Which kind of sport is more dangerous: diving or ski-jumping? 8. Which subject is more interesting: History or Linguistics?

7. Discuss the differences between the city and the country.

Model: There is less traffic in the country than in the city. Life is more exciting in a big city than in a village.

Ideas: traffic; people; views and scenery; cultural facilities (theatres, cinemas, museums); air; job opportunities; pollution; streets; buildings.

Adjectives: beautiful; quiet; noisy; peaceful; interesting; healthy; clean; crowded; wide; busy; modern, good, bad, boring, clear, awful, narrow, tall, low, kind, friendly, generous.

8. Answer these questions about yourself:

1. How tall are you?
2. What colour eyes have you got?
3. What colour is your hair?
4. What place are you from?
5. Which month were you born in?
6. What kind of music do you like?
7. How many aunts and uncles have you got?
8. Do you live in a block of flats or in a detached house?
9. What is your favourite pet animal?

- **Take 5 minutes to ask these questions some of your group-mates after which compare all the information and give a short report of what you have found out.**

Model: I am as tall as A, but I am shorter than B, I am the same height as C, The tallest of us all is D, I guess.

Unit 2

Quantity Determiners

I. An average quantity: some / any, a few, a little, enough, several

II. A large quantity: many (very / too / a great / a good many), much (very/ too much), a lot of, lots of, plenty of, a great / good deal of, a large number of

III. A small quantity: few, little, not enough, not many, not much, hardly any

IV. Lack of quantity: no, not any

Quantity determiners denoting an average quantity:

Countable

Non-countable

some (books)

some (bread)

any

any

several

--

a few

--

--

a little

enough

enough

Note 1: **Some** is generally unstressed

Any is generally stressed

Note 2: **Any** is mainly used in some types of interrogative and negative sentences: We can see **some** students in the corridor.

Can you see **any** students in the corridor?

Can you see **any** students or teachers in the corridor?

Who can see **some** students in the corridor?

Where can you see **some** students?

You can see **some** students in the corridor, can't you?

You can't see **any** students in the corridor, can you?

Note 3: **Any** may be used in affirmative sentences with the meaning of “every”: You can take **any** book you like. **Any** child can do it.

Note 4: We use **some** in interrogative sentences which are actually offers or requests, not questions:

Would you like **some** coffee?

Could you give me **some** examples?

1. Read these phrases and sentences. Don't stress “some”.

Some books	some bread
Some cars	some food
Some flowers	some air
Some children	some chalk
Some men	some money

There are some potatoes in the basket.

There are some flowers in the vase.

We have some English books in the original.

They could see some cars in the street.

There is some butter in the dish.

We have some fresh meat.

There is some chalk on the shelf.

2. Make up a list of countable and non-countable nouns.

3. Make up three sentences with countable and three - with non-countable nouns, transform them into general and disjunctive questions.

Model: There are some vacant seats in the front row.

Are there any vacant seats in the front row?

There are some vacant seats in the front row, aren't there?

There aren't any vacant seats in the front row, are there?

• Work with your partner. Take turns to ask and answer each other's questions.

4. Read the following sentences replacing “some” by its synonym: “a few” or “a little”. Do it very quickly.

1. There are some lamps on the ceiling.
2. There is some sugar in the sugar-bowl.
3. There are some coats on the coat-stand.
4. There are some matches in the match-box.
5. There is some money in his wallet.

6. There are some cigarettes in the pack.
7. There is some meat in the freezer.
8. There is some butter in the dish.
9. We've got some lectures today.
10. My sister's got some new dresses.
11. We've got some pictures in the family album.
12. My little sister's got some dolls.
13. There are some cars in the square.

5. *Insert some, any.*

1. Are there ... letters for me? No, there aren't ... letters for you. There are ... letters for Mum and Dad. 2. You have ... very nice water-colours here. 3. I have got ... interesting books to read. 4. There aren't ... magazines here. 5. I have got ... interesting news to tell you. 6. There isn't ... butter in the dish. Take ... from the fridge. 7. You may buy ... picture you like. 8. Is there ... ink in the ink-stand? 9. May I take ... books from the shelf? 10. ... child can switch on a TV set. 11. Do you want ... water? 12. Where can I buy ... flowers? 13. I am interested in ... information you can give me on this question. 14. May I have ... more cheese? 15. If you see ... nice prints, will you buy them for me, please? 16. May I take ... chalk?

6. *Insert a few, a little.*

1. I have got ... pictures in the room, but not many. 2. There is ... bread in the cupboard. 3. There are only ... cigarettes in the box. 4. There are ... books on the table, but there are no magazines there. 5. I have ... money on me today. 6. Give me ... water, please, I am very thirsty. 7. I have just ... prints, and they all are very nice. 8. Would you like ... cake? 9. Would you like ... apples? 10. I have to see ... people this afternoon. 11. Could you give me ... help? 12. I don't know the answer, but I've got ... ideas.

7. *Complete these sentences with determiners of an average quantity.*

1. She wanted ... stamps but there weren't ... in the machine.
2. I'm afraid there isn't ... coffee left; will you go and buy ...?
3. I'd like to buy ... new clothes but I haven't got ... money.
4. There's ... gin in the bottle but there aren't ... glasses.
5. They can't have ... more strawberries; I want to make jam.
6. -- When would you like to come? -- ... day would suit me.
7. If you had ... sense you wouldn't leave your car unlocked.
8. Haven't you got ... friends here? You should join a club and get to know people.
9. I see you haven't ... maps. Would you like to borrow ... of mine?

Quantity determiners denoting a large quantity:

Countable

many
--
a lot of
lots of
plenty of
--
a large number of

Non-countable

--
much
a lot of
--
plenty of
a good/great deal of
--

Note 1: In affirmative declarative sentences **much** and **many** are generally used after intensifying determiners like: *very, too, good, great, as, so* and others: I made a **good** many friends there.

He's had **so** many jobs.

She reads **as much as** she can.

They drink **too** much gin.

Note 2: In negative and some interrogative sentences **many** / **much**, can be used without determiners:

We haven't **much** time to spare.

He didn't make **many** mistakes in his last dictation.

Do you have **much** or **little** information about them?

1. Make the following sentences plural. Use determiners denoting a large quantity. When using many, much don't forget about the intensifying words.

Model: There is a man in the street.

There are **a lot of** people in the street.

1. There is a mouse in the barn.
2. There is a glass of juice on the table.
3. There is a bar of chocolate in the shop-window.
4. There is a bottle of milk on the counter.
5. There is a cake of soap in the bathroom.
6. There is a slice of bread in the bread-basket.
7. There is a cup of coffee on the kitchen table.
8. There is a loaf of bread in the bag.
9. There is a slice of cheese in the dish.
10. There is a package of sugar in the cupboard.

2. Make up How many ...?/How much ... ? questions with these nouns:

Milk, chocolate, juice, hats, pictures, free time, money, lamps, postcards, work, lectures, classes, furniture, information, chairs, tea, water, children mice, men and women,

Model: How many books are there in the bookcase?

How much time have we got?

3. Complete these sentences with determiners denoting a large quantity.

1. There are ... of chocolate biscuits. Would you like some?
2. He doesn't sell very ... books. That's why he'll never make ... money.
3. There aren't ... trains to Birmingham, but there are ... buses.
4. There's ... work to do, so we haven't ... time to spare.
5. She spent ... money last month.
6. If you eat ... chocolate, you'll get fat.
7. There are ... flowers in the garden.
8. I've got ... things to do today.
9. Helen is never alone. She has got ... friends.

Quantity determiners denoting a small quantity or lack of quantity

Countable

few

--

hardly any

not enough

not many

--

no

not any

not a single

Non-countable

--

little

hardly any

not enough

--

not much

no

not any

--

Note 1: **Few / little** belong to formal usage. In informal speech they are generally replaced by **hardly any** or used with such intensifiers as: *so, very, too, extremely, comparatively, relatively*: We have comparatively few English books, but they have too many of them.

Note 2: No article is used after the negative pronoun **no**:

I've got no brother. We've got no English books. There is no meat in the fridge.

1. *Use one of the determiners of small quantity with the following nouns. Use them in sentences. See your list of countable and non-countable nouns.*

Clouds, relatives, cars, trees, copybooks, ...

Snow, sunshine, water, air, oil, porridge, ...

2. *Read these texts and then make up your own texts by analogy.*

1. I have **some** English books in this bookcase. But I haven't **very many** books in there. Actually, I have **extremely few** English books.

2. I've got **some** money on me. But I haven't got **much** money. Actually, I have **too little** money on me today.

3. *Express a contrary idea to the given statements.*

Model: - There is a lot of meat in the freezer.

- Oh, is there? But it seems to me there is very little meat in the freezer.

1. His father earns a good deal of money.
2. We've got plenty of free time now.
3. There is enough coffee in the box still.
4. She's bought a lot of new things recently.
5. There is a good deal of good news in the letter.
6. There is plenty of useful information in the paper.
7. There is a large number of things in the sideboard.

4. *Contradict the statements.*

Model: - There is no meat in the fridge.

- But yes, there is a little.

1. There are no mistakes in my dictation.
2. There is no chalk by the board.
3. There is no furniture in the flat.
4. There are no newspapers in the box.
5. There is no news in the paper.
6. There is no time left.
7. There is no money in the wallet.
8. There is no fruit at home.
9. There are no words on the blackboard.
10. There is no water in the kettle.
11. There are no vacant seats in the hall.

5. Fill in the blanks with “some”, “any”, “no”, “none”.

1. I need ... paper. Have you got ... ? 2. Is there ... news for me? 3. I would gladly give you ... money, but I have 4. There is ... butter in the fridge but there isn't ... cheese. 5. Buy ... more dictionaries, they'll be of great help. 6. There are ... house plants in the kitchen, but there aren't ... in the sitting-room. 7. They have three daughters but ... sons. 8. ... people say I am the very picture of my granny. 9. Have you got ... relatives in Yalta? I personally have 10. I'm not going to buy ... new furniture.

6. Fill in the blanks with “many”, “much”, “few”, “little”, “a few”, “a little”. Translate the sentences.

1. Come over here! There are ... vacant seats near us. 2. I must hurry, there isn't ... time left. 3. His study is packed with furniture. There is very ... spare room in it. 4. Roy is ... older than Steve. He is already thirty, while Steve is twenty-one. 5. How ... built-in cupboards are there in your flat? 6. He's a newcomer here. Very ... people know him yet. 7. I'm not going to buy ... furniture, just ... chairs and a table. 8. The man isn't talkative. He talks rather ... but does 9. I can't say it's a busy shopping street. There are ... shops here but not very 10. Let's put the grand piano into this room. It's not very big either, yet ... larger than that room.

Indefinite Compounds

<i>Someone, somebody, anyone, anybody, no one, nobody, everyone, everybody, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere</i>
--

Note 1: Generally we use ***someone, somebody, something*** and ***somewhere*** in affirmative statements. We also use them in questions when we offer things:

*Would you like ***something*** to drink?*

Note 2: Generally we use ***anyone, anybody, anything*** and ***anywhere*** in questions and negative statements.

Note 3: We use ***anyone, anybody, anything*** and ***anywhere*** when we mean it doesn't matter who, what, where.: *Who shall I bring to your party? – ***Anyone***. What would you like to drink? – ***Anything***.*

Note 4: When we use the negative words ***no one, nothing*** and ***nowhere***, we do not use a negative verb: *He ***did nothing***. (he didn't do ***anything***) I saw ***no one***. (I didn't see ***anyone***.)*

Note 5: All these pronouns take singular verbs: *No **one** knows the answer. Everyone has to bring a notebook and pencil.*

But we often use ***their*** and ***they*** after these pronouns:

***Somebody** has left **their** keys here.*

Note 6: Compounds are never followed by an of-phrase. In this case we use ***some of, any of, none of:*** ***Some of** you must go and visit her. I didn't expect to see **any of** them at the concert. I like **none of** the stories.*

1. Complete the sentences with the correct compound.

Model: Turn the tap off. There's water everywhere.

1. I didn't want ... to eat because I felt sick. 2. The house was a mess after the party. There were bottles and glasses 3. They slept on the beach because they had ... to stay. 4. He's upset about ... but he won't tell ... about his problem. 5. "Where shall we eat?" " ... I don't mind." 6. There's ... at the door. Can you go and open it? 7. We're bored. There's ... to do. 8. I don't want to buy anything in this shop. ... is too expensive. 9. Do you want ... else?.

2. Make appropriate compounds by adding some, any or no.

1. I see ... one at the window. 2. There is ... body in the next room who wants to speak to you. 3. ... body knows about it. 4. Will you give me ... thing to eat, I'm hungry. 5. If there is ... thing else you want, please let me know. 6. Where can I get ... thing to eat? 7. I know ... thing about your town. Tell me ... thing about it. 8. I haven't any more money about me, so I cannot buy ... thing else. 9. Do ... thing you can to help him. 10. Can you see ... thing through the fog? 11. ... one likes to go out for a walk when it is raining.

3. Translate into English the words given in brackets.

1. They understand (ничего). 2. Don't go (никуда) tonight. 3. (Никто) is standing there. 4. There is (ничего) in the cup. 5. (Никто из наших студентов) speaks Russian during the break. 6. Don't ask him about (ни о чем). 7. (Никто из них) knows (ничего) about this book. 8. (Каждый) knows it. 9. (Кто-то) is knocking at the door. 10. I want to tell you (что-то). 11. She reminds me of (кого-то). 12. (Некоторые из нас) know her address. 13. Have you got (что-нибудь) to drink? 14. Where can I get (что-нибудь) to drink? 15. (Кто-то из нас) must stay here. 16. (Любой из вас) can do it. 17. (Никто из вас) knows this rule. You must learn it. 18. If there is (что-нибудь) interesting in this magazine, let me know.

4. Complete these sentences with somewhere, anywhere, nowhere, everywhere.

1. Let's go _____. The weather is fine. I don't want to stay at home in such weather. 2. I cannot find my glasses _____. I always put them _____ and then look for them for hours. 3. Today is a holiday. The streets are full of people. There are flags, banners and flowers _____. 4. You can go _____ in summer. 5. You can buy this dictionary _____, it is on sale now. 6. Do your parents live _____ near Nizhny Novgorod? 7. There are so many people _____ today! 8. He goes _____ in the evenings. 9. Let's go _____ as I have a headache. 10. Your book must be _____ on the shelf.

Past Simple

Formation.

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

*We **watched** TV last night.*

Irregular verbs have no inflexions in the Simple Past. They vary considerably in their Simple Past forms, therefore they must be learnt.

Both regular and irregular verbs form questions and negations with the auxiliary verb **did/did not (didn't)**: *Did she watch TV last night?*

*She **did not/didn't** watch TV last night*

Spelling rules

- Verbs **ending in –e**, take only **–d**: *dance – danced.*
- Verbs **ending in a consonant + y**, change the **y** into **i** and take **–ed**: *try – tried.*
- Verbs **ending in a vowel + y**, take **–ed**: *play – played*
- Verbs **ending in a consonant** with **a short stressed vowel in the root**, **double the consonant** and take **–ed**: *plan – planned.*
- The same is true for **the final –r**, **if it is preceded by a stressed vowel**: *pre'fer – pre'ferred*, but *'offer – 'offered*.

Note: **r** is not doubled when preceded by a diphthong: *ap'pear – ap'peared*

- Verbs **ending in –l**, double the **l** and take **–ed** (in Br.E): *travel – travelled.*

Pronunciation. The suffix **–ed** is pronounced:

- [id] when the verb **ends in a [t] or [d]**: *posted, mended;*
- [t] when the verb **ends in a voiceless consonant**: *cooked, missed;*
- [d] when the verb **ends in a voiced consonant or vowel**: *closed, showed.*

Use: *We use the Past Simple to speak about:*

1. actions which happened at some definite or stated time in the past:

They got married 15 years ago.

2. actions which happened repeatedly in the past but don't happen any more:

He often played football with his dad, when he was 8.

3. actions which happened immediately one after another in the past:

Today in the morning I got up at 7 o'clock, jumped out of bed, ran up to the window, opened it and then started doing my usual physical jerks.

1. Write down ed-forms of these regular verbs. Comment on the rules of writing and reading.

Order, copy, worry, spray, shock, share, nurse, cross, wish, glance, re'fuse, rob, solve, smoke, flow, snow, lag, com'pare, answer, carry, offer, pre'fer, fry, shave, pre'pare, beg, tie, ski, slice, stop, type, miss, sort, wait, fix, use, lie (лгать), walk, move, study, ask., help, like, want.

2. Write down that they did the same some time ago. Use: yesterday, last year, last week, two days ago...

Model: He lives in Minsk. – He lived in Minsk some years ago.

1. The cake tastes nice. 2. They usually help me. 3. He tries to read as much as possible. 4. She opens the windows when it rains. 5. She passes her examinations successfully. 6. He likes his tea sweet. 7. She travels a lot. 8. They stay in the country in summer. 9. He usually peppers everything he eats. 10. Sometimes it occurs to him that he may be wrong.

3. Fill in there was, there were, it was, they were.

Model: There were twenty people at the party. They were all John and Patty's friends.

1. _____ a car outside my house this morning. _____ a white sports car.
2. _____ a lot of messages for Paul at the office. _____ all from his boss.
3. _____ a hundred guests at the wedding. _____ all relatives.
4. _____ no clouds in the sky yesterday. _____ a beautiful day.
5. _____ a call for you this morning. _____ your friend Tony.
6. _____ lots of holes in my jacket. _____ very old.
7. _____ a lot of people in the room. _____ very crowded.

4. Study the verbs that are often confused

Infinitive	Past tense	Past participle
fall [fɒl]	fell [fel]	fallen [ˈfɒlən]
feel [fi:l]	felt [felt]	felt [felt]
fill [fil]	filled [fild]	filled [fild]
flow [flɒu]	flowed [flɒud]	flowed [flɒud]
fly [flaɪ]	flew [flu:]	flown [flɒn]
lay [leɪ] = класть	laid [leɪd]	laid [leɪd]
lie [laɪ] = лежать	lay [leɪ]	lain [leɪn]
lie [laɪ] = лгать	lied [laɪd]	lied [laɪd]

- I didn't take a shower this morning. And you?
- I took a bath this morning. And you?
- I met my old friend last week. And you?
- Her mother didn't go to work yesterday. And his mother?
- They went skiing last Sunday. And you?

7. Complete the text by putting the verbs in brackets in the correct past tense form.

Transport Timeline

- 1500** Leonardo da Vinci (design) *designed* a helicopter.
1620 Cornelius van Drebbel (build) a submarine.
1783 Pilatre de Rozier and the Marquis d'Arlandes (make) the first flight in a hot-air balloon.
1791 Comte Mede de Sivrac (design) a bicycle without pedals.
1829 George Shillibeer (introduce) horse-drawn buses to London.
1829 George Stephenson's locomotive *The Rocket* (win) a competition.
1837 Steam trams (begin) to operate in New York City.
1843 The *Great Britain* steamship (sail) across the Atlantic Ocean.
1863 The first underground railway (open) in London.
1885 Karl Benz and Gottlieb Daimler (invent) the petrol engine.
1909 Louis Blériot (fly) from France to England in a monoplane.

- **Make up special questions about the information in the Transport Timeline with Who...?/When...?/What...? And ask your partner.**

8. Anna's mother left a list of things for Anna to do.

- go to the super-market
- post the letters
- go to the baker's
- feed Blacky
- take him for a walk
- make the beds
- water the plants
- wash the dishes

Some time later she calls Anna. Now she is talking to Anna on the phone. (Look at the list and fill in the gaps with the correct verb in the past simple.)

Mother: Hello Anna.

Anna: Hi Mum.

Mother: Did you do the things I asked you to do?
 Anna: I did some of them but not all of them.
 Mother: Did you go to the supermarket?
 Anna: _____, but _____ to the baker's.
 Mother: That's all right. _____ the letters?
 Anna: _____.
 Mother: _____ the beds?
 Anna: _____, and I also _____ dishes.
 Mother: Good! What about the dog?
 Anna: I _____ Blacky and then I _____ him for a walk.
 Mother: _____ the plants?
 Anna: _____.
 Mother: It doesn't matter. I'm glad you did all those things.
 Anna: To tell you the truth, Mum, Grandma came and helped me!

Unit 3

Present Perfect

The Present Perfect is one of the analytical forms of the English verb: it consists of more than one word-form:

Auxiliary verb + *Notional verb*

I/we have written two letters.

He/she has done three exercises.

They have passed all the examinations successfully.

Formation

The Present Perfect is formed with the auxiliary verb **to have** in *the present simple form* (= have, has) and *the Past Participle* form of the notional verb (= worked, written).

Contracted forms: I've, we've, they've, he's, she's; haven't, hasn't.

Use

The Present Perfect denotes:

1) *an action* which began and ended in the past, but is connected with the present moment indirectly, by its result. This usage of the Present Perfect form is called ***Present Perfect Exclusive*** (the moment of speaking is excluded): It has stopped raining. Let's go out.

– She looks so happy! – Yes, she does. She has received some good news.

The Present Perfect Exclusive is translated into Russian by past tense-forms (дождь прекратился... она получила...).

2) *an action* which began in the past, is still going on at the present moment and will go on for some time. This usage of the Present Perfect is called ***Present Perfect Inclusive*** (the moment of speaking is included):

I have known him for 13 years.

We have lived in Nizhny Novgorod all our lives.

The Present Perfect Inclusive is usually translated into Russian by Present tense-forms (я знаю его... мы живем...).

The connection of the past action with the present moment

(1) may be clear from ***the situation or context***: Has Mother come home?

I don't know what he's going to do. I haven't seen him yet.

(2) may be indicated by:

a) ***adverbials***: *already, yet, just, lately, of late, recently, never, so far, today, this week, this morning, this year* (if the mentioned period of time is not over at the moment of speaking);

b) ***prepositional phrases***: *since 7 o'clock, since childhood, since 1995, for ages, for 5 years, since then, ever since*: I haven't played chess for ages. I met him two years ago and I haven't heard of him since then.

c) ***adverbial clauses*** which indicate the moment in the past at which the action began: I've known him since my brother introduced him to me.

We have done a lot of work since the lesson began.

Note 1: that the verb in the adverbial clause is in the past simple form.

Note 2: In Where- and When-questions we usually use the Past Simple:

– Have you seen him this week?

– Yes, I have.

– When did you see him?

– I saw him this Wednesday.

– Where (did you see him)?

– (I saw him) In the theatre.

Rule Check

- ***Read these sentences and say if the Present Perfect is exclusive or inclusive.***

1. They have been engaged for half a year already.

2. I haven't slept since last night.
3. I have always been fond of classical music.
4. I have been to Moscow many times.
5. We have read the book up to the end.
6. He has worked at the problem for a long time without much result yet.
7. Have you ever translated from English into Russian?
8. I have known him since childhood.
9. She has returned from England this week.
10. Why are you so hard on him? What has he done?
11. Mr. Bradly has married at last.
12. I haven't spoken with him since we quarrelled.

The usage of still, yet, already.

Still is used to say that something is continuing and has not stopped yet. ***Still*** is usually used in mid-position:

- between the subject and the predicate: I still think you're wrong.
- between the auxiliary verb and the notional part of the predicate:

It is still raining.

Yet is used to talk about something that is expected. ***Yet*** is used in questions and negative sentences at the end of a sentence: -- Has the postman come yet? -- No, not yet.

Already is used to say that something has happened earlier than expected. ***Already*** is generally used in affirmative sentences in mid-position: He has already typed the letters. It's so nice of him. He has done it sooner than we expected.

Note the difference between ***yet*** and ***already***.

1. Have you met our new boss yet? (= you just ask for information)
2. Have you already met our new boss? (= you just ask to confirm: You've met our new boss, haven't you?)

Questions with ***already*** are often not real questions, but expressions of surprise. Compare: Is my coat dry yet?

Is my coat already dry? That's quick!

1. Form Participle II of these verbs:

Allow, sell, prepare, wash, repeat, see, stand, perform, translate, forget, recall, pack, leave, live, stop, pass, cut, spend, spell, do, make, pay, say, discuss, dress, take, rent, let, become, say, cost, lend, keep, lie (лежать), put, read, write, eat, drink, sing, sit, get, know, buy, feel, fall, hear, think, teach, give, bring, understand.

2. Write is or has instead of contracted forms.

1. She's 37. 2. What's he done? 3. It's late. 4. He's 1m 85 cm tall. 5. She's got blue eyes. 6. He's wearing a dark suit. 7. She's hungry. 8. He's cold. 9. She's gone to London. 10. He's married. 11. What colour's your new car? 12. She's tired.

3. Answer the following questions in the negative and say that the action is only in process or is going to happen in the near future.

Model: 1) – Has the teacher asked all the questions about the text?

– No, not yet. He is still asking them.

2) – Have you been to the language laboratory today?

– No, not yet. But I am going to go there after dinner.

- Have you done all the exercises?
- Have you answered all the questions about the text?
- Have you had breakfast yet?
- Have you been to the theatre this week?
- Have you read the book for out-of-class reading up to the end?
- Has Mary typed the letters?
- Has Michael tidied up his room?
- Have you watered the flowers?
- Have you called your parents this month?
- Have you learnt the poem by Burns by heart?

4. Ask and answer How long...? / Since when...? questions.

... have you known your best friend?

... have you lived in your (native) town?/ N. Novgorod?

... has your mother / father had her/his present job?

... have your parents been married?

... have you been able to swim? / to ride a bike? / to drive a car?/ to ski?/
to play the guitar? / to speak English?

- **Ask your partner these questions. Sum up the results and report them to the class.**

5. Say which of these things a) you have never done

b) you have already done

c) you haven't done yet

d) you have always wanted to do

Model: I have never spoken to a famous person.

I've already seen the new James Bond film.

I haven't been on television yet.

I've always wanted to visit London or New York.

- | | |
|-------------------------------|------------------------------|
| – speak to a famous person | – fall in love |
| – be on television | – win a large sum of money |
| – have your fortune told | – buy a new car |
| – see the new James Bond film | – eat in a famous restaurant |
| – see a house on fire | – visit London or New York |

6. Use the verbs in brackets either in the present perfect + yet or the present continuous + still.

Model: Maria (not iron) her shirt; she (have) a bath.

Maria hasn't ironed her shirt yet; she is still having a bath.

1. Paul (not get up); he (read) in bed. 2. "Tom (pass) his driving test?" "No, he (have) driving lessons." 3. Martha (look) for her keys; she (not find) them. 4. "(you/buy) a new sofa?" "No, I (save) up for it." 5. Ben (take) his lunch; he (not finish) his cup of coffee. 6. "(you/buy) a new watch?" "No, I (use) my grandfather's watch."

7. Use still, yet, already.

1. – Has the postman been ...? – No, he's ... chatting to the neighbour. 2. You needn't wash the dishes. I've ...done them. 3. – Has it stopped raining ...? – No, not 4. – I'm going to Bangkok next month. – Oh, you'll enjoy it. I've ... been there. 5. – Have you finished your homework ...? – No, I'm ... doing it. 6. She's ... arrived! The train was early. 7. – Where's John? Has he ... left? – No, not He's ... in his office. 8. He's ... left Caracas but he hasn't reached Quito 9. – Have you finished your report ...? – No, I'm ... writing it. 10. I haven't done my homework I'm writing letters.

8. Complete these sentences with since and for.

Model: My aunt has been a widow for 5 years since her poor husband died.

- | | |
|--|-------------------------------------|
| 1. I haven't been to the pictures ... | 6. He hasn't been to the theatre... |
| 2. We haven't been to the South ... | 7. I haven't bought new clothes ... |
| 3. I haven't visited my grandparents... | 8. I haven't eaten anything ... |
| 4. She hasn't cleaned her room ... | 9. I have known my friend ... |
| 5. I haven't seen my friend ... | 10. It has been very cold ... |
| 11. We have been students of the Linguistic University ... | |

9. Study the sentences with the Past Simple and the Present Perfect and complete the rules:

We **went** to Las Vegas last summer.

We **have just come back** from Rome.

1. We use the ... tense to talk about an action that is still of present interest. 2. We use the ... tense to talk about a completed action in the past.

10. Say it in English.

- Ты видел сегодня Павла?
- Да. А что?
- Когда ты его видел?
- Во время первого перерыва.
- Как ты думаешь, он еще здесь (в университете)?
- Не знаю. Два часа тому назад он был здесь. Но с тех пор я его не видел. Может быть, он уже ушел домой.
- Жаль. Он мне очень нужен.

11. Answer these questions and then ask your partner similar questions after which tell the class what you have found out.

1. Have you been to the cinema this month? / to the theatre / to a disco/
to the reading-hall / to the library / to the language
laboratory?
When? Since when haven't you been to these places?
2. Have you always wanted to go abroad? Have you ever been abroad?
How many times have you been abroad? What countries have you
been to? When did you visit each of them?
3. How long have you known some of your group-mates? Since when
have you known them? How long have you known your best
friend/your girl friend/boy friend?
4. Do you have a bicycle / a car? How long have you had it?
Since when have you been able to ride it / drive it?

Present Perfect Progressive (Continuous)

The Present Perfect Progressive is another analytical form of the English verb. It consists of the:

auxiliary verb

and

notional verb

I have beenstudying English since I was 7.**Formation**

The Present Perfect Progressive is formed with the auxiliary verb ***to be*** in ***the Present Perfect*** (have been, has been) and ***the Present Participle of the notional verb*** (working, writing).

Use

The Present Perfect Progressive denotes:

1) an action which began in the past, has been going on up to the present moment and is still going on at the moment of speaking. This usage of the Present Perfect Progressive is called ***the Present Perfect Progressive Inclusive***:

Inclusive: We have been studying at the University since September.

My sister has been working at the same school for 15 years.

The Present Perfect Progressive Inclusive is translated into Russian by present tense-forms (мы учимся..., моя сестра работает...).

2) an action which was recently in progress but is not going on at the present moment, still it is connected with the moment of speaking by its result or consequences: Her eyes are red and swollen. It's evident that she has been crying.

There is so much snow outside. Has it been snowing the whole night?

This usage of ***the Present Perfect Progressive*** is called ***the Present Perfect Progressive Exclusive*** and is translated into Russian by past tense-forms (она плакала..., снег шел...).

Rule Check

- ***State if the Present Perfect Progressive in these sentences is Inclusive or Exclusive.***

1. It's snowing outside. It has been snowing since early morning.
2. You look a bit tired. What have you been doing all day?
3. How long have you been sleeping?
4. How long have you been having your English class?
5. How long have you been wearing the dress you are having on today?
6. – Have you finished to read the book?
– Yes.
– How long have you been reading it?
7. – Have you finished to read the book “the Green Years”?
– No, not yet.
– How long have you been reading it?
8. The boys look hot and tired. I think they have been playing football again.

1. ***Combine the sentences using the present perfect continuous with for or since.***

Model: Felix is watching the goldfish. He started watching them an hour ago.

He has been watching them for an hour.

Maria is studying Chinese. She started studying it in 1997.

She has been studying it since 1997.

1. Sandra feels ill. She started to feel ill a week ago.

- | | |
|---|---------------------------------------|
| 2. They're playing tennis. | They started playing at two o'clock.. |
| 3. We're travelling around | South America. We started in June. |
| 4. I'm doing the washing-up. | I started doing it an hour ago. |
| 5. It's snowing. | It started snowing at two o'clock. |
| 6. Andy is reading <i>War and Peace</i> . | He started it months ago. |

- **Make up 5 more sentences according to the same structure.**

2. Write How long? questions and answer them with for or since.

Model: Q: Maria/speak/on the phone A: fifteen minutes

Q: How long has Maria been speaking on the phone?

A: For fifteen minutes.

- | | |
|--------------------------------------|-----------------------|
| 1. Q: your father/read/the newspaper | A: an hour and a half |
| 2. Q: the cat/watch/the bird | A: four o'clock |
| 3. Q: it/rain | A: two thirty. |
| 4. Q: she/grate/the cheese | A: about ten minutes |
| 5. Q: they/lie/in the sun | A: breakfast |
| 6. Q: you/live/in Ohio | A: March |
| 7. Q: we/wait/for the bus | A: forty minutes |

3. Look at Nick's job application form and use the present perfect continuous with for and since to correct the facts about his life.

Full name	Nicholas Colin Bower
Age	18
Languages	Spanish: started at 11; Italian: started at 14
Interests	Football: second year in the college team Music: began playing electric guitar aged 15 Started band NCB a year ago
Qualifications	Driving since last October
Work experience	Became part-time waiter at Tony's Pizza Place in July

Model: (learn Spanish/two years)(learn)

He hasn't been learning Spanish for two years. He's been learning it for seven years.

1. (learn Italian/three years) (learn)
2. (college football team/four years) (play)
3. (the electric guitar/13 years old) (play)
4. (drive/March) (drive)
5. (Tony's Pizza Place/September) (work)

The Present Perfect and Present Perfect Progressive

Note 1: *The Present Perfect* is often used to express the idea of completion to say that an action has just been finished, or to talk about its results.

The Present Perfect Progressive emphasises the continuity of the action which is still in progress.

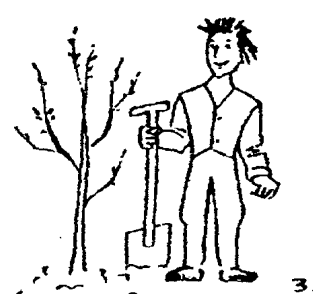
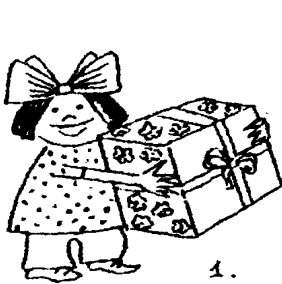
Compare: I've been reading the book for a week. (= I haven't finished it.)

I've read the book. (= I've finished it.)

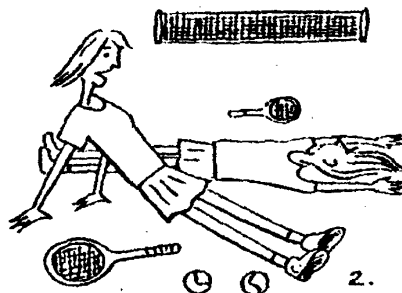
Sorry about the mess: I've been painting the house. I've painted two rooms since lunch time.

1. Look at the pictures below and write down:

A. What has just happened to these people?



B. What have they been doing?



2. Make up various questions around these situations.

1. Mike is writing a letter. He has been writing letters since 12 o'clock. He has already written 3 letters.
2. Ann has a very nice dress on. It's very fashionable and smart. She bought it a week ago at the Central Store. It's only a week she has been wearing it.

3. At present we are reading “The Green Years” for our in-class reading. We haven’t read much of the book though we have been reading it for a month now. We have read only 7 chapters.
4. We are having a class in English now. We have been having the class since 10 o’clock. It’s about an hour that we have been speaking only English. We have done a lot of work by now. We have answered the teacher’s questions about our last weekend, we have made up short dialogues, we have read and discussed a short text about the way the British spend their holidays. In a word, we have been drilling English grammar since the lesson began.

The Present Perfect and Simple Past

Remember:

1. ***Just*** is generally used with ***the Present Perfect*** and ***just now*** is used with ***the Past Simple***.
2. In ***when-*** and ***where-***questions we generally use ***the Past Simple***.
The exception is: I haven’t seen you for ages. Where have you been?
3. We use ***the Present Perfect*** after: **This is the first time I have met** this man.

1. Complete the conversation by putting the verbs in brackets in the past simple or present perfect continuous.

Miranda: Sorry I’m late. How long have you been waiting (you/wait)?

Nick: Don’t worry. I (not wait) very long. I (get) here about ten minutes ago. By the way, why is your hair wet? (it/rain)?

Miranda: Yes, it has. And I (come) by bike so I got wet, of course.

Nick: How long (you/use) a bike to get around London?

Miranda: I (buy) this bike two weeks ago and I (ride) it every day since I got it. Are you OK, Nick? You look tired.

Nick: I (not sleep) well last night and I (feel) tired all day.

Miranda: Perhaps you need to do more sport.

Nick: I (have) a riding lesson in Richmond Park yesterday evening.

Miranda: Was that fun?

Nick: Yes, I (enjoy) it.

Miranda: How long (you/learn) to ride?

Nick: About three months. You should come with me some time.

Miranda: I think I prefer riding my bike. It doesn’t kick or bite!

2. Complete the sentences, using:

a) the present indefinite and the present continuous:

1. – Hallo! Where you (to go)?
 – I (to go) to the theatre. You (to go) there too?
 – No, I am not. I (not to go) to the theatre very often. Do you?
 – No, as a rule I don't. I generally (to go) once or twice a month, but tonight I (to go) a second time this week.
2. – What you (to read) when you are on holiday?
 – I usually (to read) Russian and English books.
 – You (to read) English books in the original?
 – Yes, I do.
 – You (find) them difficult?
 – Not very. I (to look up) very few words.
 – What you (to read) now?
 – I (to read) 'Ivanhoe' by Walter Scott.
3. – Who (to play) the piano over there?
 – It's my sister. She (to play) very well, doesn't she?
 – Indeed she does. Is she a professional musician?
 – No, she isn't. She (to take up) music because she is very fond of it.

b) the present perfect and the present continuous:

1. Let's go out. The rain (to stop), the sky is cloudless and the sun (to shine) for the last half an hour, a lot of people (to appear) in the streets.
2. She does not know Chinese although she (to live) in China for many years. She (to try) to learn it for years, but (not to succeed) yet.

c) the present indefinite, the present continuous, the present perfect and the present perfect continuous:

1. – Jane, what is Bob doing here?
 – He (to lose) his book and he (to look for) it all the afternoon.
 – He needn't look for it. It is here, it (to lie) here all the while.
2. – I say, what your brother (to do)?
 – He is a writer. He (to write) a novel for the last two years, but he (not to finish) it yet. He (not to collect) the necessary material for the second part, and now he (to work) in the library.

3. Open the brackets using the verb in the correct form.

B: I say, Ann. You (to have) a very fashionable blouse on. I (not to see) it yet, _____ I?

A: No, you _____. I (not to wear) it so far. It is the first time I (to put on) it.

- B:** Oh, I see. But where you (to manage) to get it?
A: In Moscow, during my summer vacation.
B: But why you (not wear) it since then, I wonder?
A: The fact is, I (not to have) a good shirt to match. But last week I (to go) shopping and (to be) lucky to buy the jeans you can see on me which (to match) the blouse perfectly, don't they?
B: Oh, yes. You (to look) well, indeed. I wish I had a blouse like that. I am eager to buy something new. I (to wear) the skirt and the cardigan for years, you know.
A: Never mind. They (to fit) you perfectly and besides they (to be) suitable for any occasion.
B: That's right. But still I'd like something new.

- *Sum up the information about the girls in the form of a story. Vary reporting verbs and phrases.*

The beginning: Today Ann is wearing a very fashionable blouse. Betty remarks that she...

- *Make up a dialogue around the following situations:*
 1) You're Betty. You are telling your mother about Ann's new blouse.
 2) You are Betty. Have a talk with another friend of yours.

The beginning: – I say, Mary. Have you seen Ann today?
 – No, not yet. Why?
 – She is wearing such a fashionable blouse.
 – Is she? ...

4. *Read the Russian sentences, translate the underlined verbs using the correct verb-forms.*

1. Рада Вас видеть! Я так много о Вас слышала от отца. 2. Я закончила работу. Взгляните, пожалуйста. 3. Те мальчики уже два часа как гоняют футбол. Неужели они не устали? 4. “Вы читали сегодняшние газеты?” “Конечно!” 5. “Вы принесли мне журналы?” “Нет, я пришел за Вашим советом.” 6. “Можно войти?” “Да, пожалуйста. Что ты делал там наверху так долго?” 7. Я еще не говорил с Джоном по этому вопросу. Я его не видел со вчерашнего дня. 8. “Вас Виктор навещал недавно, не так ли?” “Да, он приходил сегодня.” 9. “Том, Ваш племянник уже навещал Вас?” “Никто меня еще не навещал.” 10. Лена дала мне очень интересную книгу на прошлой неделе, а у меня еще не было ни одной свободной минуты, чтобы просмотреть ее. 11. “Вы послали за доктором?” “Да. Он скоро придет.” 12. “Как дела у Вашего сына,” “Хорошо. Я только что говорила с ним по телефону.” 13. “Вы давно знаете Аню?” “Я знаю ее уже шесть лет.” 14. Я очень люблю путешествовать. Я уже побывала во многих городах России. А в последний раз я выезжала за границу. 15. “Вы давно здесь стоите?” “Около десяти минут”. 16. Я не бывала в Нижнем

Новгороде с тех пор, как мы переехали в Санкт-Петербург. 17. “Вы давно не виделись со своей тетей?” “Да. Она как купила новый телевизор так почти и не выходит из дома. Только и делает, что смотрит мыльные оперы.”

Reported (Indirect) Speech (with the reporting verb in the present)

To report direct statements, various types of questions, commands and requests into indirect speech correctly you must know a number of rules.

Statements

1. *Statements* are generally introduced into reported speech by the conjunction ***that***, which may be omitted in oral speech:

Ann says, “I’ve had a nice winter vacation. Ann says (that) she has had a nice winter vacation.

2. *Personal and possessive pronouns* are changed according to the sense:

“I’ve had...” → She has had... “my” → her

3. *The tense-forms* used in indirect statements are the same as they are in the corresponding direct ones:

Nick says, “I get up usually at 8.” / “I got up yesterday at 7.” / “I’ll be on time.” /
“Now I’m doing my homework.” / “I have already written two letters.”

Nick says (that) he gets up usually at 8. / he got up yesterday at 7. /
he will be on time. / he’s doing his homework. /
he has already written two letters.

4. Make the correct choice of *the reporting verb* to report a statement. They are:

to say (if the addressee is not mentioned): Mike says, “I did my homework yesterday.” - Mike says that he did his homework yesterday.

to tell (if the addressee is mentioned): Mike has said to the teacher, “I did my homework yesterday.” - Mike has told his teacher that he did his homework yesterday.

Other reporting verbs: ***to know, to think, to suppose, to believe, to announce, to add, to declare, to admit, to explain, to confess, to exclaim, to shout, to confirm, etc.***

Questions

1. *The word-order* in reported questions is the same as that in statements: Subject + Predicate...

2. *General, disjunctive, alternative questions* are introduced into reported speech by the conjunctions ***if*** or ***whether***:

The teacher asks me, “Is your family large?” / “Your brother lives in London, doesn’t he?” / “Does your sister work or study?”

The teacher asks me if my family is large. / if my brother lives in London. / if my sister works or studies.

3. *Special questions* are introduced into reported speech by ***the same interrogative word*** :

The girl asks me, "Where is the lecture going to take place?"
 "How long have you been studying English?"
 "When did you finish school?"

The girl asks me where the lecture is going to take place
 how long I have been studying English.
 when I finished school.

4. Make the right choice of ***the reporting verb or phrase***. They are:
to ask, to wonder, to want to know, to inquire, to be interested to know, to be eager to know, to be anxious to know

We can also begin our question with one of these phrases:

I'd like to know...

Tell me, please,...

Can't you tell me...

Do you know...

Do you happen to know...

Do you remember...

Will you tell me...

Will you be so kind as to tell me...

Would you mind telling me...

Have you any idea...

When your answer is negative and you repeat the question you usually use one of the following phrases:

I don't know...

I have no idea...

I haven't the slightest idea...

I'm not at all sure...

I can't tell you...

No notion...

Commands and Requests

1. ***Commands*** and ***Requests*** are introduced into reported speech by the infinitive form with the particle ***to***: He says to the actors, "Start the performance."

He tells the actors to start the performance.

2. In indirect negative commands and requests we must put the negation ***not*** before the infinitive: He says to me, "Don't be late."

He tells me not to be late.

3. Choose the right verb to introduce a command or request into reported speech. They are: *to tell, to ask, to order, to require, to warn, to insist, to allow, to forbid, to invite, etc..*

To Tell / To Say / To speak / to Talk

The difference between ***to tell*** – ***to say*** is mostly structural:

To say what? – to say something / about smth / to smb
 to say nothing / little / much / a lot
 to say a dialogue by heart
 to say “yes” in answer
 to say good-bye to smb
 to say that...

To tell whom? – to tell smb about smth
 to tell smb to do smth

But remember: to tell a story
 to tell a lie (lies)
 to tell the truth

The difference between ***to speak*** and ***to talk*** is in their meaning and style.

To talk usually gives the idea of a conversation with someone; ***to speak*** means to express thoughts aloud; besides ***to speak*** is more formal than ***to talk***. I enjoy talking to you, but I don't like speaking in public.

He spoke so well that the audience listened attentively to every word he said.

Sayings and collocations with these verbs:

Better to do well than to say well.

It goes without saying.

Never say “Die”.

To tell fortunes – to be a fortune-teller.

You don't say! (an exclamation of surprise, disbelief)

Will you lend me some money, say, 100 rubles?

To say something right to someone's face.

Will you say it again, please?

Say something. Don't keep silent!

His eyes said so much.

Say it in English.

1. Use either to say or to tell to complete the sentences.

1. Mr. Parker ... Mr. Priestly it's time to finish work.
2. The mother ... her children that they mustn't go out on such a nasty day.
3. The student ... he cannot understand the text.
4. Ann ... her friends she has a lot of work to do on Saturday.
5. The teacher ... the student he has made a few mistakes in rhythm.
6. Mrs. Kelly ... her husband she has already cooked dinner.
7. The teacher ... Peter that he stressed the wrong words.
8. Father ... he is going to Minsk next week.
9. The student ... the tutor that nobody is absent from the class.

10. The girl ... she hasn't yet aired the room.
11. Alec ... his wife is a beautiful woman and a clever doctor.
12. Robert ... he has been invited to dinner at the Kellys'.

2. Choose the right verb to complete the sentences.

1. Who (told, said) you this story? 2. Why are you silent? Can't you (say, tell) something. 3. My friend's daughter (says, tells) that she has read an interesting novel lately. 4. You won't be able to (say, speak) accurate English if you do not learn Grammar. 5. I didn't understand the last word you (said, talked, spoke). Will you (say, tell) it again? 6. Our grandfather likes (to say, to tell, to speak) funny stories. 7. Who else (spoke, talked) at the meeting yesterday? 8. He (said, spoke) it right to my face. 9. What did he (say, tell) about his new house? 10. What did he (say, tell) you about his new house? 11. (Say, tell) something interesting. (Tell, say) us how you spent your holiday. 12. I haven't seen Mike. I shall (speak, say) to him tomorrow. 13. We haven't seen the film yet. Only after we have seen it, we can (say, tell) something definite about it. 14. Try to (say, tell, speak) it in English. Do not (say, tell, speak) Russian at the lessons. 15. Who (is telling, is talking, is speaking) over there. Stop it, please. I shan't (say, tell) it any more. 16. Don't you want to (say, tell, speak) me what John has (said, told, spoken) to you?

3. Translate the sentences using the verbs to talk, to speak.

1. Слишком много говоришь, мало делаешь. 2. Гости оживленно беседовали (in a lively manner) за чаем. 3. Вчера на собрании он говорил долго и много, да сказал мало. 4. Не разговаривай с полным ртом. (when your mouth is full) 5. Не говорите так громко, говорите тише. 6. Говорите шепотом, мама спит. 7. Мне нравится с вами разговаривать, но я терпеть не могу говорить при большой аудитории. 8. Он так хорошо говорил, что публика очень внимательно слушала каждое слово, произнесенное им. 9. Он говорит по-английски очень хорошо. 10. Студенты рассказывали свою историю по-английски.

4. Write the following sentences in indirect speech. Make all the necessary changes.

1. The mother says to Nina, "Please, shut the door, it's cold in here."
2. The teacher asks, "Do all the students work in the lab every day?"
3. The girl says, "We have bought some English books lately."
4. The mother says to the children, "Don't make so much noise!"
5. The teacher says, "You have made many mistakes in your dictation."
6. She says to her friend, "I haven't brought you the book."
7. Kate asks Laura, "When are you going to leave for home?"

8. The mother asks, "Is there enough butter in the fridge?"
9. Peter says to Nelly, "Don't go away. Wait a little."
10. The Dean asks the teacher, "Who is the best student in your group?"
11. The monitor asks Nick, "Don't be late for the meeting."
12. Della asks us, "Come to my birthday party on Sunday."
13. The teacher says to the students, "Stop chatting away!"
14. Peter asks Nick, "Give me your pencil, will you?"
15. He asks his friend, "Will you ring me up?"
16. The mother says to her daughter, "Don't stay up late."
17. The father says to his son, "Don't watch TV too late."

5. *Change the following direct questions into indirect, beginning with:*

I'd like to know..., I wonder..., Would you mind telling me...,

Tell me, please...Could you tell me... Do you know ...

1. What college does Boris study at? 2. When will the lecture begin? 3. What games are your friends fond of? 4. How many stadiums are there in your city? 5. How old is your brother? 7. Does he play the violin as well as he plays the piano? 8. Are there any good chess players in your group? 9. Shall we have an examination in English this summer? 10. Were there any bad mistakes in your test?

6. *Change the following requests into indirect ones. Use the phrases like Will you please.../ Can / Could you.../ Will you be so kind as to...*

1. Ask me to explain the rule again. 2. Ask me to have a cup of coffee. 3. Tell me to give you a pencil. 4. Ask her to go to the canteen with you. 5. Ask her to help you to furnish the room. 6. Ask her to help you with your English. 7. Tell her to learn the text by heart. 8. Tell her to shut the door. 9. Tell the students to open the books. 10. Tell her to stop talking. 11. Ask her to fetch a piece of chalk. 12. Ask her to go to the shop. 13. Tell her to buy some meat, bread and butter.

7. *Read and pay attention to the reporting verbs.*

1. Peter says to his friends, "Let's go out of town next Sunday." Peter invites his friends to go out of town. 2. Nick says, "I'll go out of town with pleasure." Nick agrees to go out of town with pleasure. 3. Lena says, "I don't want to go out of town. I'd better go to the cinema." Lena refuses to go out of town. She prefers to go to the cinema. She prefers the cinema. 4. Peter's father says to the children, "You'd better go down to the country by the seven o'clock train." Peter's father advises the children to go down to the country by the seven o'clock train. 5. Lena's mother says, "You can't go out of town. It's too cold yet." Lena's mother doesn't allow her daughter to go out of town because

it's too cold yet. 6. Peter's mother says to Peter, "You mustn't sit down on the ground. It's too wet." Peter's mother forbids Peter to sit down on the wet ground. 7. Ann asks, "Please, wait for me, boys." Ann asks the boys to wait for her. 8. Her mother says, "Don't forget to take sandwiches." Her mother reminds her not to forget sandwiches.

8. Report the direct speech into indirect. Use the reporting verb according to the speech act.

1. Nina says to Kate, "Come to our housewarming party." (invitation) 2. My friend says to me, "Buy this sweater. It suits you." (advice) 3. The mother says to her little son, "You can't stay up so late. You will overwork yourself." (prohibition) 4. The doctor says to Mr. Kelly, "You mustn't smoke." (prohibition, order, advice) 5. Michael says, "All right, I shall wait for you. But come quicker." (agreement, request) 6. Della says, "No, I can't stay any longer. I am too tired." (refusal) 7. Lena says to her sister, "Please, help me to clean the room." (request) 8. The mother says to her daughter, "Return home early, please. I'm always worried when you come home late." (request) 9. Nina says to her friend, "You'd better take a bus or you will be late." (advice) 10. The mother says to her daughter, "You may take a swim in the river today, the water is warm enough." (permission) 11. The doctor says to Alec, "You mustn't work too much. You are still very weak." (prohibition) 12. Laura says to her friends, "I'd rather stay at home and read for pleasure." (refusal) 13. Mr. Brown says to Mr. Green, "Come and see my new car." (invitation) 14. Robert says to Nelly, "I'll try to get tickets for the cinema. If I don't get any I'll let you know." (promise)

9. Present these dialogues in the form of a narrative.

1. – Is John Kelly any relation of Mary's?
 - Yes, he is.
 - What relation is he to her?
 - He's her second cousin.
2. – What are you doing after classes?
 - I'm going to the pictures. Are you coming with us?
 - No, I am busy and besides I'm not quite well.
3. – Their flat is very small. But soon they are moving into a new flat.
 - When are they moving house?
 - In two weeks. They are just buying new furniture.

4. – Mother, may I stay up late today?
- No, you can't stay up so late. You must go to bed at once.
 - May I read for half an hour before I go to bed?
 - Yes, I think you may read till father comes. If the weather is fine we shall take you to the stadium tomorrow.
 - That's very nice.

АНГЛИЙСКИЙ ЯЗЫК ГОД ЗА ГОДОМ***ПЕРВЫЙ ГОД ОБУЧЕНИЯ*****ЛЮДИ И ИХ ЖИЗНЕННОЕ ПРОСТРАНСТВО****Учебное пособие для студентов лингвистических университетов**

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