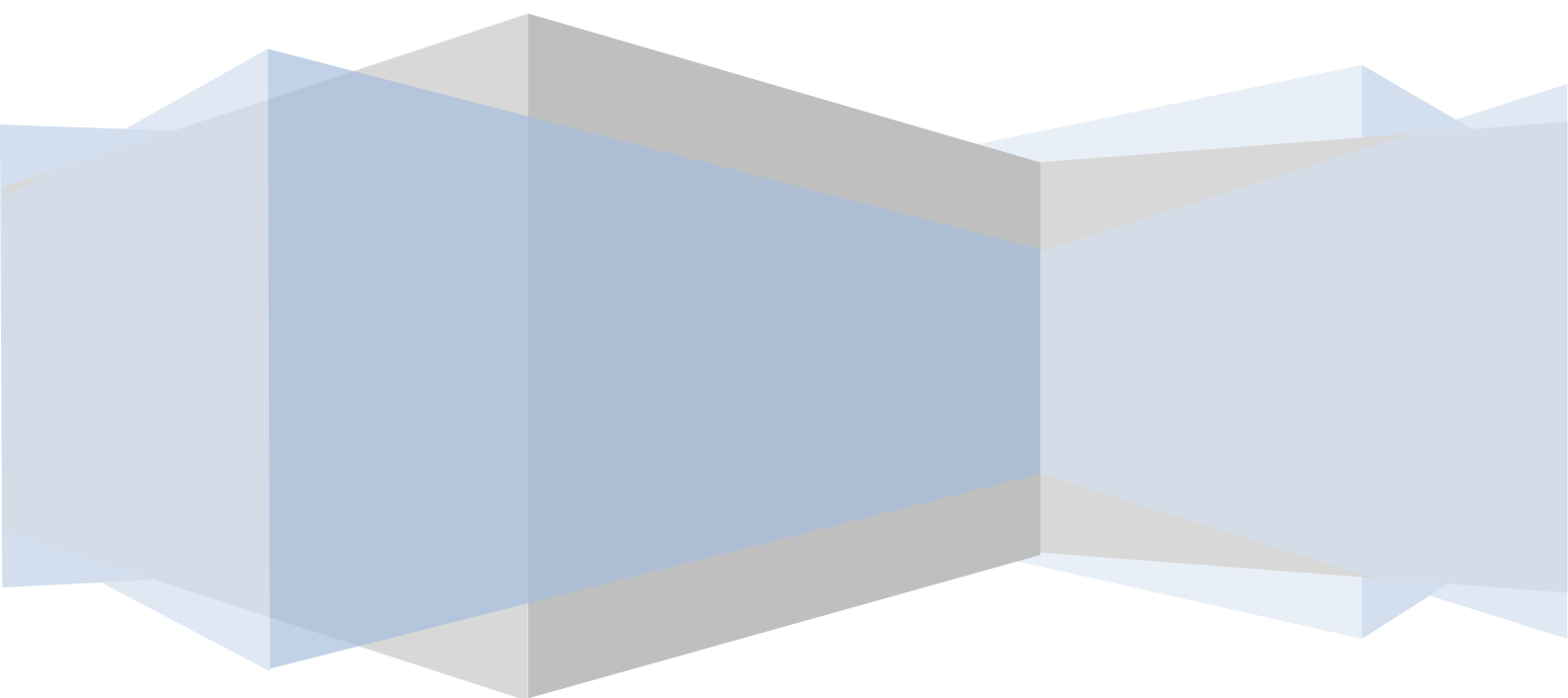


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ENGLISH AT FIRST

**A practical course for higher education
students**



Preface

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Uzbekistan, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. The need to teach English language effectively in particular is in some case a challenge for most of the teachers. Today, it has become compulsory for the educators to rethink and revamp their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, the English vocabulary teaching methods and techniques need desirable and radical changes.

In the Decree of the President of the Republic of Uzbekistan Sh.Mirzoyoyev PP-2909 "On measures to further development of the system of higher education" adopted on April 20 in 2017 it is stated about close partnership relationships with leading foreign scientific-educational establishments, wide use of modern pedagogical technologies, curriculums, studying-methodical materials based on international educational standards; creation and wide implementation into the system of higher education textbooks and manuals of the new generation; steady increasing of the level and quality of professional skill of pedagogical staff and other actual issues. And the aim of the authors is to provide students of B1+ level with appropriate learning material and to develop both receptive and productive skills in learning foreign language.

This manual is intended for the first-year students of pedagogical institute of full-time studies. These guidelines can be used both for working in the classroom and for independent work of students.

The book is compiled in accordance with the work program of the English language course and its goal is to develop reading, speaking listening and writing skills of the English language, also develop knowledge on English grammar and phonetics. It provides educational materials of a textual nature, lexical and grammatical orientation and communicative activities. Texts, exercises and assignments are aimed at expanding vocabulary and linguistic competence, control over reading comprehension. The book consists of 19 units. Each unit includes text. Subject topics include linguistic material. The texts are equipped with pre-text and post-text exercises, lexical-grammatical exercises and exercises for the development of speaking skills.

The texts offer creative assignments in the form of discussions, the purpose of which is to develop students' ability to express their point of view on the issue under discussion. When selecting text material, information content and cognitiveness of texts were taken into account.

Authors

UNIT1. Independence of Uzbekistan

Phonetics: The English ABC

There are 26 letters in English: 20 consonants and 6 vowels.

Alphabet with transcription:

A a [ei]	B b [bi:]	C c [ci:]	D d [di:]
E e [i:]	F f [ef]	G g [ʤi:]	H h [eiʃ]
I i [ai]	J j [ʤei]	K k [kei]	L l [el]
M m [em]	N n [en]	O o [ou]	P p [pi:]
Q q [kju:]	R r [a:]	S s [es]	T t [ti:]
U u [ju:]	V v [vi:]	W w [ˈdablju:]	
X x [eks]	Y y [wai]	Z z [zed]	

Transcription

The phonetic transcription means to write sounds, e.i. pronunciation of a word. In a phonetic transcription are used letters of Latin alphabet. The phonetic transcription is always written in brackets.

Example: [kaind] [houl] [smouk] [aut] [taun] [neim]

At designation of some sounds special symbols are used. [æ] [ə] [ŋ] [θ] [ð][ʌ] [ɛ]

Example: [ˈmʌʃə] [ˈfʌʃə] [bæk] [kæt] [beə] [bʌt] [θɪŋ]

The English vowels

In the English alphabet, there are 26 letters: 6 of which are vowels and the remaining 20 are consonants. 6 vowel letters make the 20 vowel sounds. There are two types of vowel sounds: monophthongs and diphthongs.

A monophthong is a single vowel sound. It is grouped into the long and short ones. The use of colon after the symbol shows that the sound is long.

Long sounds: [i:] [o:] [u:] [a:] [ɔ:]

Short sounds: [e] [ɪ] [ʊ] [ə] [ʌ] [æ] [ɒ]

Division of monophthongs into long and short has special value as it influences on a word meaning.

Compare: [pi:t] — [pit]; [po:t] — [pot]; [hi:t] — [hit]; [da:k] — [dʌk];

A diphthong is a more complex vowel sound. Diphthongs begin with one vowel sound and change to another vowel sound in the same syllable. Your mouth position changes slightly through the vowel sound. They are: [ei]; [ai]; [oi]; [au]; [ou]; [iə]; [uə]; [ɛə];

Example: [eim]; [taim]; [koin]; [taun]; [bout]; [hiə]; [keə];

Task 1. Select these words into two groups: monophthongs and diphthongs:

cook, cap, look, sun, hat, met, book, fork, zoo, moon, blood, full, spoon, place, all, tall, save

Task 2. Give the transcription of these words (diphthongs): first, main, while, stain, break, bone, close, open, complain, bind, town, out, fur, head, ache, here, care

Topic: Independent Uzbekistan

Vocabulary. Task 3. Give as many words as you know related to the notion “ Independence Day”(Brainstorm the word)

Topical vocabulary

Public holiday	anniversary	embassy
Independence day	anthem	emblem
celebrate	maintain	admit
declare	foreign and home politics	increase
undergo	joint-venture	

Task 4. Match the words with their meaning

1	Holiday	A	the official song of a country
2	Independence day	B	a piece of cloth decorated with the pattern
3	Celebrate	C	symbol of the country
4	Anniversary	D	To mark some occasion or date
5	Anthem	E	The main public holiday on which a country celebrates its freedom
6	Flag	F	officials who represent their government in a foreign country.
7	Emblem	G	to make something stay the same
8	Maintain	H	Companies that decide to cooperate
9	joint venture	I	a date when you celebrate again something that happened in a previous year
10	Embassy	J	a day when you celebrate something special

Task 5. Complete the chart by putting the words given below in the proper column according to their definition:

The day of Independence holiday, official song of the country, collection of laws of the country, our Motherland, a cloth with white, blue and green colours, a symbol of Uzbekistan

Uzbekistan	1 st of September	Constitution	Flag	Emblem	Anthem

Reading Task 6. Read the text

Independent Uzbekistan

The 1st of September, 1991, is the birthday of new independent republic of Uzbekistan. It is the first and most important public holiday of the country. The whole country celebrates the anniversary of Independence in wide, bright and funny way.

The Great holiday of our people is the Independence day. This holiday is widely celebrated on the 1st of September every year. As we know the Independence of Uzbekistan was declared on the 31st of August in 1991. After Uzbekistan had become an independent state many changes underwent in its foreign and home politics.

Uzbekistan has its own Constitution, anthem, flag and emblem. Uzbekistan became the member of the United Nations Organization on the 2nd of March in 1992. Uzbekistan has its own major principles of foreign and home politics. More than 130 developed countries of the world admitted Uzbekistan as an Independent state.

Uzbekistan maintains economic and cultural relations with the USA, Japan, Great Britain, France, Germany, Turkey and many others. From year to year the number of joint-ventures, new plants, factories and embassies is increasing in our Republic.

Task 7. Match the following phrases from the text

- | | |
|---|---|
| 1. is the birthday of new independent republic of Uzbekistan | a. was declared on the 31st of August in 1991. |
| 2. the anniversary of Independence in wide, bright and funny way. | b. After Uzbekistan had become an independent state |
| 3. the Independence of Uzbekistan | c. More than 130 developed countries of the world |
| 4. many changes underwent in its foreign and home politics. | d. with the USA, Japan, Great Britain, France, Germany, Turkey and many others. |
| 5. admitted Uzbekistan as an Independent state. | e. The 1st of September, 1991 |
| 6. Uzbekistan maintains economic and cultural relations | f. The whole country celebrates |

Task 8. Put the words back into the correct order.

1.	is, the, birthday, republic, The, 1 st , 1991, of, independent, of, Uzbekistan, of, September, new
2.	is, and, public, holiday, It, of, important, the, country, the first, most
3.	the, and, celebrates, whole, funny, of, Independence, in, country, wide, bright, way, The, anniversary
4.	day, the, people, holiday, is, our, The, of, Independence, Great
5.	on, holiday, every, celebrated, the, 1 st , This, of, widely, year, is, September
6.	declared, on, know, the, we, of, Uzbekistan, was, As, the, 31 st , of, August, in, 1991, Independence
7.	become, politics, underwent, an, foreign, After, independent, had, changes, its, Uzbekistan, many, in, home, state, and
8.	Constitution, its, anthem, own, flag, emblem, Uzbekistan, and, has
9.	Nations, the, member, the, United, Uzbekistan, on, the, of, 2 nd , in, 1992, became, Organization, of, March
10.	the, world, Independent, than, 130, as, countries, More, of, Uzbekistan, an, state, developed, admitted

Task 9. Answer the following questions:

1. When is the Independence day celebrated?
2. When was the Independence of Uzbekistan declared?
3. Has Uzbekistan its own Constitution, anthem, flag and emblem?
4. When did Uzbekistan become the member of the United Nations Organization?
5. What kind of principles of foreign and home politics has Uzbekistan?
6. How many developed countries of the world admitted Uzbekistan as an Independent state?
7. What countries does Uzbekistan maintain economic and cultural relations with?
8. What is increasing from year to year in our Republic?

Listening. Task 10. Listen to the anthem of the republic of Uzbekistan

NATIONAL ANTHEM OF THE REPUBLIC OF UZBEKISTAN

Words by Abdulla Oripov

Music by Mutal Burkhanov

My country, sunny and free
 Salvation to your people,
 You are a warmhearted companion to the friends:
 Flourish eternally with knowledge and inventions
 May our fame shine as long as the world exists?

Refrain:

These golden valleys, dear Uzbekistan
 Manly spirit of ancestors is companion to you!
 When the great power of people became exuberant,
 You are the country that amazes the world!

Belief of generous Uzbek does not die out,
 Tree, young children are a strong wing for you!
 The torch of Independence, guardian of piece,
 Just motherland is eternally prosperous!

Task 1. Look for the meaning of these words and make up sentences with them:

salvation, warmhearted, flourish, eternally, fame, spirit, ancestor, amaze, generous, exuberant, torch, guardian, eternally

Task 2. Learn the anthem by heart

UNIT 2. Personal information

Grammar: Word order in English

Sue	reads	the newspaper	every day
↑	↑	↑	↑
Subject	verb	object	Time expression

The verb and the object are usually together. We say:

Sue reads the newspaper every day. (*not* Sue reads every day the newspaper)

Sue (subject) the newspaper (object)

Verb + object

He	speaks	English	very well, (<i>not</i> He speaks very well English)
I	like	Italian food	very much, (<i>not</i> I like very much . . .)
Did you	watch	television	all evening?
We	invited	a lot of people	to the party.
Paul often	wears	a black hat.	
I	opened	the door	slowly.
I always	make	the same mistake.	
I'm going to	borrow	Some money.	From the bank.

Place and time

Place is usually before time. We say:

We went to a party last night. (*not* last night to a party)

We went	to a party	last night
	↑	↑
	Place	Time

place

(where?)

time

(when? how long? how often?)

Liz walks	to work	every day. (<i>not</i> every day to work)
Will you be	at home	tonight? (<i>not</i> tonight at home?)
I usually go	to bed	early, (<i>not</i> early to bed)
We arrived	at the airport	at 7 o'clock.
They've lived	in the same house	for 20 years.
Jim's father has been	in the hospital	since June.

Task 1. Put the words in order.

- (the door / opened / slowly) / opened the door slowly.
- (two letters / this morning / wrote) I
- (entered / quietly / the house / the thief)
- (Megan / very well / French / doesn't speak)
- (a lot of work / did I / yesterday)
- (Mary / do you know / well?)
- (we / enjoyed / very much / the party)
- (the problem / carefully / I / explained)
- (we / at the airport / some friends / met)
- (did you buy / in Canada / that jacket?)
- (every day / do / the same thing / we)
- (football / don't like / very much / I)

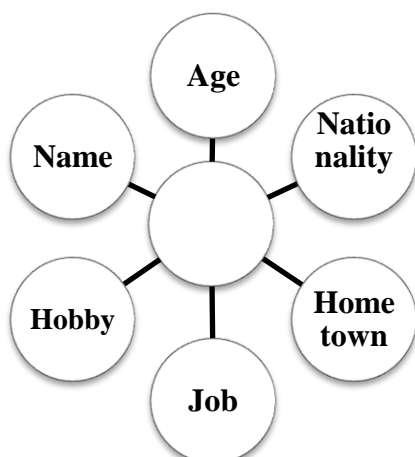
Task 2. Put the words in order and define the parts of the sentence by underlining them.

1. (to work / every day / walks / Liz) Liz walks to work every day.
2. (at the hotel / I / early / arrived) I.....
3. (goes / every year / to Puerto Rico / Julia).....
4. (we / since 1998 / here / have lived) We.....
5. (in Montreal / Sue / in 1980 / was born) Sue.....
6. (didn't go / yesterday / Paul / to work) Paul.....
7. (to the bank / yesterday afternoon / went / Megan)Megan.....
8. (I / in bed / this morning / had breakfast) I.....
9. (next September / Barbara / to college / is going)Barbara
10. (I / a beautiful bird / this morning / in the yard / saw)I.....
11. (many times / have been / my parents / to Tokyo) My.....
12. (my umbrella / I / last night / left / in the restaurant) I.....
13. (to the movies / tomorrow / are you going?) Are
14. (the children/ took / this morning / to school) He.....

Vocabulary

Brainstorming

What do you ask from a person who you don't know?Make a cluster



Around the world

Task 1 a)Divide into 6 groups. Each group takes a card with the description of one person. Draw the chart below on the board. Then one representative from each group comes to the board and describes him/her

e.g.Her name is Belen.

She is _____(age)

She is _____(nationality)

She is from _____(home town)

She is _____(job)

She likes _____(hobby)

The rest of the students should complete the chart.

1) Hello! My name is Belen Lopez and I'm twenty-two years old and I'm from Madrid in Spain. I'm a nurse. I work long hours, but in my free time I do a lot of sport. And I like eating out with my friends. In Spain we eat very late in the evening.	2) Hello. I'm a 20-year-old Russian university student (engineering). I live with my family in Moscow. My hobbies are computer games and the Internet. I nearly forgot-my name is Michael Pavlov.
3) Hi! My name's Claudette Romand and I'm French. My home is in Lyons, but I work	4) Hi! My name is Paulo Dias and I'm Brazilian. I live in Rio de Janeiro near the

in Meribel- I'm a ski instructor there. I work in the winter- but in the summer I like to travel. (I went to Russia last summer.) I like photography too- so I always have a camera with me! Oh yes, I'm 25 years old.	sea- I love water sports! I teach music in a school. I love music too! What else? I'm twenty-four years of age and I'm single.
5) I'm Stefan Zilliken and I work in a travel agent's in Munich in the south of Germany. I was 23 on January 1 st . My hobbies are football- I play and I watch- and walking in the mountains. I also get some free holidays with my job!	6) I'm Maria Szopen , twenty-one years old, and I'm from Warsaw, the capital of Poland. I'm a computer programmer. In the evenings I go to the cinema- but English films are difficult for me! I also like running- I'm a member of a big athletics club.

Task 2 b) Complete the chart

Name						
Age	24					
Nationality		Polish				
Home city			Lyons			
Job				Travel agent		
hobbies					Computer games, Internet	

Task 3 c) Which one is close to you and who would be a good friend for you?

Task 4 d) Fill the chart using personal information.

Name	
Age	
Nationality	
Home city	
Job	
hobbies	

Task 5 e). Now write a similar paragraph. Use personal information.

My name is _____(name)

I am _____(age)

I am _____(nationality)

I am from _____(home city)

She is _____(job)

She likes _____(hobbies)

Task 6 f). Put down that paragraph about yourself.

Personal information
My name is

Now give your writing to your partner and ask him or her to fill the chart.

Name	
Age	

Nationality	
Home city	
Job	
hobbies	

Speaking. Task 7. Answer the questions.

1. How old are you now? 2. Where were you born? 3. What city did you come from? 4. Where did you go to school? 5. What foreign language did you study at school? 6. How long did you study at school? 7. Why did you enter this Institute? 8. What are your favourite subjects at the institute? 9. Where do you live? 10. Do you live with your family? 11. How do you usually spend your Saturday and Sunday? 12. What did you do last weekend? 13. What are you going to do next weekend? 14. What is your favourite sport? 15. What is your hobby? 16. Where do you usually spend your summer vacation? 17. When do you usually get up in the morning? 18. At what time do you usually leave home? 19. How do you usually get to the Institute?

Phonetics. Reading types of vowels

Types of syllables in English

In the English language vowels should be read according to certain rules depending on the type of the stressed syllable. In order to properly divide the word into syllables and determine which group they belong to, you need to remember two rules of hyphenation. Pay attention to the letter that follows the stressed vowel. If this consonant (but not *r*), give it to the next, unstressed syllable. For example: stu / dent. If followed by two or more consonants (and even two consecutive *rr*), leave the first letter of the stressed syllable, and the second given by the following, unstressed. For example: im / pu / dent. But this point does not apply to Sonant. If one of the two consonant sonant (itself acts as a syllabic sound), the second consonant is also attracted to him. For example: ta / bl e. Each vowel has its own rules of reading in a different type of style.

Syllables of the English language are divided into four types.

1) The first is an open syllable — a syllable that ends in a vowel. Vowels in this type of syllables in the English language should be read for a long time that is the way it is represented in the alphabet of the English language. This type of syllables in the English language are the words with silent *e* on the end of a word. It is conditional indication that this word syllable open. Eg: He ,go, Steve, note

2) The second type of syllables in English is considered a **closed syllable**. It terminates at one or more consonants (except *r*). In this case, the vowel in the stressed syllable is read briefly. Eg: bend, hen, on

3) The third type of syllables in English, decided to allocate a syllable in which the stressed vowel «pursues» the letter *r*. She did not read, but shows that the vowel is long. Eg: thirst, pork, sort

4) Finally, the fourth type — a style that is similar to an open syllable with a silent *e*, only between it and the stressed vowel is not any consonant and the letter *r*. Eg: dare, mere, cure, core

IV types of reading vowels

Vowel letters	I type Open syllable	II type Closed syllable	III type Vowel+r	IV type Vowel+re
Aa [ei]	[ei] date	[æ] hat	[a:] shark	[εə] care
Ee [i:]	[i:] me	[e] best	[ε:] her	[εə] here
Oo [ou]	[ou] nose	[o] not	[ε:] pork	[o:] score
Uu [ju:]	[ju:] mute	[ʌ] sun	[ε:] turn	[juə] pure
Ii [ai]	[ai] site	[i] tin	[ε:] firm	[aiə] mire
Yy [wai]	[ai] sky	[i] system	[ε:] myrtle	[aiə] pyre

Exception:

have; father; mother; brother; give, river, love; dove; done; do; etc. These words doesn't follow given principles.

Task 8. Read the words and put them into the right column of the table

Word, but, person, thing, take, place, or, verb, more, he, girl, type, tyre, man, ten, garden, nine, park, from, this, these, pure, duck, that, those, nut, jam, milk, slice, jar, lime, there, fire, of, six.

I type	II type	III type	IV type

Task 9. A) Read and transcribe the words.

tune; he; desk; plate; bad; make; so; pen; eve; pine; but; lot; rope; table; run; sun; take; Rome; go; duke; home; milk; name; style; dye; type; title; Bible; end; apple; step; flat; big; bag; lost; mute; tent; pie; mine; pet; sand; line; him; me; my; best; red; lamp; map; not; note; tie; try; nut;

Task 10. B) Decide which type of syllable do they belong and sort them.

	Aa[ei]	Ee[i:]	Oo[ou]	Uu[ju:]	Ii[ai]	Yy [wai]
I type Open syllable						
II type Closed syllable						
III type Vowel+r						
IV type Vowel+re						

Listening: The new person

It's Monday. This is Alyssa's first day at work. She's new.

Step 1. Divide into 4 groups. Put the dialogue in the correct order, matching the dialogue with the names.

1 D

Charles:	Good morning.
Alyssa:	You're new. Hello, I'm Charles.
Charles:	I'm the manager.
Alyssa:	Hello.
	My name is Alyssa.

2 C

Charles:	Nice to meet you, Alyssa.
Julian:	My name isn't Alison. It's Alyssa.
Charles:	Sorry.
Julian:	Good morning, Julian.
Alyssa:	Good morning, Charles.
Julian:	Julian, this is Alison. She's new.
Alyssa:	Nice to meet you, Alison
Julian:	I'm not Alison.
Charles:	What?

3 B

Eric:	Fine. Good to see you. Goodbye.
-------	---------------------------------

Alyssa:	Hello, Eric!
Eric:	Alyssa!
Alyssa:	How are you?
Eric:	Yeah. Bye.
Alyssa:	I'm fine, thanks. How are you?

4 A

Margaret:	Alyssa.
Carla:	I don't know
Margaret:	What's her name?
Carla:	Alyssa? How do you spell that?
Margaret:	She's new.

Task 11. Listen to the recording to check your answers.

Task 12. Complete the sentences with *is/ are/am*.

Her name.....not Alison.

Her name.....Alyssa.

You.....new.

I.....the manager.

They.....in the office.

He.....in the hotel.

Eric and Julian.....not managers.

I.....fine, thanks.

Speaking

Task 13. Work in groups of three, A, B and C. Make a dialogue. Look at the diagram below and the dialogues 1D and 2C to help you.

A	B	C
Say hello to B		
	Say hello to A	
Introduce yourself to B		
	Introduce yourself to A	
	Say hello to C	
		Say hello to B
	Introduce A to C	
		Say hello to A
Say hello to C		
Say goodbye.	Say goodbye	Say goodbye

Task 14. Change roles and repeat the conversation.

Task 15. In groups make a role play using the dialogue: A B C D.

UNIT 3. Nukus State pedagogical Institute named after Ajiniyaz

Phonetics. English consonants: Cc, Gg, Hh, Rr, Ww, Xx

Cc [s] + e; i; y; city; cycle; cent; nice; pencil; centre; century; cell

Cc [si] face; space; mice; cylinder; cyclone;

Cc [k] cat; coat; clock; clean; cut; cook; couple; country; camp;

Gg [dj] + e; i; y; gentle; gipsy; gymnastics; gem; gene; ginger; general;

Gg [g] girl; gift; give; gibbon;

Gg [g] go; good; god; dog; ground; Negro; negative; plug; leg;

Hh [h] hat; holiday; hen; husband; he; her; hero; hay; herb; have;

Jj [[dj] jet; jug; judge; jungle; joy; journey; Jack; Jim; job; jump;

Rr [r] rat; round; ride; rest; tree; hero; read; parents; fresh; bread;

Rr [a:] star; far;

Ww [w]	<u>w</u> ell; <u>w</u> et; `w <u>i</u> ndow; <u>w</u> ait; <u>w</u> est; `W <u>i</u> lliam; al <u>w</u> ays; `s <u>w</u> allow;
Xx [z]	<u>e</u> xam; <u>e</u> xist; <u>e</u> xample; <u>e</u> xhibit; <u>e</u> xact; <u>e</u> xalt; <u>e</u> xotic; <u>e</u> xistence;
Xx [ks]	bo <u>x</u> ; si <u>x</u> ; Re <u>x</u> ; te <u>x</u> t; ex`pect;

Task 1. Read the words and practice the sounds

cent; nice; cell; space; cut; cook; cream; `gipsy; gene; gyre; go; dog; hat; her; hay; heat; jet; jug; joy; Jim; jam; sad; sun; rest; caps; cakes; dolls; drop; ray; swim; wait; six; text; example; exist; next;

Grammar. Constructions “There is/are, Prepositions of place

In English grammar we use "there is" or "there are" to talk about things and people we can see and things that exist. We use this construction when we need to emphasize that something is situated somewhere. We use “there is” for singular and uncountable nouns, and we use “there are” for plural countable nouns.

There is *one table* in the classroom. (singular countable noun)

There are *three chairs* in the classroom. (plural countable noun)

or “There's some milk in the fridge.” (uncountable noun)

The contraction of there is is there's.

You cannot contract there are.

The negative is formed by putting not after *is* or *are*:

There is *not* a tree in the garden.

There are *not* two elephants in the zoo.

The Negative contractions are: There's not = There isn't. There are not = There aren't

When we want to indicate that a zero quantity of something exists we use there aren't *any*.

There aren't any people at the party.

We also use this structure with uncountable nouns:

There isn't any *sugar* in my coffee.

To form a question we place *is / are* in front of *there*.

Again we use *any* with plural questions or those which use uncountable nouns.

We also use *there is / are* in short answers.

E.g. Is there a dog in the yard? - No, there isn't.

Are there any dogs in the park? - Yes, there are.

Are there any polar bears in Antarctica? - No, there aren't.

Is there any ice-cream in the freezer? - Yes, there is.

	Singular	Plural
Affirmative sentences	There is a cat in the room.	There are two cats in the room.
Negative sentences	There is not a cat in the room	There are not two cats in the room.
	There is no cat in the room.	There are no cats in the room.
Questions	Is there a cat in the room?	Are there two cats in the room?

Task 2. Write in There's / There're.

_____ some sandwiches in the fridge.

_____ a biscuit on the plate.

_____ some jam on the table.

_____ some cornflakes in the cupboard.

_____ some sugar in the glass.

_____ two cups of tea on the table.

Task 3. Write in Is there or Are there. Go to your kitchen. Give short answers.

Yes, there is. Yes, there are. No, there isn't. No, there aren't.

_____ any sausages in the fridge? _____.

_____ any sugar in the cupboard? _____.

_____ any rolls on the table? _____.

_____ any eggs in the fridge? _____.

_____ any jam in the fridge? _____.

_____ any biscuits in the cupboard? _____.

Task 4. Make up sentences

five, there, in the park, children, are

on the, there, a cat, is sofa

little, balls, there, three, are, floor, on, the

big, a dog, in the, there, hall, is

a cake, in the, there, picture, is.

Task 5. Put *there is / there are* in appropriate form.

1. Look! _____ their telephone number in the letter.
2. Chester is a very old town. _____ many old buildings there.
3. Excuse me, _____ a restaurant near here?
4. How many students _____ in your group?
5. I am hungry but _____ anything to eat.
6. _____ a sports programme on TV every Saturday.
7. _____ many people at the meeting?
8. Look! _____ an accident. Call the ambulance!
9. _____ 24 hours in a day.
10. This box is empty. _____ nothing in it.
11. _____ somebody at the airport to meet you when you arrive tomorrow.
12. When we arrived at the cinema _____ a lot of people outside.

Preposition of Place

A preposition of place is a preposition which is used to refer to a place where something or someone is located. There are only three prepositions of place, however they can be used to discuss an almost endless number of places.

At – A preposition of place which is used to discuss a certain point

In – A preposition of place which is used to discuss an enclosed space

On – A preposition of time which is used to discuss a surface

Prepositions of place allow you to be very specific when talking about where action takes place in stories or when discussing important details for communication purposes.

Prepositions of place give you the ability to tell others where something is located. For example:

Jessie waited for Jim *at* the corner.

The mall is located *at* the intersection of Main Street and Third Avenue.

We spent a quiet evening *at* home.

I'm growing tomatoes *in* my garden.

Marie was born *in* Paris, France.

I was so tired that I took a nap *in* the car.

Please place the bouquet *on* the table.

I really wish you would stop throwing your dirty clothes *on* the floor.

What's *on* the menu this evening?

There are some other prepositions of place frequently used in English:

English	Usage	Example
---------	-------	---------

In	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
At	meaning next to, by an object for table for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
On	attached for a place with a river being on a surface for a certain side (left, right) for a floor in a house for public transport for television, radio	the picture on the wall London lies on the Thames. on the table on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning more than getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
between	in or into the space which separates two places, people or objects	The town lies halfway between Rome and Florence.
across	from one side to the other of something with clear limits / getting to the other side	She walked across the field/road. He sailed across the Atlantic

Task 6. Fill in *at, in* or *on*.

1. Did you learn something ----- school? 2. Don't put all your eggs ---- one basket. 3. Eric is studying----- the university. 4. I live----- 12 Columbus Street. 5. Is John still----- bed? 6. I've read it----- a book. 7. James met us----- the door. 8. Janet is----- home right now. 9. I was stuck----- that traffic jam for hours! 10. She fell asleep----- the armchair. 11. Let's take the bus----- Columbus Street. 12. Look,----- the water! 13. There were no clouds----- the sky. 14. Matthew was----- work when I called. 15. Megan will be----- the office from nine to four.

Task 7. Fill the gaps with the correct prepositions.

1. We live----- London.
2. Would you like to go----- the cinema tonight?
3. No, thanks. I was ----- the cinema yesterday.
4. There is a bridge ----- the river.
5. The flight from Leipzig to London was ----- Frankfurt.
6. ----- my wall, there are many picture postcards.

7. Who is the person ----- this picture?
8. Munich lies 530 meters----- sea level.
9. My mum studied ----- university.
10. There is a spider-----the corner of my room.
11. Death Valley is 56 metres-----sea level.
12. The train to London stopped----- the station.

Task 8. Complete the sentences with the correct preposition:

in, into, over, above, beside, on, at, front, under, inside, between, below

1. The bike is ---- the wall ----- the basement.
2. The sun is ---- the house ---- Main Street ----- Ridgetown.
3. The people are ----- the table ---- the dining room.
4. The stairs are ----_the bathroom ---- the second floor.
5. The bedroom is ----- the attic -----the third floor.
6. The washing machine is ---- the dryer.
7. The steps are in ----- of the door.
8. The tools are -----the peg board.
9. The peg board is ----- the basement.
10. The basement is ----- the house.
11. The shower curtain is ----- the tub.
12. The cupboards are ----- the counter.
13. The roof is ----- the house.
14. The books are ----- the book case.
15. The dresser is -----the mirror.
16. The shelf is -----the washing machine and table.
17. The box is ----- the table -----the basement.

Topical vocabulary

Study education vocabulary:

academic year/ calendar year	end of year exams/ finals	pass
Bachelor of Arts	essay/ dissertation	pupil/ student
Bachelor of Science	essay/ paper	quiz/ test/ exam
Master of Arts	freshman/ fresher	semester/term
Master of Science	freshman/ new recruit	students halls/ student house
Master's/ PhD	grant/ scholarship	undergraduate study
certificate/ qualification	hearing test/ listening test	postgraduate study
diploma/ degree	lecture/ lesson	university entrance systems
	lecturer/ professor	

Subjects

Business studies: Here you learn about how the business world works.

Drama: A class where you can try acting and learn about the theatre.

Economics: Here we learn about how trade, industry and money is organised in the world.

Geography: The study of the world's land, rivers, mountains, weather and how it all works.

History: The study of the past and how past events shaped our world.

Mathematics (*also Math* in USA; **Maths** in UK): The study of numbers, shapes and spaces.

Physical Education: Learning how to play sports and getting some exercise.

Science: Usually this subject is taught in three fields:

Biology: The study of living things like plants, animals and humans.

Chemistry: The study of different substances and how they interact.

Physics: The study of matter and energy and how they affect each other.

Coursework: (*noun*) Coursework is the work done by students that contributes towards their overall grade, but which is assessed separately from their final exams. Coursework can, for example, take the form of experimental work, or may involve research. It can comprise of dissertations, reports or essays.

'I get nervous when I take a test. I prefer to do **coursework** because I have a long time to do it and I can do it at my own pace'.

Enrol: (*verb*) To **enrol** means to join a course. In American English it is spelt **enroll**. The noun form is **enrolment** (**enrollment** *US*)

'To **enrol** on this course you need to be here on 7th January to do the paperwork.

Fail: (*verb*) To **fail** means that you did not pass your test. You did not get the necessary grade / score. **Failure** is the *noun* form.

'40% of students **failed** the test. The other 60% passed.

Qualification: (*noun*) A **qualification** is the official proof that you have successfully completed a course or that you have the necessary skills.

'What academic **qualifications** do you have? Do you have a degree?'

Retake: (*verb / noun*) As a *verb* **retake** means to take an exam you failed in the past for a second time. As a *noun* **retakes** mean the exams which are held again for students who did not pass them the first time around.

'**Retakes** will be held in February for all those students who did not get 40% on the last test.'

'Don't worry you will be able to **retake** this exam if you don't pass'.

Revise: (*verb*) To **revise** means to study before a test. This word is used in British English. In American English **study** or **review** is used. **Revision** is the *noun* form.

'I'm going to stay in tonight and **revise** for Monday's test.'

Semester / Term: (*noun*) Both of these words are used to mean the periods of the school year. The school year is usually divided into three terms / semesters: Spring, Autumn and Winter.

'At this school each **semester** is 12 weeks long.'

Vocabulary: structure, staff, to train teachers, public education, head, dean, department, dean's office, hostel, gymnasium, lecture hall, sport field, academic year, extra-curricular activities, research work, higher attestation council, post graduate education.

Task 9. Match the words with their definitions:

1	Biology	A	The study of different substances and how they interact
2	Drama	B	the official proof that you have successfully completed a course or that you have the necessary skills
3	To enrol	C	A class where you can try acting and learn about the theatre
4	Coursework	D	to take an exam you failed in the past for a second time
5	Qualification	E	The study of the world's land, rivers, mountains, weather and how it all works
6	To retake	F	The study of numbers, shapes and spaces
7	Chemistry	G	The study of matter and energy and how they affect each other
8	Geography	H	the work done by students that contributes towards their overall grade, but which is assessed separately from their final exams
9	Mathematics	I	To join a course
10	Physics	J	The study of living things like plants, animals and humans

Reading. Read the text and study the vocabulary

Nukus State pedagogical Institute named after Ajiniyaz

Nukus State pedagogical Institute named after Ajiniyaz is one of the leading pedagogical institutes in the Republic of Uzbekistan.

History. Nukus State pedagogical Institute named after Ajiniyaz was founded in 1934. Initially in the city of Turtkul, the former capital of Karakalpakstan, a higher educational institution was opened for the first time, aimed at training specialists in the public education system. Many statesmen, honored workers of public education and the economy, science and culture of the republic studied at the Nukus Pedagogical Institute in different years. Its graduates - residents of different regions of Uzbekistan, neighboring Turkmenistan, Kazakhstan, as well as other republics of Central Asia and neighboring countries - made a significant contribution to the education of the younger generation. The Institute is rightfully proud of its honorary graduates, including 6 academics and 5 Heroes of Uzbekistan.

Since its opening, the institute has gone through several stages of development. Having begun to exist as the Turtkul State Teacher's Institute, it was later renamed the Karakalpak State Pedagogical Institute after its deployment in the city of Nukus. The university functioned in this status until the mid-70s, and in 1976 it was assigned the status of the Nukus State University, and even later, in the early 90s, the Berdakh Karakalpak State University.

In 1991, with the independence of Uzbekistan, a new approach began to be intensively developed in the country to train teachers and improve the quality of education (Law on Education and the National Personnel Training Program). In this regard, in the capital of the Republic of Karakalpakstan, the city of Nukus, in the same year, the Nukus State Pedagogical Institute (NSPI) was re-established on the basis of KSU, which since 1992 has been named after Ajiniyaz, an outstanding thinker in the Aral Sea region of the middle of the 19th century and one of the brightest classics of Karakalpak poetry.

Structure. The educational and training process of NSPI is carried out at 10 faculties of the institute. They are - Filology, Foreign languages, Natural sciences, Physics and mathematics, Pedagogics, Pre-school education, primary education, Physical education, History and geography and school management. In 2019 Ellikkala branch of pedagogics faculty was opened. Specialists in 23 undergraduate and 14 graduate specialties are being trained. The teaching staff of the university includes: 18 doctors of sciences, professors, 127 candidates of sciences, associate professors. More than 450 teachers teach undergraduate and graduate students in the basics of science. The Institute is located in 5 educational buildings. More than 8000 students study at the Institute.

The department of the magistracy functioning on the basis of the institute provides an opportunity for graduates of bachelor's degrees to continue their education in one of 13 specialties of the magistracy. Much attention is paid to science.

Head of the University is called the rector. The administration of each faculty is responsibility of the dean and the dean's office. Each faculty is divided into a number of departments. The person responsible for the running of the department is called the head of department.

Academic staff. Nukus State pedagogical Institute has a highly qualified academic staff. The Institute employs more than 450 lecturers working in 27 departments.

Buildings and facilities. Nukus State pedagogical Institute occupies buildings for studies. It has also hostels for students, two gymnasiums, some sports fields, a student canteen, a library. The Institute also has well-equipped lecture halls, classrooms, laboratories, computerized classrooms.

Educational process. The period of studies at pedagogical Institute lasts 4 years. At the department of the magistracy students spend 2 more years to get the Master's degree.

The academic year is divided into two terms (or semesters). After the autumn term the students have winter examinations and then the winter vacation, after the spring term the students have summer examinations and then the summer vacation. There are usually three double periods a day on the timetable. The attendance of lectures and classes is compulsory. The students who have missed classes have to present a permit note from the dean's office and to come to the make-up classes.

Extra-curricular activities. Extra-curricular activities at the Institute are various, they contribute to the education and help to develop the creative initiative of the students. There are different amateur art groups: a national dance group “Tumaris”, a humourists’ club, a drama studio and many others.

Research work. Nukus State pedagogical Institute is also a centre of pedagogical research. There is a higher attestation council on pedagogical sciences and it works in collaboration with educational and research centers in Tashkent, Samarkand, Urgench and other regions. Institute organizes annual scientific and practical conferences on various scientific issues.

Post-graduate education. The institute provides with the possibility of post-graduate education: there are post-graduate doctoral courses (Ph.D) in many fields.

Task 10. Answer the following questions

1. When was Nukus State pedagogical Institute founded?
2. What is the total number of students at the Institute?
3. How many faculties are there at the Institute? What are they?
4. What qualification do the students get?
5. Who heads the Institute?
6. Who is responsible for the work of each faculty and department?
7. What staff does the Institute have?
8. How many professors and doctors of sciences are employed at the Institute?
9. What facilities and buildings does the Institute have?
10. How long does the period of studies at the Institute last?
11. How many terms is the academic year divided into?
12. How many classes and lectures do students usually have on the time-table?
13. What opportunities does the Institute offer to explore extracurricular interests of the students?

Task 11. Agree or disagree with the statements using the following phrases:

Yes, I agree that ... / Quite so. / Exactly. / Yes, I think that is correct. Or: I don't think that is (quite) correct. / I can't agree with that. / I disagree there. / No, I don't think you are right... / On the contrary. / Not at all.

- 1) Currently the Nukus State pedagogical Institute has eight faculties.
- 2) The period of studies at the Institute lasts 5 years.
- 3) The academic year is divided into three terms.
- 4) The attendance of lectures and classes is free at the Institute.
- 5) The Institute works in collaboration with educational and research centers in many regions of Uzbekistan.
- 6) The Institute offers Post-graduate doctoral course (Ph.D) in many fields.
- 7) Nukus State pedagogical Institute has a highly qualified academic staff.

Grammar: Prepositions of direction

Prepositions of direction tell you where to go or where to put something. Prepositions of direction show where or in which direction something moves. Some examples are **to, on, onto, in, into, towards, through, etc.** are used to describe the direction. These prepositions are most often used with verbs of motion and are found after the verb. The preposition may happen alone or in the phrase in order.

As prepositions of direction, "at" and "to" are not synonyms. "At" is not common as a preposition of direction, and is only used with the meaning of "towards" or "in the direction of", and then only in some contexts.

Compare the two sentences below:

Example: I threw the ball *to* John.

I threw a cup *at* John.

In classic English, "*out of*" is the normal preposition of direction. Example: "I went out of the house." There is a small difference between "*over*" and "*above*" as prepositions of position. *Above* means *over*, but not touching. So you could say "There are clouds above London", but it would be strange to say "There is fog above London".

The following chart lists different prepositions of direction, their definitions, and examples.

Preposition	Meaning	Example
Above	higher relative to something else	The milk is <i>above</i> the soda in the refrigerator.
among	within a group	The girl was sitting <i>among</i> her friends.
around	in a circular way	They told stories <i>around</i> the campfire.
At	indicates a particular point	Meet me <i>at</i> the stop sign.
behind	At the back of	The employees parked <i>behind</i> the store.
Below	lower relative to something else	I hung the poster <i>below</i> the mirror.
through	from one point to the next	The river runs <i>through</i> the woods.
Up	From low to high	The store is right <i>up</i> the road.
Down	From high to low	The boy tumbled <i>down</i> the hill.
between	in the space separating two things	The ring fell <i>between</i> the couch cushions.
By	near	The thrift store is <i>by</i> the church.
inside/in	within	Have you ever been <i>inside</i> an abandoned building?
Near	Close by	The movie theater is <i>near</i> the interstate.
Next to	beside	The library is <i>next to</i> the post office.
On	Touching something	Put the mail <i>on</i> the table.
Under	Below something	The cat slept <i>under</i> the bed.

Task 12. Fill in the blanks using the appropriate prepositions of direction.

- We went London last week.
- He sent a messagehis mother.
- He lives in Canada but he's New York.
- We cycled Paris to Brussels in five days.
- The hikers walked the hill.
- The ball rolled the hill.
- He put the moneyhis pocket.
- The man fell the river.
- During the journey, get your mind learning mode.
- Make sure your books are your backpack.
- Put your gloves and shoes.
- Push your way the crowded subway platform.
- She took her purse of her bag.
- She got of the car and walked to the house.
- The thief climbed the fence.
- The cat jumped the wall.
- The plane flew London.
- The cat crawled the fence.
- The secret tunnel ran the Berlin Wall.
- The walked the other side of the church.

21. **Task 13. Complete the following sentences with the correct preposition: to, toward, on, onto, in, or into.** Some sentences may have more than one possible correct answer. Remember that a few verbs of motion take only "on" rather than "onto."
22. The plane landed _____ the runway.
 23. The kids climbed _____ the monkey bars.
 24. The dog jumped _____ the lake.
 25. The baby spilled his rye _____ the floor.
 26. James got _____ Tom's car.
 27. Are the boys still swimming _____ the pool?
 28. We cried to the man on the ladder, "Hang _____!"
 29. Annabelle has returned _____ her home town.
 30. John fell _____ the floor.
 31. We drove _____ the river for an hour but turned north before we reached it.
 32. Peter drove Helen _____ the airport.
 33. The plane was headed _____ a storm cloud.
 34. I went _____ the gym.
 35. The waitress noticed that there was no more Diet Pepsi _____ Cedric's glass.
 36. Patricia almost fell _____ the river.
 37. Allan left your keys _____ the table.
 38. Mariam jumped _____ the stage and danced.
 39. Drive _____ the city limits and turn north.
 40. Irene and Julia took the bus that was heading _____ the university.
 41. Dr. Casper apologized for interrupting us and told us to carry _____ with our discussion.
 42. Edward and Fred moved the table _____ the dining room.
 43. I walk _____ the amusement park.

Speaking: Talking about education in English

Task 14. Answer the questions:

1. At what age do children start to go to school in your country?
2. Is education mandatory (children MUST go to school) in your country? If so, until what age?
3. Are most schools coeducational (boys and girls study together) in your country?
4. What did you like to study most in your school days? Why?
5. Did you have to do a lot of homework when you were a schoolchild?
6. What makes a "good student"?
7. What makes a "good teacher"?
8. Do you think your education was helpful to you? Why or why not?

Task 15. Discussion questions

Now have deeper discussion using the questions below. Maybe you can even solve some of the world's education problems. Good luck!

1. How do you think education could be improved in your country?
2. Do you think education should be free? Why or why not?
3. In your opinion, what is the most important aspect of education?
4. Why do some children have trouble doing schoolwork? How can we help them?
5. Do you think teachers get paid enough? How much should they be paid?
6. Do you think language education could be improved? If no, why not? If yes, how could it be improved?
7. Which do you think is more valuable, the experience we get on the job or in society or the theoretical knowledge we learn in schools?

Vocabulary: Education.

A Subjects

You can normally do/study these subjects at university but not always at school:

Medicine	law	philosophy	engineering
Psychology	sociology	architecture	politics

Business studies agriculture history of art

B Studying at Institute in England

If you want to **go to** (=enter) institute, you must first **pass examinations** that most students take at the age of 18 (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to get/obtain a place at institute because the places are limited.

If you get a place at Institute, **the tuition** (=the teaching) is free, and some students also **get**(=receive) **a grant** (=money to pay living expenses, e.g. food and accommodation) as well. Students at Institute are called **undergraduates** while they are studying for their free degree.

Most Institute courses **last** (= go on for/ continue for) four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying history**, or **doing/studying for a degree in history** for example. When they finish the course and **pass their examinations**, they receive **a degree** (the qualification when you complete an Institute course successfully. This can be a **BA** (=Bachelor of Arts) or a **BSc** (= Bachelor of Science)

An academic degree is a college or university **diploma**, often associated with a title and sometimes associated with an academic position, which is usually awarded in recognition of the recipient having either satisfactorily completed a prescribed course of study or having conducted a scholarly endeavor deemed worthy of his or her admission to the degree. The most common degrees awarded today are **associate, bachelor's, master's, and doctoral degrees**. Most higher education institutions generally offer **certificates** and several programs leading to the obtainment of a **Master of Advanced Studies**.

Task 16 .Read the sentences spoken by the students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use the fertilizers is much more precise than twenty years ago.
4. We are going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really aeration to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case – it's one of the most famous in legal history.

Task 17.What do you call:

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?
6. students studying for a second degree?
7. the study of one subject in great depth and detail, often to get new information?
8. the talks that students go to while they are at university?

Task 18. Replace the underlined word with different verbs that have the same meaning in the context

1. Who is giving the lecture today?
2. Did she receive a grant for her course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exam before you can enter the university.
5. He's studying physics, I think.
6. I think they are carrying out some research into the cause of asthma.
7. I didn't take any notes in the lecture yesterday.
8. The course goes on for three years.

Task 19. Discussion

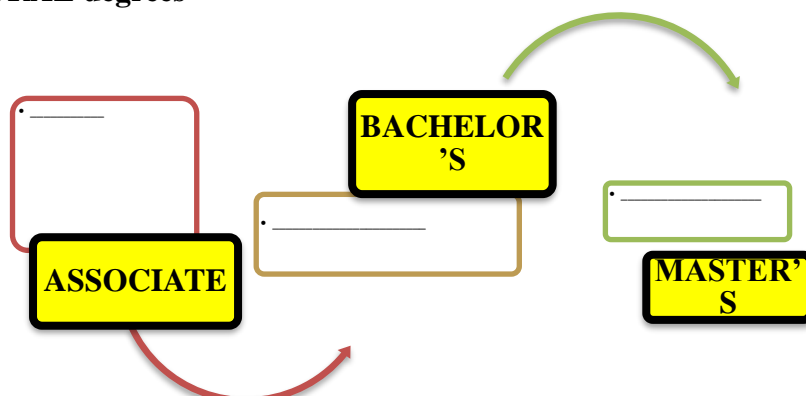
One of you is an American teacher, the other – an Uzbek teacher. Discuss the differences and similarities of American and Uzbek university life. Use as many lexical units of the text as possible. Make a graphic organizer(Venn Diagram)

Writing:

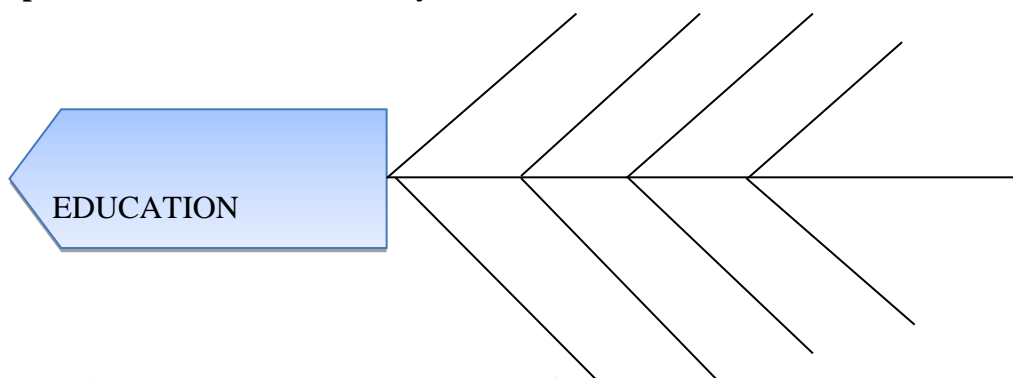
Task 20. Make up situations using the following words and word-combinations:

1. to dream, to enter the Institute, to work hard, to study different subjects, to be interested in, future speciality.
2. a student of the day department, to be in one's first year, winter examination session, to attend lectures and seminars, to have credit-test in, to pass exams, to get a mark, to get a scholarship, to have good vacation.

Task 21. Write the differences between ASSOCIATE, BACHELOR'S, MASTER'S, and DOCTORAL degrees



Task 22. Write the analysis of the EDUCATIONAL SYSTEM and their priorities, perspectives in the Fishbone analysis



Task 23. Choose the appropriate word and fill in the gap:

- 1) I hated ____ in school. I find learning about the past boring. I could never remember the years that things happened
 - a)biology
 - b)history
 - c)drama
 - d)geography
- 2) My favourite subject is _____. I'm very good with numbers.
 - a) mathematics
 - b)physical education
 - c) biology
 - d)geography
- 3) We learned how rivers are formed today in ____
 - a)geography
 - b)science
 - c)physics

- d)drama
- 4) In ____ we had to wear special glasses because we were using dangerous chemicals.
- a)economics
b)history
c)business studies
d)chemistry
- 5) If you don't want to cut open dead frogs then you shouldn't take ____.
- a)biology
b)economics
c) chemistry
d)physics
- 6) She tried to ____ on her test, but her teacher caught her and she was kicked out of school.
- a)term
b)cheat
c)coursework
d)revise
- 7) Only students who are ____ on this course may enter the classroom.
- a)revised
b)enrolled
c)semester
d)retake
- 8)There will be no way to ____ this test if you fail.
- a)revise
b)retake
c)cheat
d)enrol
- 9)You should spend at least 2 hours a day ____ for your test.
- a)revising
b)boarding
c)enrolling
d)retaking
- 10) To work for this company you need a university ____.
- a)term
b)qualification
c)failure
d)co-education

UNIT 4. Describing the appearance

Phonetics: Letter combinations: ai, ay, ey, oi, oy, ou

ai - [ei] - rain; ; wait; paint; main; sail; `tailor; mail; nail;

ay -[ei] - day; to`day; say; way; play; pay; ray;

ey - [ei] - they; grey; o`bey; Seym; `heyday;

oi - [oi] - noise; voice; coin; soil; boil; `moisture; oil; loin; point;

oy - [oi] - boy; toy; soy; Troy; `voyage; `oyster; loyal; joy; enjoy;

ou - [au] - house; out; loud; round; a`bout; ground; a`mount;

ou - [4] - couple; double; trouble; young; country;

ou - [u:] - group; soup;

Task 1.Read the words paying attention to the letter combination ai [ei]

Chain, snail, fail, praise, nail, aim, raise, faint, braid, paid, brain, saint, gain, grain, pain, detail, waist, jail, wait, paint, drain, sail, maid, rail, plain.

Task 2. Read the words paying attention to the letter combination ay [ei]

Day, way, pay, clay, essay, play, decay, gray, pray, delay, hay, ray, jay, lay, say, okay, may, spray, stay, stray, x-ray, tray, hurray, bay.

Task 3. Sort the words by their spellings. Write the words with the [ei] sound spelled 'ai' under rain and the words with the [ei] sound spelled 'ay': under day [ei] spelled 'ai' as in rain [ei] spelled 'ay' as in day

paid rail pray brain okay say paid nail lay hurray decay spray play detail tail stray faint tray
gray sail pay pain paint may grain braid praise stay x-ray waist way saint ray snail e wait plain
delay maid drain clay jail aim hay gain jay pain raise gray pail stain essay chain day

Task 4. Read the words paying attention to the letter combination ey [ei]

Stacey plays volleyball. Wesley plays hockey. Jeffrey is hiding in the alley. Tracey is having her kidney taken out. Casey rode the trolley.

Task 5. Read the text paying attention to the letter combinations: oi and oy

Boiled or Broiled?

Roy got a fish. "Let's broil this fish in oil," Joyce said. "I'll get the oil. You line the pan with tinfoil." "No, no," said Roy. "I do not enjoy broiled fish. The trick to keeping fish moist is to boil it." Joyce acted as if Roy had not said this. "Get the foil and we will broil it," she said. "I said, let's boil it!" said Roy. "Broil!" said Joyce, a loud voice. "Boil!" shouted Roy. Joyce grabbed at the fish. Roy grabbed at it too. The fish fell. Floyd the cat grabbed the fish. The cat ate the fish, all but the bones. "Yum," said Floyd. "That was a good fish!" "It did not need to be boiled or broiled."

Task 6. Read the text paying attention to the letter combination: ou

Mouse in the House

"Eek!" Beth shouted. "There's a mouse in the house!" Beth ran outside. Ben ran out too. Dad came out and asked, "What's wrong?" "There's a mouse!" howled Beth. "In the house!" added Ben. "Get it out!" shouted Beth. "Now!" added Ben, with a frown. The kids sent Dad in to get the mouse out. Dad looked in the kitchen. He did not see the mouse. He looked in the den. There was no mouse there. He looked in the bathroom. There was a brown mouse! Dad got a box and swept the mouse into the box. He took the box out of the house. Then he let the mouse go. When the mouse was out, the kids went back in.

Appearance vocabulary: to look like, curly, round, pretty/ugly, complexion, freckles, straight, well-built

Task 7. Come up with as many words as you can to describe face, hair and body. Work in pairs.

Face/Hair/Body

Face-oval, round, pretty, ugly, long, pale, plain, expressive, freckles, wrinkles, a beauty spot, a scar, a dimple, to wear spectacles, moustache, beard;

Complexion-pale/florid

Hair-fair, dark, straight, short, long, rich, thin, wavy, curly, smooth, brown;

Nose- flat, straight, snub, turned-up, bulbous;

Eyes- hazel, brown, gray/grey, blue, almond, mischievous, slanting;

Lips-full, well-cut, thin, thick, red;

Body/Figure- plump, skinny, slender, well-built, plain, regular/irregular, fat

Word combinations:

to look like

to resemble

What does he look like?

to have one's hair cut

to do one's hair

to grow one's hair

to dye hair (e.g. in pink)

to wear one's hair short

Task 8. Study the picture and work on the vocabulary:

APPEARANCE

AGE



HEIGHT



BUILD



HAIR



FACE



EYES



LOOKS



Reading Task 9. Read the following text and use it to describe the appearance of each member of your family.

Describing the appearance

My father is tall. He has large hands and his feet are size 45. He has short, dark, curly hair and a small beard. He's a cheerful person and when he laughs, you can see even white teeth. He wears spectacles (glasses) and you can't see his eyes, but I know they are steel gray. He's 47. He usually wears jeans and checked shirts or sweaters. But for work he wears a suit and a tie and looks every inch a teacher.

My mother is a very different person. She's short and plumpish. She has small hands and feet. She has long, strong, fair hair. She has dimples and rosy cheeks. She has long eyelashes which she darkens with mascara. She likes pink nail-varnish, high-heeled shoes and fashionable clothes. Her favourite colours are red and light blue.

My 23-year old *sister* likes to be well-dressed. She used lots of make-up, is always going to the hairdresser's and has fantastic hairstyles. She's tall and slim, with slender arms and elegant legs. Her full lips are always red. She's open-minded and nice. She is married and has a baby.

My baby *nephew* is still just a toddler; he can't speak yet, but he's very selfish and bores me.

My *boss* is an elderly man, rather short and stout. His hair is grey and thin and he's bald on top. He's clean-shaven. He has a double chin. He's always immaculately dressed: a white shirt, a dark well-creased suit with a matching tie and black leather shoes. He's a serious and punctual man, doesn't talk much and seems to be not overgenerous.

Task 10. Match the words from the right column with the descriptions in the left column.

plump,skinny,slender,silky,smooth,curly,pale, good-humored, long, hazel,mischievous, warm, snub,straight, bulbous,chestnut, silvery, fair,bob, crew-cut, plaits, double, pointed, decided	a. hair styles b face c. hair colour d. figure e.hair f. nose g. eyes h. chin
---	--

Task 11.Fill in the table with the adjectives that go along with the given nouns.

Face			
Hair			
Smile			
Eyes			
Complexion			
Hair colour			
Chin			
Teeth			
Lips			
Forehead			
Nose			
Cheeks			
Eyebrows			
Eyelashes			

Task 12.Choose the correct word and fill in the gaps:*young , handsome , short, slim, tall, fat, beautiful,old, thin, blond hair*

1. A good-looking woman is _____
2. _____people are above average height.
3. _____people are below average height.
4. You will get _____ if you eat lots of junk food.
5. _____is the opposite of fat.
6. _____ is similar to thin.
7. _____ is the opposite of old.
8. You are _____ when you are 50 or 60 years old.
9. A good-looking man is _____
10. You have _____ if your hair is a yellow colour.

Listening .These are my friends

Task 13.Listen to the tape and match the pictures

Task 14. Listen and write each name next to the correct person in the picture.

Task 15. Listen again. Write two adjectives used to describe each person's character.

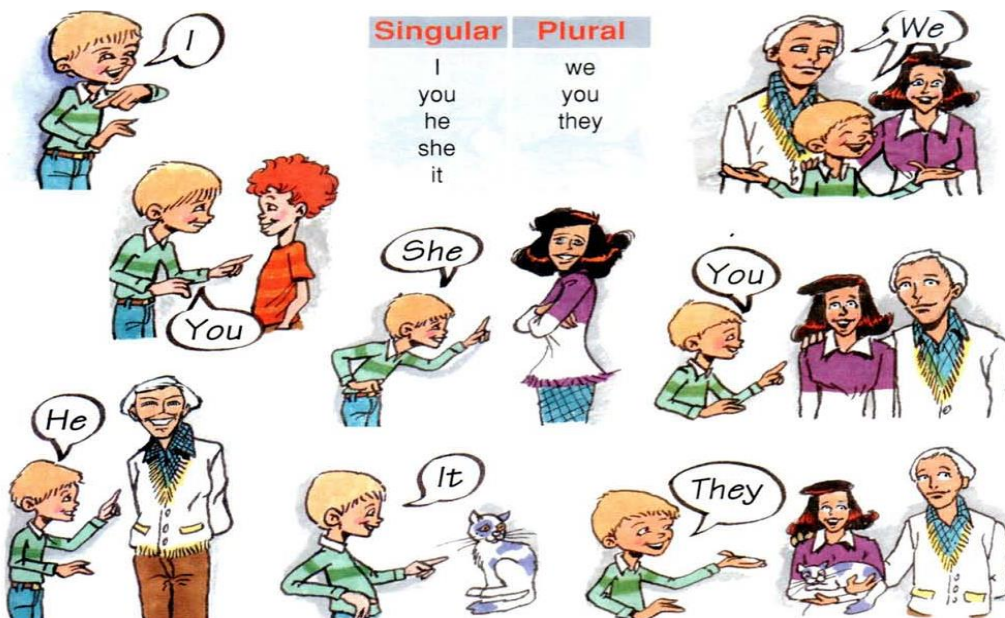


Grammar. Personal and possessive pronouns

A pronoun is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

Personal pronouns

The words I, you, he, she, it, we and they are called personal pronouns. They take the place of nouns and are used as the subject of the verb in a sentence.



Task 16. Complete the sentences with the words below

1. I'm _____. 2. _____ men. 3. _____ big. 4. They are _____.
5. it is _____. 6. _____ bag. 7. We are _____. 8. Azat is _____.

a pupil, it is, the table, students, friends, twenty, they are, a notebook, a boy, an apple, houses, doctor.

Task 17. Fill in "he", "she", "it", "we", "you" or "they" as in the example

- | | | |
|----------------------|------------------|----------------|
| 1. Helen- <i>she</i> | 9. Tom and I | 17. school |
| 2. Sam | 10. car | 18. apples |
| 3. Father | 11. dogs | 19. book |
| 4. Mother | 12. you and Jane | 20. Nick and I |
| 5. Father and Mother | 13. ball | 21. children |
| 6. Ann and Tom | 14. plane | 22. feet |
| 7. clowns | 15. sister | 23. guitar |
| 8. pen | 16. brother | 24. Mary |

Task 18. Complete the sentences. Use personal pronouns

- ... a boy. 2. ... students. 3. ... parents. 4. ... my classroom. 5... a good girl. 6. ... a cat.
7. ... a table. 8. ... your father. 9. ... children. 10. ... friends. 11. ... an uncle. 12. ... his cousin

Possessive Pronouns

Possessive pronouns are used to talk about things that belong to people. The words mine, yours, his, hers, ours and theirs are possessive pronouns. Possessive pronouns often used without nouns.

This book is mine.

Have you lost yours, Tom?

This pen is mine and that one is his.

Sarah has lost her cat. Is this cat hers?

I can see our car, but where is yours?

We've had our lunch, but they haven't had theirs.

Singular		Plural	
personal pronoun	Possessivepronoun	Personal pronoun	Possessivepronoun
I	My-mine	We	Our-ours
You	Your-yours	You	Your-yours
He	His-his	They	Their-theirs

She	Her-hers		
-----	----------	--	--

We use *personal pronouns* (I, me, he, him, etc.) to replace names or nouns when it is clear what they refer to. We use *possessives* (my, your, her) when it is not necessary to name the person the thing belongs to.

We use *personal pronouns* to avoid repeating nouns.

Mum's calling. She's in Turkey.

How's Daisy? Give her my love.

We used she because it's the *subject* and her because it's the object.

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	-
we	us	our	ours
they	them	their	theirs

We use *pronouns* to avoid repetition when it is obvious what we are talking about.

Is this your bike? > No, that one's mine. (= my bike)

Those red gloves are yours; the blue ones are hers. (= her gloves)

Task 19.Fill in the missed pronouns.

- | | |
|--|--|
| 1. This is my ticket and that is..... . | 7. I've lost my new pencil. Could you give me ... ? |
| 2. Whose books are those? Are they ... or ..? | 8. I haven't finished my task. Have you finished ... ? |
| 3. This is my dictionary, it isn't | 9. We asked our mother to buy ... new dresses. |
| 4. Can you tell me ... address? | 10. They always do ... homework together. |
| 5. My father likes to tell us about ... childhood. | |
| 6. We've passed our exams. Has she passed..? | |

Task 20.Underline the correct word

- | | |
|---|---|
| 1. David is (my, mine) brother. | 6. This is Sally's car. It's (her, hers) car. |
| 2. This house is (their, theirs). | 7. The blue skirt is (my, mine). |
| 3. It is Bob's cat. It's (his, her) cat. | 8. Mr. Jones is (their, theirs) father. |
| 4. These flowers are (your, yours). | 9. (My, Mine) hat is green. |
| 5. This is (our, ours) garden. It's (our, ours). | 10. This is Bill's pen. It's (his, her) pen. |

Writing

Task 9. Use the following words and word combinations to complete the table and make sentences about your family members:

fantastic sense of humour, sailing, painting, good-looking, immature, great sense of style, scuba diving, outgoing, olive skin, curly dark hair, casual clothes, friendly, wavy hair, pale complexion, rude, lazy, pointed nose, shoulder-length hair, slim, of medium height, generous, popular, skiing, bossy, attractive, plump, rafting

Appearance	
Personal qualities	
Hobbies/Interests	

Task 21.Study this descriptive essay and create your own My close friend

Introduction(Name and when/ where/ how met)

Timothy has been my close friend for two years. I first met him on a school exchange trip to Paris, France. I asked him the road to the library and we started talking. We are friends ever since.

Main body (Physical appearance and clothes)

Timothy is quite good-looking. He's tall and slim, with olive skin and a curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

(Personal qualities)

Timothy is very outgoing. He is always friendly and likes having fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be immature at times. For example, when he doesn't get what he wants, he acts childish and stamps his feet.

(Hobbies/interests)

Timothy is very keen at water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba dive, too, and loves exploring life under the seaside.

Conclusion (Comments, feelings)

All in all, I'm glad to have Timothy as a friend. It's pleasant to be with him and I really enjoy his company. I'm sure we'll always be close friends.

A descriptive essay consists of:

An introduction in which you give ... about the person, saying

A main body in which you describe their

A conclusion in which you write your ... about the person.

What adjectives/phrases are used to describe Timothy?

Does Timothy have any negative qualities?

When you mention someone's negative qualities you should use mild language (seems to, can be rather, etc)

Task 22.Change the sentences using mild language

Paul is lazy.

She is immature.

Sue is rude.

Steven is bossy.

Liz is selfish.

Task 23.Make up a situation and write the article.

The editor of your school magazine has requested articles for a special issue about friendship. You have been invited to write a short article about a close friend of yours. Write your article describing the person's appearance, personality and hobbies.

Speaking**Task 24. Describe Your Person. What does he/she look like?**

He/she...

has brown / blue / hazel / green eyes.

is tall / short.

wears glasses / contacts / braces.

is fat / skinny.

wears a hat / earrings / a necklace / a bracelet / a ring.

has long / short hair.

has a mustache / a beard.

has black / brown / red / blond / gray hair.

has a piercing / a tattoo.

is bald.

Task 25.Groupwork. Guessing game.

A)Describing students, or famous people, to teach/revise the adjectives.

In groups decide and then describe one of the students or a well known person in class, so another group can guess who they are describing.

B)Think of a person known to the rest of the group and describe him/her without telling his name according to the picture;

F.e: Feelings-moody

Appearance-skinny

Personality-frank

Who is he?

C) Guess who is this?

I. He is well-built and just under six foot. He has got a big square face and straight nose. His hair is short and neatly-combed. He is athletic-looking because he is a former sportsman. He has large muscles. His eyes are green and piercing. His mouth is full of big teeth and he has a charming smile. He is in his middle-aged. He is an actor and a politician. He lives in the USA.

He starred in the well-known movie "Terminator"

II. She is of medium height. She has a strong sports body. Her face is round and pale-skinned. Her hair can be either curly or straight, either long or short because she has a changeable image. Her eyes are big and brown. Her nose is straight. She prefers fashionable clothing. She can often be seen at the stage singing and dancing. She took part in some movies. She has 2 children: a daughter and a son. Her hobby is yoga. Her real name is Luiza Veronika.

Task 26. Play a game. Let one of the groupmates (Student A) go out of the classroom for a minute. Other students choose a person. Student A comes back and asks questions about appearance and character and the others must guess who it is.

Task 27. Put the words in the correct column. *Describing people.*

Curvy, naughty, gorgeous, thirsty, grumpy, creative, well-built, envious, horrible, redhead, moody, cruel, lively, frank, bored, anxious, bald, short, slender, calm, confused, skinny, impartial, handsome, amusing, fit, cross, tired, comfortable, ruthless, proud, witty, plump, plain, stubborn

Feelings

Appearance

Personality

Task 28. 'Find Someone Who' activity

Activity 'Find someone who ...' Interview your groupmates asking 'Yes/No-questions'. Ask 'Wh-questions' for additional information. *Go around the class and try to find a person fitting the given description and write his/her name on the appropriate column. If possible, add additional information:*

Someone who	Groupmate's name	Additional information Who? What? When? Where? Why? How?
... has a very tall brother		
... has an older sister with long straight hair		
... has a friend with brown curly hair		
... has a younger brother with brown eyes		
... has a friend with short hair and glasses		
... has an older sister with small nose		
Has a funny friend with large ears		

Task 29. Make a poster of your favourite sportsman/singer/band/actor/actress, etc. Write a short description of the appearance and character. Present it to your classmates and let them ask several questions about the person you like.

Task 30. Description of a picture of a famous person (by teacher's option)

UNIT 5. Daily activities.

Vocabulary

alarm clock	evening	have a rest	snack
afternoon	fall asleep	hobby	stay at home
arrive	feel good(tired)	late	study
breakfast	get dressed	leave	take a bread
busy	get up	listen to music	take a bus
call (someone)	get washed	lunch	take a nap
come	go for a walk	morning	take a rest
cook	go home	night	take a shower
dinner	go out to eat	on time	take a taxi
do exercise	go shopping	order out	wake up
do homework	go to bed	play	walk
do housework	go to school	read	wash dishes
drink	go to work	relax	watch TV
drive	go in for sports	schedule	week day
early	have breakfast(lunch,dinner, supper,snack)	see (watch)a movie(film)	week end
eat	have coffee(tea)	sleep	working day



Task 1. Match the sentences with the pictures

1. I have a shower.	_____	6. I have breakfast.	_____
2. I go to work/college.	_____	7. I get up.	_____
3. I watch TV.	_____	8. I have a cup of coffee.	_____
4. I get dressed.	_____	9. I go to bed.	_____
5. I brush my teeth.	_____	10. I wake up.	_____

Task 2. Complete the chart writing the words (actions) from the box in the proper column

cook; do exercise; do homework; do housework; drink; drive; eat; fall asleep; get dressed; get up; get washed; go for a walk; go home; go on-line; go out to eat; go shopping; go to bed; go to work; have coffee; listen to the music; play; read; relax; see a movie; sleep; study; take a bus; take a nap; take a rest; take a shower; take a taxi; wake up; walk; wash dishes; watch TV;

morning	afternoon	evening	night	any time

Task 3. Write numbers 1–9 to put these actions in the order of a normal day

_____ have breakfast	_____ have lunch
_____ get up	_____ go to bed
_____ wake up	_____ do homework
_____ go home	_____ have dinner
_____ to college	

Task 4. Word search. Find and circle the words in the box

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

1. get up
2. take a shower
3. brush teeth
4. shave
5. get dressed
6. put on makeup
7. brush hair
8. comb hair
9. make the bed
10. have a bath
11. make breakfast
12. have breakfast
13. go to work
14. go to school
15. go to bed
16. sleep

Task 5. Use a dictionary to help you complete the chart below. All of the words must begin with the letter of the alphabet given. Some letters may have 2 or more answers, while others may have no answer

A –	G –	M –	S –	Y –
B –	H –	N –	T –	Z –
C –	I –	O –	U –	
D –	J –	P –	V –	
E – <i>eat</i>	K –	Q –	W –	
F –	L –	R –	X –	

Task 6. Fill in the gaps to complete the sentences

1. I usually _____ up at 6.00 a.m. when my alarm clock goes off.
2. I _____ lunch in the college canteen at 1 p.m.
3. In my family we usually _____ dinner at about 6 p.m.
4. My classes finish at 3 p.m. and then I _____ home by bus.
5. On the weekends, I _____ to bed later than on weekdays.
6. My alarm clock goes off at 8 a.m. on Sunday but I don't _____ up until 8.30 a.m.
7. I always _____ my teeth before I go to bed.
8. On weekdays, I _____ to sports club with my friends.

Phonetics. Letter combinations: ng, nk, gh, wh, wr

ng – [ŋ] – sing; song; thing; long; morning; evening; bring; playing; wing;

nk – [ŋk] – link; bank; pink; ink; tank; thank; think; blank;

kn – [n] – know; knew; knit; knee; knock; knell; knight; knife; `knuckle; knead;

gh – not readable: heigh; eight; light; night; sight; `daughter; `neighbour;

ɹ [w] – ‘h’ not readable: **what; when; why; where; which; wheel; white; whale; wheat; while;**
 ʍ **whisper;**
 L [h] – ‘w’ not readable: **who; whom; whose; whole; whoop;**
 wr -[r] – ‘w’ not readable: **wrong; write; wrote; written; wry; wrap; wrist; wretch; wrestle;**

Task 7. Transcribe and read the words

song; evening; wing; tank; think; knee; knit; when; white; while; whole; wrap; wrote;

Reading: Read the text ,write out the unknown words and learn them

My daily routine

All my days from Monday to Saturday are very much alike. That's what we call "daily routine" when the same things are repeated from day to day.

I usually get up at 7 o'clock in the morning and that's quite early for me. Then I make my bed, wash myself, brush my teeth and get dressed. After that I go to the kitchen to have breakfast which is usually prepared by my mom. She makes a lot of everything but I prefer something light, just a cup of tea and a sandwich.

Then I go to college, where I spend half of the day. However, I should notice that I really enjoy this time, getting knowledge and meeting my friends. I come back home at three o'clock and always have a dinner as I'm extremely hungry after college.

After eating I rest for about an hour listening to music or watching TV. I usually sweep the floors, clean the dust and sometimes clean the carpet with the vacuum-cleaner. Then I do my homework for the next day. In the evening I prepare supper and when it's ready I have it with my family.

When I finally have some free time I go for a walk with my friends or just stay at home and read a book or play my favourite computer game.

My day habitually ends at ten or eleven o'clock. This is the time when I go to bed in order to get up and start everything again the next morning.

Task 8. Match the words with the meanings

1	alike	a	a meal made by putting a layer of food between two pieces of bread
2	early	b	a place where students get education for degree
3	light	c	after a long time, process, or series of events
4	a sandwich	d	the beginning of a period of time
5	a college	e	something as a result of experiencing it regularly
6	a vacuum-cleaner	f	in the way or in a similar way
7	finally	g	an electrical equipment that cleans floors by sucking up dirt
8	habitually	h	not much in quantity same

Task 9. Correct the statements according to the text

1. All my weekends are very much alike.
2. I usually get up at 7 o'clock in the morning and that's quite late for me.
3. After getting up I go to the kitchen to have breakfast which is usually prepared by myself.
4. I prefer something big for breakfast, for example, porridge, bread and butter and coffee with milk.
5. I should notice that I really hate the time spent in the college.
6. I never do the housework. My mom usually sweeps the floors and cleans the carpet with the vacuum-cleaner and prepares supper for the family.
7. In the evening I have no free time at all because I'm very busy with my homework.
8. I go to bed nearly at midnight.

Task 10. Match the vocabulary with the correct definition and write a-j next to the numbers 1-10

1.	-	You do this after a long day and just before you fall asleep.	a.	have dinner
2.	-	You do this when your alarm clock goes off in the morning.	b.	go to school

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

Task 11. Write the best word to complete the sentences

- I usually _____ up at 6.00 a.m. when my alarm clock goes off.
- I _____ lunch in the college canteen at 1 p.m.
- In my family we usually _____ dinner at about 6 p.m.
- My study finishes at 3 p.m. and then I _____ home by bus.
- On the weekends, I _____ to bed later than on weekdays.
- My alarm clock goes off at 8 a.m. on Sunday but I don't _____ up until 8.30 a.m.
- I always _____ my teeth before I go to bed.
- On weekdays, I _____ to school with my friends at 9.00 a.m.

Listening 'Mike's daily routine'

Task 12. Study the new vocabulary

work-out

When you 'work-out' you spend time exercising. When used as a noun, 'work-out' refers a period of time that is spent exercising. Notice the following:

I try to do a work-out every day.

In order to keep healthy you need to make sure that you do regular work-outs.

weightlifting

'Weightlifting' is the process of using weights to help to build up certain muscle groups in the body. When you weight-lift you move weights using the same motion a certain number of times.

Notice the following:

I have never tried weightlifting. It looks like hard work.

He is a weightlifting champion.

what needs to be done

'What needs to be done' refers to the things that need to be achieved. Notice the following:

Just do what needs to be done.

I will help you with the housework. Tell me what needs to be done.

live abroad

'To live abroad' means to live in a different country than where you are from.

Notice the following:

My aunty lives abroad.

I think I would quite like to live abroad at some point in my life.

sum up

When you 'sum something up' it means that you summarize it. Notice the following:

So to sum up, you think that I need to clean my room.

I will then write a sentence that will sum up the document.

Task 13. Complete the sentences with the words below

35. work-out • weightlifting • done • lived abroad • sum

1. The physical trainer wants me to do some _____ to build my muscles.
2. I didn't have a very good _____ today because I'm tired.
3. He has _____ for almost five years now, so it's very special when he comes home.
4. We want to help, but we don't know what needs to be _____.
5. To _____ up the meeting today, we need to work hard to increase our sales next month.

Task 14. Listen to the tape and circle one of a, b, c answers

1. Mike gets up _____.	a) at 5:30	b) at 6:30	c) at 7:30
2. After he wakes up, Mike _____.	a) goes for a walk	b) makes breakfast	c) goes to the gym
3. Mike eats a _____ lunch.	a) big	b) average	c) small
4. Mike works _____.	a) at school	b) at an office	c) at home
5. In the evening, Mike often _____.	a) goes to internet cafes	b) talks to friends	c) works overtime

Task 15. Listen to the tape again and fill in the gaps

Hi, I'm Mike and this is my daily routine. I get up _____ every day, around 6:30 and I go to the gym for a work-out before I go to work. I usually do aerobic _____ for awhile and then do some weightlifting for maybe half an hour at the gym, then I return home, and as I work from my home, I turn on _____ and start working on what needs to be done.

I _____ skip breakfast and I work until about 12:00 then I prepare lunch and have a fairly big lunch because I don't _____. Then after lunch, I go back, continue working _____ or whatever I have to do for work, until about 6:00 when I usually start getting phone calls from friends of mine who live _____ and then in the evenings if I'm not using my time doing things with the Internet or surfing the web, then I'm speaking to people on the Internet or on my phone and that pretty much sums up my usual _____.

Task 16. Mark T if the sentence true and F if the sentence false

1. Mike gets up around six o'clock. _____
2. He has breakfast before he goes to work. _____
3. He has big breakfast. _____
4. He usually does some weightlifting for half an hour at the gym. _____
5. After lunch, he goes back home. _____
6. Some of his friends live abroad. _____
7. In the evenings he uses his time doing things with the Internet. _____
8. He speaks to people on the Internet or on his phone all day long. _____

Task 17. Do the test

1. What is the tape about?	4. What does he have for breakfast?
a) Mike's family	a) a cup of coffee
b) the activities he likes to do at home	b) a sandwich
c) the things he usually does every day	c) nothing
2. When does he usually get up in the morning?	5. Where does he work?
a) 6:00	a) in the gym
b) 6:30	b) at home
c) 12:00	c) nowhere
3. What does he do after getting up?	6. What does he do in the evening?
a) He goes to work.	a) watches movies on the Internet
b) He has breakfast.	b) speaks to people on the Internet
c) He goes to the gym.	c) reads books

Grammar. Simple Present Tense

The Simple Present expresses an action in the present taking place regularly, several times or never. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The Simple Present also expresses facts in the present. Use: the infinite verb (play) with the personal pronouns *I, you, we* and *they* (or with the plural form of nouns) the verb + s (plays) with the personal pronouns *he, she, it* (or with the singular form of nouns)

	positive	negative	question
I/you/we/they	I play	I do not play	Do I play?
he/she/it	He plays	He does not play	Does he play?

Negative sentences and questions are formed with the auxiliary verb 'do'.

The 3rd person singular of 'do' is 'does'. This means that in negative sentences and questions the 's' of the main verb is placed behind 'do'.

The simple present tense is used to talk about things that happen regularly, repeatedly or all the time. As a result of this, we often use some adverbs of frequency with the simple present tense to state how often somebody does something.

Adverbs commonly used with the simple present tense are: **always, usually, often, sometimes, occasionally, rarely** and **never**. Note that the adverbs of frequency usually go before the verb.

He often visits his grandparents.	He never gets angry.
I often buy comics.	Sometimes I read foreign periodicals.
We usually go to Singapore in April.	They rarely watch TV.
I usually get up early.	She frequently buys detective stories.
She always carries an umbrella.	Sometimes it gets very hot here.

Days of the Week and Times of the Day

Days of the week are often used with 's' when we talk about repeated actions.

We don't eat meat on Fridays.

I play tennis on Saturdays.

Do you mind working on Sundays?

Task 18. Write down the missing sentences

	positive form	negative form	question form
I	I play		
you	You help		
he		He does not answer	
she			Does she sing?
it	It rains		
we			Do we go?
you		You do not read	
they			Do they work?

Task 19. Arrange the words to make sentences in Simple Present

Model: I / to buy bread every day – I buy bread every day.

1. Mike / to like ice-cream – _____
2. We / to play table tennis – _____
3. He / to read comics – _____
4. Chris / to sing in a band – _____
5. We / to have a hamster – _____
6. Andy and John / to like cola – _____
7. She / to go to school – _____
8. They / to help their parents – _____
9. The children / to speak English – _____

10. I / to collect stamps – _____

Task 20. Make negative sentences in Simple Present

Model: I watch TV in the evening – I do not watch TV in the evening.

1. We play football in the yard – _____
2. It rains a lot here – _____
3. She cleans her room every day – _____
4. Tom rides his bike every weekend – _____
5. Sandy takes nice photos – _____
6. They write a lot of exercises – _____
7. He buys a new CD-player – _____
8. He asks a question – _____
9. My parents live in the village – _____

Task 21. Arrange the words below to make questions in Simple Present

Model: Robin / to drive / his car carefully – Does Robin drive his car carefully?

1. she / to collect / stickers – _____
2. they / to play / a board game – _____
3. the cat / to sleep / on the sofa – _____
4. she / often / to go hiking – _____
5. he / to play / basketball – _____
6. the pupils / to wear / school uniforms – _____
7. you / to go / to the cinema – _____
8. he / to read / books – _____
9. Joe / to repair / his bike – _____
10. Julia / to like / pop-music – _____

Task 22. Fill in the blanks with appropriate Simple Present verb form given in the brackets

1. The plane _____ at 6.30. (arrive)
2. I will phone you when he _____ back. (come)
3. Unless we _____ now we can't be there on time. (start)
4. The sun _____ in the east. (rise)
5. The next term _____ on Monday. (begin)
6. She _____ an engineer. (be)
7. They _____ our relatives. (be)
8. When does the train _____? (depart)
9. Let's wait till he _____ his work. (finish)
10. Please, ring me up as soon as he _____ (arrive)

Task 23. Use the appropriate word from the given one in the brackets

1. I don't like to get up early on _____ (Sunday/Sundays).
2. How _____ (often/much) do you go to the library?
3. (Sometime/Sometimes) _____ I visit my old friends.
4. Nature is beautiful _____ in (spring/springs).
5. I don't sleep well _____ (in / at) night.
6. I usually have meetings _____ on (Saturday/Saturdays).
7. I (often/frequently) work _____ at night.
8. (Sometime/Sometimes) _____ I work in the garden.
9. I don't go to bed before 12 pm _____ at (night/nights).
10. I don't have breakfast before eight _____ in the (morning/mornings).

Task 24. Use the verbs in brackets in the proper form

On Sunday, Tom (to get) up at 10 o'clock. Then he (to read) his newspaper in the kitchen. He (to have) breakfast at 11.30 and then he (to phone) his mother in Scotland. In the afternoon, at 1.00, Tom (to play) tennis with his sister and after that, they (to eat) dinner in a restaurant. At 6.00, Tom

(to swim) for one hour and then he (to go) by bike to his brother's house. They (to talk) and (to listen) to music. Tom (to watch) television in the evening and (to go) to bed at 11.30.

Speaking

Task 25. Activity 'Find someone who ...' Interview your groupmates asking 'Yes/No-questions'. Ask 'Wh-questions' for additional information. For example:

A. Do you get up before six in the morning?

B. Yes, I do.

A. (write groupmate's name in the box). Why do you get up so early?

B. I get up early to make breakfast.

A. (write this information in the box)

Someone who	Groupmate's name	Additional information Who? What? When? Where? Why? How?
... always gets up at 7 o'clock in the morning		
... always has black tea and bread and butter for breakfast		
... cooks dinner every day		
... goes to bed after 12 o'clock		
... prepares breakfast every morning		
... has rest for about an hour in the afternoon		
... does the housework		

Task 26. Pair work: Discuss the questions below with your partner

Student 'A'

1. What time do you usually go to bed at night? Should you go to bed earlier?
2. What do you often eat for breakfast? Do you think it's healthy food?
3. What time do you arrive at college? Are you ever late?
4. What time do you have lunch? Do you eat alone or with other people?
5. What time do you get home after college? Are you tired when you get home?
6. What's your favorite TV show? Why do you like it?
7. How much time do you spend on-line each day? Is it too much?
8. What time do you usually have dinner?
9. What hobbies do you have? What's your favorite hobby?
10. How do you like to relax in the evenings?

Student 'B'

1. What time do you usually get up in the morning?
2. What do you often have for lunch?
3. How do you get to college (bus, taxi, ...)?
4. Where do you have lunch? What do you usually eat for lunch?
5. What do you like to do after college?
6. How many hours of TV do you usually watch each day? Is it too much?
7. What's your favorite website? Why do you like it?
8. Can you cook? How often do you cook dinner?
9. Tell me about your best friend. How often do you see him/her?
10. What time do you go to bed at night? Do you think you should go to bed earlier?

Writing: 'My day' Task 9. Write about your awakening moment. Follow the questions

1. At what time do you get up on weekdays?
2. How do you get up? Do you immediately jump up from the bed?

3. Is it easy or difficult for you to get up early in the morning?
4. Who wakes you up in the morning or do you use alarm clock?

Task 27. Write a paragraph about your daily routine

Homework. Read the text about Lesley's daily routine and do the tasks

Lesley's daily routine

Lesley is a teacher at Hackney College in London. On weekdays she always gets up at about 7 o'clock. She has a shower and then she has breakfast with her husband and daughter. After breakfast she brushes her teeth and gets dressed and then she takes her daughter to school. She goes to college by bicycle at 8.30 and she starts work at 9 o'clock.

At about 1.30 she usually has lunch. She has a sandwich and some fruit in her office. She finishes work at 5 o'clock and picks up her daughter from her after-school club. She usually has dinner at about 7 o'clock and then she has a cup of coffee. In the evening she watches television or sometimes she listens to the radio. She likes listening to music. She usually goes to bed at about 11.30. Then she reads her book for about half an hour. She goes to sleep at midnight.

Task 28. What is this text about? Tick (✓) one box

What Lesley does every day. ☐

What Lesley likes doing in her free time. ☐

Task 29. Mark the sentence T if it is true and F if it is false

1. Lesley gets up at seven o'clock. _____
2. She has a shower in the morning. _____
3. She goes to college by bus. _____
4. Lesley has a big lunch. _____
5. She picks up her daughter after work. _____
6. Lesley doesn't have dinner in the evening. _____
7. She likes listening to music on the radio. _____
8. She goes to bed at eleven o'clock. _____
9. Lesley has a shower in the evening. _____
10. She always falls asleep at once. _____

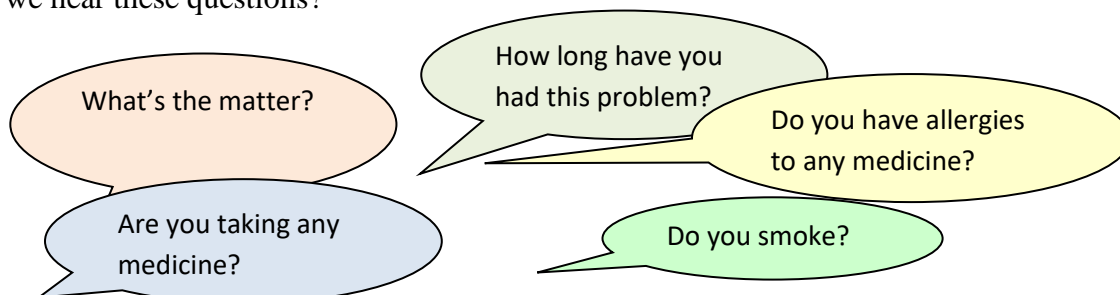
Task 30. Answer the questions

1. What time does Lesley get up?
2. Who does she have breakfast with?
3. How does she go to college?
4. Where does she have lunch?
5. What does she have for lunch?
6. When does Lesley finish her work?
7. Where does she have a cup of coffee?
8. What does Lesley do after dinner?
9. How long does she read her book?
10. When does Lesley go to the bed?

UNIT 6. Health.

Brainstorming

Whose questions are these? Are they teacher's/student's/policemen's/doctor's questions? Where can we hear these questions?



Vocabulary

Pay attention to the reading rules

ch[k] (in words of Latin/Greek origin) – chemistry; school; architect; ache; stomach;

ou+gh [4f] – cough; rough; tough; enough;



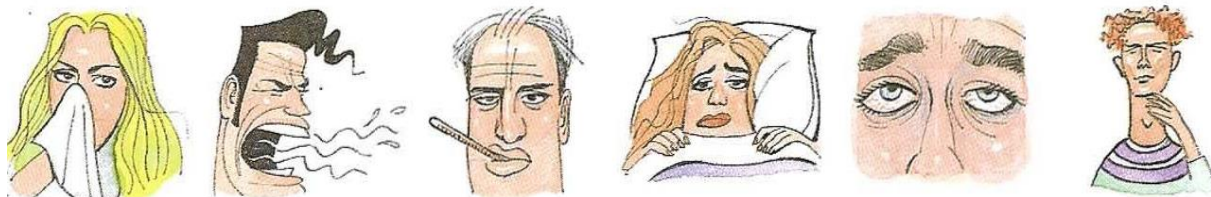
a backache

an earache

a headache

a stomachache

a toothache



a cold

a cough

a fever

the flu

sore eyes

a sore throat

Look at the pictures and learn the new words with definitions

a backache – a pain in your back

an earache – a pain in one of your ear

a headache – a pain in your head

a stomachache – a pain in your stomach

a toothache – a pain in one your teeth

a cold – an illness that blocks your nose and makes you sneeze and cough

a cough – an illness when the air repeatedly pushes up from your mouth with noise






a fever – a medical condition in which your body temperature is above normal

the flu – a common infectious disease (= influenza)

sore eyes – an illness when your eyes are infected and hurt

a sore throat – an illness when your throat hurts (= angina)

Task 1. Match the people (1–8) with the medical problems (a–h)

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>4</p> 	<p>a) I have a headache. b) I have backache. c) I have a toothache. d) I have an earache. e) I have stomachache. f) I have a temperature. g) I have a sore throat. h) I have a bad cough.</p>	
<p>5</p> 		



Task 2. Categorize the medical symptoms from Task 1 into the groups. Then compare with your partner

go to bed	take medicine or pills	see the doctor
1 ...	1 ...	1 ...
2 ...	2 ...	2 ...
3 ...	3 ...	3 ...

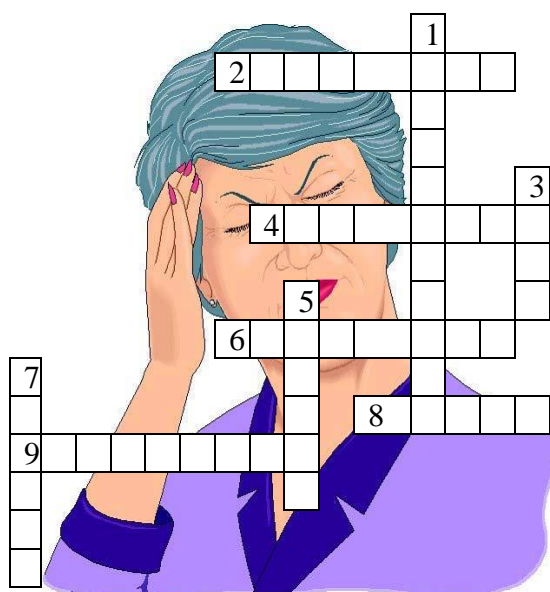
Task 3. Crossword ‘What’s the matter?’

Across

2. You should go to the _____.
 4. You need to take some _____.
 6. I have a _____.
 8. Tom is not in school today. He has a _____.
 9. You have a toothache. Don't eat _____.

Down

1. I have a _____.
 3. You look tired. You should have a _____.
 5. What's the _____?
 7. You should see the _____.



Task 4. Fill in the blanks with one of the words in the box

cold; medicine;
 better; examine;
 sick; fever; sure;
 hurts; patients;

I'm feeling a little _____ and I think I have a _____. I called the doctor to make an _____. My throat _____. He has many other _____ today, but he said he would see me. I think it's just a _____, but I would like the doctor to _____ me to make _____ it's not anything serious. Maybe he'll give me some _____ to make me feel _____.

Grammar

The simple present of the verb to have (got)

The verb *to have (got)* is one of the most important verbs in the English language. It is not so difficult to use because it is an irregular verb only in its third-person form. We use *have (got)* in the present tense to talk about possessions. *Have got* is a two-part verb and *have* (or *has* for he/she/it) acts as the auxiliary. Like the verb *to be* change the word order to make a question. In the simple present tense, *to have (got)* is conjugated as follows:

Affirmative form

Singular	Plural
I have	we have
you have	you have

Interrogative form

Singular	Plural
Have I?	Hav we?
	e

Negative form

Singular	Plural
I have not	we have not
you have not	you have not

he she it	has	the y	have
-----------------	-----	----------	------

Have	you?	Hav e	you?
Has	he she it?	Hav e	they?

he she it	has not	the y	have not
-----------------	---------	----------	----------

Examples:

I have got a new car.

You have got a nice house.

He has got an important job.

She hasn't got any brothers or sisters.

We have got pizza for dinner.

Have I got time to go shopping before the film starts?

Have you got room in your bag for my phone?

Has he got any children?

Have we got a bottle of water for the car journey?

Have they got a new car?

Common errors

Avoid these common mistakes with *have/have got*

1. I **haven't any** brothers or sisters. (**error**)

Remember: the negative form is either 'I haven't got' or 'I don't have'.

2. Have you got a new coat? – Yes, **I have got**. Yes, **I've**. (**error**)

Remember: the short form of 'have got' is 'have'. You can't abbreviate it to I've.

3. Last week **I had got** a bad cold. (**error**)

Remember: in the past tense, use had not had got.

Task 5. Fill in the correct form of the verb *have got* or *has got*

My dog ____ a large bone in his mouth.

The flag of the USA ____ stars on it.

The house ____ a lot of furniture.

I never ____ a lot of flowers in my garden.

The water ____ a bad taste.

Task 6. Complete the sentences with *have got* or *has got*

1. Santa Claus ____ a long white beard.

2. Mary and Bill ____ a beautiful house.

3. This sock ____ a hole.

4. Nancy ____ a big dog.

5. Shakira ____ long blond hair.

6. Pinocchio ____ a long nose.

7. I ____ a new computer.

8. My parents ____ a big garden around their house.

Task 7. Write down the missing sentences. Use *have got*

	positive form	negative form	question form
I	I have got a dog		
You	You have got a bike		
He		He has not got a beard	
She			Has she got a sister?
It	It has got a window		
We			Have we got a car?
You		You have not got time	
They			Have they got money?

Task 8. Add missing forms: *have* or *has* in the first part of the sentence, *haven't* or *hasn't* in the second part of the sentence

1. Tom ____ got brown eyes, but he ____ got dark hair.

2. Mr. Smith ____ got a red car, but he ____ got a bike.

3. Jill ____ got two daughters, but she ____ got a son.

4. The Smarts ____ got a big house, but they ____ got a garden.

5. Jack ____ got a very nice aunt, but he ____ got any uncle.

6. Max _____ got a new camera, but he _____ got a mobile phone.
7. Dad _____ got a terrible cold, but he _____ got a temperature.
8. George _____ got two sons, but he _____ got a daughter.
9. James _____ got many friends in Europe, but he _____ got any in the USA.
10. I _____ got many brothers and sisters, but I _____ got any nephews.

Task 9. Group work. Play 'The long sentence' game

Structure:	I've got + Articles a/an or Number + Noun
Rules:	<p>Begin the game by sentence <i>I've got a cake</i>. The first player has to repeat this sentence and add a new object or objects. e.g. <i>I've got a cake and two pens</i>. The game continues with each player in turn trying to remember what the last player said and adding on a new item to the sentence. Players get minus points if they make a mistake. Do not give minus points for grammar mistakes. Example:</p> <p>Player 1: I've got a cake and two pens. Player 2: I've got a cake, two pens and a book. Player 3: I've got a cake, two pens, a book and six keys. Player 4: I've got a cake, a book, a ... (This player gets minus point for a memory mistake) Player 5: I've got a cake, two pens, a book, six keys and an apple. And so on.</p>

Grammar have+noun; feel+ adjective;

What's the matter? What's wrong?	How do you feel?	Adjectives
I have a headache.	I feel sick.	sick/fine (well)
You have sore throat.	You feel sad.	sad/happy
She has the flu.	We feel awful.	bad/good (better)
We have a cold.	You feel terrible.	awful/great
You have a stomachache.	They don't feel well.	terrible/ terrific
They have a backache.		

Task 10. Gap-filling (have/feel)

a) Fill in the blanks with the correct form of the verbs 'have/feel'

1. I _____ a headache and I _____ dizzy.
2. My daughter _____ the flu.
3. I _____ terrible because I _____ a sorethroat.
4. You look bad. Do you _____ a headache?
5. Mary doesn't _____ well. She _____ a cold.
6. My husband _____ a toothache.
7. Our teacher looks bad. She _____ sick.
8. I _____ a stomachache and I _____ terrible.

b) Fill in the blanks with the correct form of the verbs 'have/feel'. Practice this conversation with a partner.

A: Hi. How are you?

B: I _____ terrible.

A: What's the matter?

B: I _____ a headache and a sore throat.

A: That's too bad. Do _____ a cold?

B: Yes. I _____ an appointment to see the doctor today.

A: Well, I hope you _____ better.

B: Thanks.

Reading _____ Describing symptoms

Task 11. Read the story and then answer the questions with your groupmates

My name is Nina. I am a student. Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I'm coughing. I feel terrible. I can't go to college. I have an appointment with the doctor today at 10:00. I hope I feel better tomorrow.

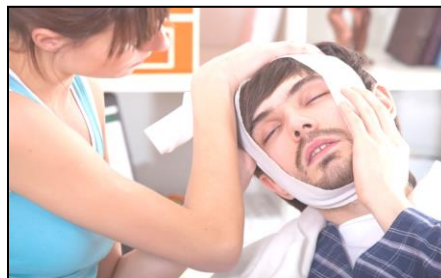
1. How does Nina feel today?
2. What are her symptoms?
3. What is she going to do?

Task 12. Read the story one more time. Underline the verbs 'have/feel'

Today I feel very sick.

Task 13. Look at the picture. Describe the man's health status. Follow the questions

1. What's the matter with the man?
2. Where is he? Is he at home or at the hospital?
3. Why does he have a bandage?
4. Does he have a headache or an earache?
5. How do you think what is the degree of his pain?
6. What do you advise the man to ease his ache?



the

Task 14. Describe your own feelings now. Follow questions

1. How do you feel today?
2. Do you have any symptoms? Do you have a headache or a cough now?
3. What can you say about your body temperature at the moment?
4. What will you do if you have a toothache?
5. What do you do to stay healthy?

Homework

Task 15. Read the texts carefully. In each text a sentence is omitted. Write the number of an appropriate sentence in the text

- 1) Some of the most common are: pollen, dust, animal hair and sometimes food and medicines.
- 2) While you are unwell, stay away from work or school.
- 3) Bacteria enter the nose or throat then travel up the tubes to the ear.
- 4) You can treat your symptoms with medicines such as painkillers, nose drops or sprays, cough syrups and drops.

<p>Text A</p> <p>An earache is a sharp and dull pain in your ear. You may also have a feeling of pressure or blockage. Common cause of earache is an infection. _____. You begin to feel pain as your eardrum becomes swollen and red. If you have an earache, see a doctor. Your doctor may prescribe medicines to treat the cause of the earache.</p>	<p>Text B</p> <p>A cold means you have a virus that affects your head, chest, nose, throat and ears. Symptoms may be sneezing and a runny nose, a sore throat, a cough, a slight fever, a headache and tiredness. There are no medicines that cure a cold. _____. However, you should see a doctor.</p>
<p>Text C</p> <p>Influenza – or the flu – is a virus that spreads quickly from person to person through touch and through the air. Symptoms include fever, chills, aches, runny nose, a cough and stomach upset. Influenza can be caused by different strains of the influenza virus. _____. Look after yourself and your family – rest and fluids are especially important.</p>	<p>Text D</p> <p>An allergy is when your immune system reacts to harmful, as it sees them, substances, which are called allergens. Many substances can cause an allergic reaction. _____. Different allergens will cause different kinds of allergic reactions. The most common allergic conditions are hay fever, asthma and skin problems (eczema, rashes).</p>

Task 16. Answer the following questions

1. What are the symptoms of an earache?
2. What should you do to treat the cause of earache?
3. What medicine can we take to treat the cough?
4. What is the quickly spread disease called?
5. What substances may cause an allergic reaction?

Listening

Listen to the dialogue 'At the doctor's office'

Task 17. Listen to the dialogue one more time and fill in the gaps

Nancy: Hi doctor.

Doctor: Hi Nancy. What's the matter?

Nancy: I have _____ and _____.

Doctor: Hmm. You should drink lots of tea and take _____.

Nancy: I have to go _____.

Doctor: You shouldn't go to work. _____.

Nancy: I have _____ to finish at work.

Doctor: You _____ and you shouldn't talk too much.

Nancy: Ok.

Task 18. Write the words in order to form sentences

1. matter / the / What's?
2. throat / sore / have / a / I.
3. drink / of / You / tea / lots / should
4. work / have / tomorrow / to / I / to / go
5. shouldn't / much / You / talk / too

Task 19. Mark T if the sentence true and F if the sentence false

1. Nancy has a stomachache. ☐ T ☐ F
2. She should drink tea and take cough medicine. ☐ T ☐ F
3. She has to go to work tomorrow. ☐ T ☐ F
4. She shouldn't go to work tomorrow. ☐ T ☐ F
5. She has a big problem to finish at work. ☐ T ☐ F
6. She should rest. ☐ T ☐ F

Task 20. Make a sentence so the medical problems suit the advices

Model: I have a toothache – You should go to the dentist

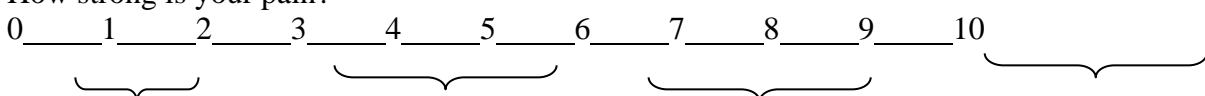
1	I have	a headache	–	You should	see the doctor
2		a toothache	–	You shouldn't	smoke
3		a cold	–		go to school
4		a stomachache	–		eat ice-cream
5		an earache	–		take your temperature
6		a cough	–		rest your back
7		a backache	–		take an aspirin
8		a fever	–		take cold medicine
9		a sore throat	–		go to the dentist
10		the flu	–		eat too much

Speaking

Talking about pain

When you go to the doctor, it is very important to describe your pain clearly. Look at the picture below.

How strong is your pain?





It doesn't hurt.



It hurts a little.



It hurts a lot.



I'm in severe pain.

Description of symptoms

It is also important to know how to describe your symptoms. Read the list of symptoms and review them with your partner

Body part	Description of symptom
Nose	My nose is stuffed up. I have allergies. I'm sneezing a lot.
Ear	I have an earache.
Eyes	I can't see clearly.
Teeth	I have a toothache.
Throat	My throat hurts. I have a bad cough.
Head	My head hurts. I feel dizzy.
Skin	I have a rash.
Neck/Back	My neck hurts. My back hurts.
Chest	I have chest pain.
Arm/hand	I think my arm is broken.
Stomach	My stomach hurts. I threw up. I vomited.
Foot/leg/ankle	I think I sprained my ankle. I think my leg/ foot is broken.

Task 21. Make a list of problems, symptoms and degrees of pain

Problem	Symptoms	Degree of pain
1. Nose	Stuffed up	No pain
2.		
3.		
...		

Task 22. Read the situation and fill in the gaps in the dialogue. Use the Vocabulary List below

Millie is a 36-year old woman. She has a two year history of moderate back pain. She has had severe back pain for the last two days. She rates her pain 9 out of 10. The pain is constant. Millie goes to the clinic for medical assistance. A nurse sees Millie and asks her some questions. How would Millie answer the nurse's questions?

Nurse: Where do you have pain?

Millie: I have pain in my _____.

Nurse: How much pain do you have?

Millie: I have _____ pain.

Nurse: What would you rate your pain out of 10?

Millie: I would rate my pain _____ out of 10.

Nurse: When did your pain start?

Millie: My pain started _____ ago.

Nurse: Is your pain constant or intermittent?

Millie: My pain is _____.

Vocabulary List

minor– pain that is not strong

moderate– medium pain

severe– very strong pain

constant– it stays for a long time

intermittent– it comes and goes

acute– sudden, just started or recent

chronic– over a long period of time, 6 months and more

sharp– strong, sudden pain

Task 23. Pair work. How would you answer the nurse's questions if you have a toothache / stomachache/headache/earache/throatache? Practise the dialogue from Task 2 with your partner

Writing

Task 24. Make up a situation using the the proverb "Health is above wealth"

Homework

Task 25. Find the words in bold in the dictionary and learn them. Then read the text

Filling sick

When people feel sick they make an appointment with a doctor or, in most serious cases, call an ambulance. For such illnesses as flu, cold, food poisoning, you can buy some medicine from the chemist by a prescription. All of the illnesses have different symptoms. For instance, if you have a sore throat, sneezing and cough, it is obvious that you have caught a cold. But when you have a high temperature and have symptoms for cold, you have the flu. If you feel sick, want to vomit and have a stomachache, you must have a food poisoning.

Many people are afraid of dentists. When people have a toothache they should make an appointment with a doctor as soon as it is possible. The doctor will use a local anesthetic to the area around the tooth and fill the cleaned out cavity or pull it out.

In case of unbeatable illness most people need special medical attention and are under care of a doctor in hospital. I think that all people should take care of their health and go for regular checkups. Undoubtedly, sooner or later all people are sick and have health problems. So, for speedy recovery it is essential to follow the doctor's advice.

Task 26. Answer the following questions

1. When do people call the ambulance?
2. Why do doctors give us a prescription?
3. Symptoms of what illness are vomiting and upset stomach?
4. What do dentists use so that we do not feel pain?
5. What do people need in case of unbeatable illness?

Task 27. Review the symptoms and categorize them to fill the chart. You may use the symptoms repeatedly

When we are sick we experience many symptoms. Symptoms are clues that help us and our doctors understand why we are sick. When the doctors know what our symptoms are and what causes them they can recommend ways to get better. There are different types of symptoms. Symptoms can be:

- Vomiting (to throw-up)
- Fever (high body temperature)
- Rash (irritation of the skin)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breathe well; shortness of breath)
- Sneezing (a quick push of air out of your nose and mouth)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to lose balance; not steady)

a cold	a headache	a stomachache	an allergy

UNIT 7. Food and drink.

Starter

«Breakfast like a king, lunch like a queen and dinner like a pauper»

How do you understand this proverb? Give your comments.

Answer the questions:

What does your breakfast consist of ? Do you eat healthy food for breakfast or not? Name kinds of food you shouldn't eat for breakfast.

Study the topical vocabulary.

a sandwich, toast, a cake, a bun, tea, coffee, sugar, porridge, cheese, sausage, egg, salt, pepper, salad, soup, meat, chicken, fish, potatoes, tomatoes, vegetables, bread, butter, biscuits, a drink, milk, weak / strong tea, cream, juice, cocktail, wine, coca-cola, mineral water, an ice-cream, fruit, have for breakfast, have light (big) breakfast, have for lunch, have for dinner, have for supper, dessert, have coffee instead of tea, be hungry, be thirsty, drink, eat, cook, taste, pour, stir, make a cup of tea, wash up, be ready, be over.

Instead of *eat or drink* we usually use *have*. Ex.. I want to have tea for breakfast.

Phrases:

I am hungry. I am thirsty. What's for supper? Can (could) you pass me the salt? Can (could) I have some...? I'd like ... What would you like? Help yourself. Help yourself to sweets. With pleasure. / I'd love to. Some more coffee? No tea for me, thank you. Here it is. Here you are. How much is it? What about having a bite?, What about asking for more? Let's drop into this small café

Reading: Read the text and answer the questions

Traditional English food

Traditional English food has been greatly influenced by other national cuisines in recent years. Despite this fact, if you travel to Britain, you can still be served up traditional English dishes in a restaurant or at a hotel.

A typical English breakfast is usually quite big and substantial. It includes pork sausages, bacon and eggs, tomatoes, baked beans, mushrooms and a toast. Some people enjoy porridge, fruit and yogurt in the morning, followed by a toast and jam, or orange marmalade. A traditional breakfast drink is tea, which British people prefer having with cold milk. Another popular morning drink is orange juice.

For many Englishmen lunch is a fast meal. In big cities there are a lot of sandwich bars where office clerks can choose all sorts of sandwiches with meat, fish, chicken, ham, prawns, eggs, cheese, vegetables and lettuce. English pubs also serve good food for lunch, hot and cold. Quite a lot of workers go to famous "fish and chips shops" and buy their favourite deep fried cod or haddock with French fries.

A lot of Englishmen drink their 5 o'clock tea. It's a traditional light meal after work. People enjoy their favourite teas with cookies, cakes, freshly baked sweet buns, scones and other pastries.

British people eat their evening meal at about 7 o'clock, when all members of the family are at home together. As a rule, a typical dinner is meat and vegetables. It can be roast chicken or lamb with potatoes, or steamed vegetables with meat gravy. For dessert, English wives cook various puddings and serve them with ice-cream or jam.

On Sundays British families like to sit together at the table enjoying roast beef, lamb or chicken, served with Yorkshire pudding and dressed with English mustard, apple sauce, cranberry sauce or mint sauce.

English food is simple but very delicious. Today it continues to merge in national cuisines from all over the world.

Task 1. Answer the questions

How often do you drink milk?

How often do you eat at restaurants?

What's your favorite food?

What food do you hate?

What's your favorite drink?

What is traditional English food?

What are the differences between English and your eating traditions?

Task 2.

Name 5 fruits.

Name 5 vegetables.

Name 5 drinks.

Name 3 sweet foods.

Name 3 salty foods.

Name 3 bitter foods.

Task 3. Group the names of food according to their category. Number means the quantity of words in each category.

Chocolate, potato, tea, steak, pear, carrot, garlic, cake, pineapple, broccoli, wine, water, peach, coffee, ice cream, tomato, ham, watermelon, cookies

MEAT (2):

DRINKS (4):

DESSERTS (4):

FRUIT (4):

VEGETABLES (5):

Task. 4. Look at the picture and say true or false.



THERE IS SOME COFFEE

THERE ARE SOME TOMATOES

THERE ISN'T ANY MILK

THERE IS SOME TEA

THERE AREN'T ANY EGGS

THERE ARE SOME COOKIES

THERE IS SOME BACON

THERE IS SOME BREAD

THERE ARE SOME MUSHROOMS

THERE ARE SOME PANCAKES

THERE IS A CABBAGE

THERE ARE SOME APPLES

Task 5. Name the product by its description.

You need me to make a sandwich or toast. — B_____

I'm yellow or white. I'm made from milk. People like me on their pizza. — C_____

People eat us fried, boiled or scrambled. — E_____

I'm a very popular fast food with a sausage in the middle. — H _____
 I'm a long yellow fruit. — B _____
 Rabbits love this orange vegetable. — C _____

Listening. Ordering a meal

Task 6. Listen to the dialogue and fill in gaps using the words from the box.

drink hamburger vinaigrette soda salad fries green
--

Waiter: May I take your order?
 Customer: Yes. I'd like a hamburger and a large order of french, please.
 Waiter: All right. And would you like a?
 Customer: Yes, I'll have a mixed salad.
 Waiter: OK. What kind of dressing would you like? We have, Italian, and French.
 Customer: Italian, please.
 Waiter: And would you like anything to?
 Customer: Yes, I'd like a large, please.

Speaking: Make up a dialogue on the following situation

You ask your friend if he is hungry and when he is going to the canteen. You are very busy and you can't leave the office earlier than 3 o'clock. You ask him to buy a cake and two apples for you.

Phonetics: Letter combinations: qu; aw; ew; ow;

qu – [kw] – quick; quest; quite; quote; squeeze; queen; question; quiet; square;
 `squirrel; `quarrel; `quarter; `quality; quince; *but*: queue [kju:];
 aw – [o:] – paw; saw; law; raw; `awful; lawn; pawn; awl; draw; shawl;
 ow-[əu]–low; grow; slow; row; own; yellow; snow; `bowling; bow-tie; borrow; `swallow;
 ow- [au] – down; brown; town; how; cow; now; owl; `flower; tower; power; `shower;
 ew – [ju:] – new; news; knew; dew; few; *but*: sew [sou];

Task 7. Read and transcribe the words.

quote; queen; quince; saw; lawn; knew; few; grow; snow; know; down; town; now; tower; power; ;
 know; throw; show; blow;

Task 8. Practise the consonants and vowels.

[kwi:n]; [skwɛə]; [o:ful]; [dro:]; [nju:]; [dju:]; [sləu]; [bləu]; [taun]; [ˈjeləu]; [rəu]; [ˈbɒrəu];
 [braun]; [daun]; [bəul]; [kau]; [aul]; [ro:]

Grammar: Countable and Uncountable Nouns

Countable nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun.

Singular	Plural
one dog	two dogs
one horse	two horses
one man	two men
one idea	two ideas

Singular	Plural
one shop	two shops

Examples:

She has **three dogs**. I own **a house**. I would like **two books** please. **How many friends** do you have?

Uncountable nouns

Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Examples:

Tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, money, research, safety, evidence

We cannot use *a/an* with these nouns. To express a quantity of an uncountable noun, use a word or expression like *some*, *a lot of*, *much*, *a bit of*, *a great deal of*, or else use an exact measurement like *a cup of*, *a bag of*, *1kg of*, *1L of*, *a handful of*, *a pinch of*, *an hour of*, *a day of*. If you want to ask about the quantity of an uncountable noun, you ask "How much?"

Examples:

There has been **a lot of research** into the causes of this disease.

He gave me **a great deal of advice** before my interview

Can you give me **some information** about uncountable nouns

He did not have **much sugar** left.

Measure **1 cup of water, 300g of flour, and 1 teaspoon of salt**.

How much rice do you want?

Tricky spots

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are:

accommodation, advice, baggage, behavior, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work

Examples:

I would like to give you **some advice**.

How much bread should I bring?

I didn't make **much progress** today.

This looks like **a lot of trouble** to me.

We did **an hour of work** yesterday.

Be careful with the noun *hair* which is normally uncountable in English, so it is not used in the plural. It can be countable only when referring to individual hairs.

Examples:

She has long blond hair.

The child's hair was curly.

I washed my hair yesterday.

My father is getting a few grey hairs now. (refers to individual hairs)

I found a hair in my soup! (refers to a single strand of hair)

Task 9. Write c for countable and u for uncountable:

time -	books -	sugar -	milk -	pens -	hair -	chairs -
meat -	butter -	pencils -	bread -	jam -	friends -	fingers -
flour -	apples -	oil -	cars -	salt -	houses -	cheese -
rice -	tea -	games -	tomatoes -	cream -	honey -	carrots -

a / an + singular countable noun (a pen, an apple)

some + plural countable nouns-positive sentences (There are some cars) some + uncountable nouns - positive sentences (There is some oil)any - we use any in negative sentences and in most questions.(countable and uncountable nouns) I don't have any pens. There isn't any salt.Do you have any sisters?

Task 10. Choose a, an, some or any

- | | | |
|----------------------------|---|---------------------------------|
| a) It is dog. | b) Have you got friends? | c) I bought milk. |
| d) Linda has not got pets. | e) There is orange on the table. | f) Tim eats cheese every day. |
| g) We don't have bread. | h) My brother found money. | i) My sister found pen. |
| j) Do you have eggs? | k) There are students in the classroom. | l) Is there pencil on the desk? |

b) how much - we use with uncountable nouns how many - we use with countable nouns.

Task 11.Choose *How much* ?or *How many*?

- _____ cheese do you buy?
- _____ books are there in your bag?
- _____ films did Tom see last week?
- _____ money do you spend every week?
- _____ friends does Linda have?
- _____ sugar do we need?
- _____ tomatoes are there in the fridge?
- _____ meat are you going to buy?
- _____ milk did you drink yesterday?
- _____ apples do you see?



Task 12. Look at the picture and match the words.

Spoon,tea-spoon,fork,knife,plate,dish,bottle,cup,saucer,glass,mug,jug,kettle,tea-pot,sugar-basin

Task 13. Read the text

Our breakfast

Our mother always lays the table. She puts cups and saucers on the table. Then she pours out tea or coffee and puts tasty buns and sweets on the big dish, bread, butter and sometimes cottage cheese. She calls us and says that breakfast is ready. We come to the kitchen and sit down at the table. The breakfast begins. My brother and I put three lumps of sugar into our cups and begin to stir our coffee with a tea-spoon. The lumps of sugar melt very quickly and the coffee becomes sweet. My brother likes to have coffee with milk but I prefer coffee without milk. If I can't reach a bun I say «Pass me a bun, please». My mother passes me the bun saying «Here you are», and I thank her. As our mother wants us to eat well she often says, «Children, help yourselves to bread and butter or to some cottage cheese». When breakfast is over we clear cups and saucers away and wash them up.

Task 14. Say some sentences about your breakfast.

Task 15. Answer the questions:

Who cooks your breakfast?

Who else has dinner with you?

What kind of bread do you like best, white or brown?

What do you cut bread with?

What do you eat soup with?

What did you eat for breakfast yesterday?

Do you like strong or weak tea?

Where do you keep your forks, knives, spoons, plates and cups?

Task 16. Complete the sentences.

Don't eat off the ...

Don't talk with your ... full.

In order to lay the table we must put ...

The salt is too far from me, ...

What do you like best, an omelette or ... ?

When people want to drink they say, « We ...».

We must ... before a meal and ... after it.

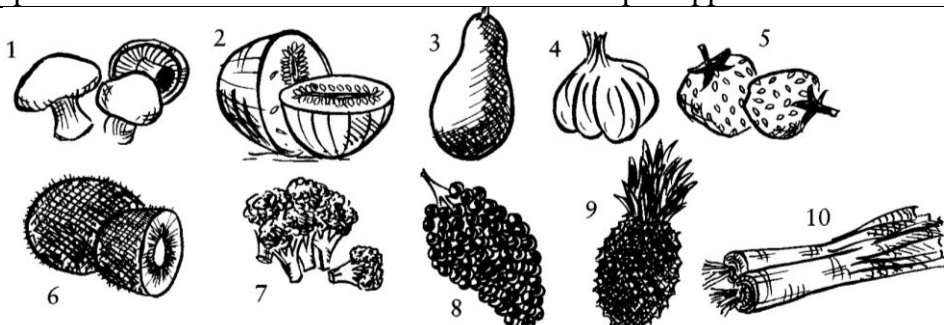
Task 17. Divide these words into meat, fish, and vegetables.

carrot	liver	beet	cauliflower	spinach	radish	salmon	onion
mutton	pork	catfish					

meat	fish	vegetables
		carrot

Task 18. Match the names with the pictures

garlic	kiwi fruit	grapes	melon	broccoli	leeks
pear	mushrooms	strawberries	pineapple		



Task 19. Can you write down a vegetable and fruit:

Vegetable

Fruit

beginning with the letter "p" _____
 beginning with the letter "b" _____
 beginning with the letter "m" _____
 beginning with the letter "c" _____
 beginning with the letter "a" _____

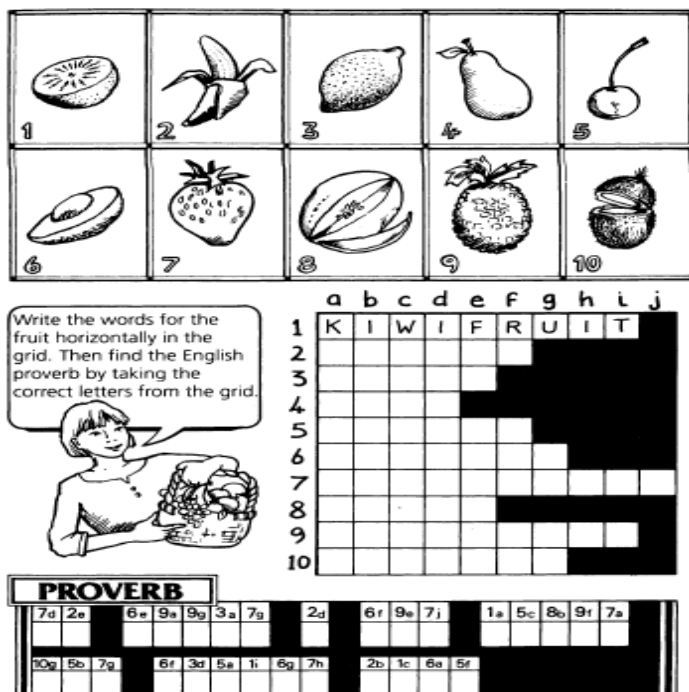
Task 20. Which is the odd one out in each group, and why?

pork veal salmon beef
 salmon shrimp oyster lobster
 lettuce aubergine tomato cucumber
 peach onion mushroom courgette
 chicken lamb beef mussels

Task 21. Here are the names of some drinks with the letters mixed up. What are they?

kiml
 odas
 uciej
 eta
 efecof
 moatot ceuji
 tirfu huncp
 tobteld tarew
 labreh eta
 ereb

Task 22. Fruit puzzle. Write the correct letters in the spaces provided and you will find the names of nine tasty fruit.



Write the words for the fruit horizontally in the grid. Then find the English proverb by taking the correct letters from the grid.

PROVERB

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

Speaking Task 23. Proverbs about food

There are a lot of English proverbs connected with food. Try to match English proverbs to their equivalents in your mother tongue.

- Tastes differ.
- An apple a day keeps the doctor away.
- The appetite comes with eating.

- Every vegetable has its season.
- After dinner sit a while, after supper walk a mile.
- Too much butter won't spoil the porridge.

Task 24. RIDDLES. There are some riddles try to guess them.

It is a fruit. It is red or yellow, sometimes green. It is very tasty. Children like to eat it very much.

It is white. It is oval. It is good to eat for breakfast. It comes from a hen.

It's a drink. In Russia people usually drink it hot, but in some countries people drink it cold.

It is a drink. It is white. Children like to drink it. It comes from a cow.

It's green and you have it in salad.

Monkeys like the yellow fruit.

Apples, bananas, plums are

UNIT 8. Shopping

Warm –up activity

Look at the statements below and think.

Usually two or more people take part in this process. We do it in a special place. We do it very often.

Usually women like to do it, men don't like. We can't do it without money. What is it?

Vocabulary:

What do you associate with the word "Shopping"?

Complete the word web with words relating to the topic.



You know we buy different things in different shops.

a bakery [ə'beikəri] = the baker's

- a butchery [ə'butʃəri] = the butcher's

- a fishmongery [ə fiʃmʌŋgəri] = the fishmonger's

- a diary [ə'deəri]

- a greengrocery [ə'gri:ngreʊsəri] the greengrocer's

- a grocery [ə'greʊsəri] = the grocer's

- a sweet shop [ə'swi:tʃɒp]

- a shoe shop [ə'ʃu: ʃɒp]

- a clothes shop [ə kl'əʊðzʃɒp]

Names of food: Porridge, milk, bread, tea, honey, chocolate, meat, ham, juice, coffee, yogurt, fruit, banana, egg, vegetable, candy, tomato, nut, sweet, potato, cabbage, cookie;

Names of clothes: Coat, jacket, raincoat, sweater, dress, skirt, shirt, suit, T-shirt, blouse, jeans, shorts, trainers, boots, shoes, trousers, mittens, gloves

Vocabulary : apples, bananas, grapes, lemons, pears, pineapples, water melons, oranges, peas, beetroots, carrots, cucumbers, onions, , potatoes, tomatoes, cabbage, fish, sausage, meat, eggs, salt, butter, cheese, milk, biscuits, a loaf of bread, a jar of jam, a bar of chocolate, a box of sweets, a

carton of juice, a jar of coffee, a packet of tea, a bottle of oil, a tin of fish, a can of Coke, a bottle of water, a bag of flour.

Task 1. Put the words in the box in the right column.

boots	a shirt	spaghetti	trainers	sandals	shoes	a cap
coffee	a dress	salt	tea	shorts	pepper	a suit

Clothes shop

Shoe shop

Grocery

_____	_____	_____
_____	_____	_____
_____	_____	_____

Task 2. Complete the sentences with a shop.

1. I can buy magazines at the
2. I can buy fruit at the
3. I can buy a bag at the
4. I can buy stamps at the
5. I can buy bread at the
6. I can buy a newspaper at the
7. I can buy cake at the
8. I can buy paracetamol at the

Task 3. Complete the sentences with different items.

1. I can buy at the market.
2. I can buyat the newsagents.
3. I can buyat the chemist.
4. I can buyat the Post Office.
5. I can buy at the bakery.
6. I can buyat the café.

Task 4. Can you write some more?

- 1
- 2
- 3

Speaking

Task 5. Answer the questions

1. Do you like to go shopping?
2. Is there a shop near your house?
3. How often do you go shopping?
4. When do you like to do the shopping?
5. What do you usually buy?
6. What is your favourite shop?
7. Did you go shopping yesterday? Why?

Reading Task 6. Read the dialogue “At the greengrocer’s”

A: And now we're going to buy some vegetables. Let's cross the road. There's the greengrocer's over there.

Shop assistant: Good morning. What can I do for you?

A: I want a large cabbage, please, and carrots.

Shop assistant: Yes. Anything else?

A: Some fruit, please, oranges and apples.

Shop assistant: Any grapes?

A: No, nothing else, thank you.

B: There is little flour left. Will you go to the grocer's and buy a bag of flour and some sugar,

please?

A: Shall we buy a jar of coffee?

B: Could you buy two and a packet of tea?

A: We haven't got any rice. What about salt?

B: There is a lot. But you can buy a bottle of water and two bottles of oil. Is that OK?

Task 7. 1) Look through the text and write down the names of the food they bought.

a large cabbage

carrots

oranges

apples

Task 8. Look through the text again and write down the names of the food they want to buy.

a bag of flour

sugar

a jar of coffee

a packet of tea

rice

a bottle of water

two bottles of oil

Task 9. Read and match the people and their presents.

Christmas Presents

Some weeks before Christmas shops are very busy. People buy presents for their relatives and friends. When I buy presents I always ask myself "Would he or she like to have this thing? Will he or she like my present?" Choosing presents is a difficult business for me. I never buy whatever comes up. I think twice and try to find reasons before buying this or that. This year I've bought a saucepan for Granny. Her old one is too small for our family. I've bought a new tie for Granddad. His old one isn't trendy at all. I've bought a very beautiful flower for Mum and a nice fish for Dad's aquarium. My little sister Jane likes watching cartoons. So I've bought a disk with her favourite ones. All these presents are from the heart.

Task 10. Mark T if the sentence true and F if the sentence false

1. There are a lot of people in the shops before Christmas. (T/F)
2. People buy presents for nearest and dearest. (T/F)
3. Choosing presents is a hard business for Michael. (T/F)
4. He buys whatever comes up. (T/F)
5. Michael bought a new saucepan for Mum. (T/F)
6. Michael bought a fish for Granddad's aquarium. (T/F)
7. Michael bought a cassette with Jane's favourite cartoons. (T/F)

Task 11. Make your own Shopping List.

Listening. Shopping for clothes

Listen to the conversation between a customer and a shop assistant and do the exercises to improve your listening skills.

Task 11. Check your understanding: shop assistant or customer. Do this exercise while you listen. Circle *Shop assistant* or *Customer* for these sentences.

Task 12. Do this exercise while you listen.

What size T-shirt does the customer want? _____

Does the shop have a purple T-shirt? _____

What colour T-shirt does the customer try on? _____

Does the customer buy the red T-shirt? _____

How much does it cost? _____

Does the customer pay by credit card or with cash? _____

Grammar: Demonstrative Pronoun

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural. When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

Near in time or distance: *this, these*

Far in time or distance: *that, those*

Demonstrative Pronouns Examples

In the following examples, demonstrative pronouns have been italicized for ease of identification.

This was my mother's ring.

That looks like the car I used to drive.

These are nice shoes, but they look uncomfortable.

Those look like riper than the apples on my tree.

Such was her command over the English language.

None of these answers are correct.

Neither of the horses can be ridden.

Task 13. Circle the demonstrative pronoun in each sentence.

1. This is my favorite teddy bear.
2. Would you like some of these?
3. Those years at the lake were the best times of my life.
4. That is the toy I would like to buy.
5. These are absolutely delicious!

Task 14. Choose the correct demonstrative pronoun to complete each sentence.

6. _____ (These/This) are the shoes I like.
7. _____ (This/That) car over there is the best one.
8. _____ (These/Those) books right here are mine.
9. _____ (That/Those) store across the street sells clothes.
10. _____ (Those/This) students over there are my friends.
11. I've been looking for a turkey, and I'd like to buy _____ (that/those) one.
12. _____ (This/These) is the year we'll win the championship!

Task 15. Use *that* or *those*

1. Who owns _____ house?
2. Look at _____ man over there.
3. _____ is a computer.
4. _____ woman is a professor.

Shop assistant	Is it OK?	Customer
Shop assistant	And in purple?	Customer
Shop assistant	Would you like to pay with credit card or with cash?	Customer
Shop assistant	Can I help you?	Customer
Shop assistant	Yes, have you got this T-shirt in other colours?	Customer
Shop assistant	Can I try it on?	Customer
Shop assistant	What size do you want?	Customer

5. _____ is my brother.
6. Wasn't _____ a horrible thing to say?
7. _____ is my cousin, Jessica.
8. Do you see _____ birds on the treetop.
9. What does _____ notice say?
10. _____ mountains are the Alps.
11. Don't take _____ mug.
12. This book or _____ book?
13. This is my car and _____ is your car.
14. _____ is my school.

15. _____ are my brother's things.
16. _____ is my aunt.
17. _____ is my friend's umbrella.
18. I can't read _____ words.
19. _____ stars are very far from the earth.
20. I'd like to live in _____ country.
21. _____ towers are so far!
22. Look at _____ star.
23. _____ car is my father's.
24. _____ men are very late.
25. From my windows I saw _____ boys.

Task 16. Complete the table below.

cooker, hammer, envelopes, rug, toothpaste, fruit, jacket, washing powder, bracelet, ketchup, vacuum cleaner, deodorant, highlighter, lamp, furniture polish, washing machine, shirt, ring, rice, birthday card, mirror, shampoo, dress, bleach, screwdriver, cornflakes, tie, necklace, nail polish remover, mascara

Electrical Appliances	
Furnishing	
Stationery	
Cleaning Products	
Toiletries	
Groceries	
Clothing	
Jewellery	
Hardware	

Task 17. Idioms

Complete the sentences with *hat, glove, shirt, trousers, shoes*

- a. I love your new dress, it has such a beautiful colour and it fits you like a
- b. Helen doesn't want anybody to know about her new job yet, so keep it under your.....
- c. She's so bossy. I think it's obvious who wears the in her family.
- d. I wouldn't like to be in Mike's when his boss finds out he wasn't ill last week.
- e. If the deal goes wrong, he is going to lose his

Task 18. Decide which answer (A, B, C or D) best fits each space.

Street markets

Most people enjoy looking for (1) in street markets. It can be very enjoyable walking around the (2), among the crowds of (3), and trying to spend as (4) as possible. Of course it depends (5) the market. In fruit and (6) markets, there is usually a wide variety of (7).... produce, but it may not be cheap. There may be goods at (8) prices at the end of the day, however. Clothes markets can be a problem, as it is difficult to (9) on new clothes in the open (10) ! My favourite are antique markets, where although there is not much (11) of finding valuable objects which are also cheap, you can enjoy yourself looking at all the things for (12) Whatever kind of market you look (13), and whether you buy things or not, you usually (14) up feeling completely worn (15) Still, it is an interesting way of shopping.

- 1) A cheap B sale C inexpensive D bargains
- 2) A tables B stalls C boxes D stores

- 3) A shoppers B public C buys D goods
- 4) A little B soon C late D is
- 5) A from B with C on D to
- 6) A salads B green C farm D vegetable
- 7) A new B fresh C young D early
- 8) A half B bottom C reduced D down
- 9) A look B try C have D take
- 10) A time B shop C light D air
- 11) A likelihood B instead C in spite D luck
- 12) A that B all C sale D others
- 13) A round B for C up D out
- 14) A shut B bring C get D end
- 15) A clothes B however C out D through

Task 19. Idioms and expressions

Look at the following sentences and decide whether the words and expressions in bold refer to a small amount of money or a large amount of money

1. The shoes in that shop cost a fortune.
2. That car was a rip-off!
3. He paid through the nose for his ticket to Hong Kong.
4. Our local petrol station sells cut-price petrol.
5. The repairs to his car cost him an arm and a leg.
6. She bought it for a song in a flea market.

Now look at these sentences and decide if they are true or false:

1. If something is selling like hot cakes, not many people are buying it.
2. You spend a lot of money when you go window-shopping.
3. It's a good idea to shop around for the best price before you buy something expensive.
4. If you buy clothes off the peg, you have them specially made for you.
5. If you talk shop, you discuss your favourite shop with a friend.
6. A body shop is a shop which arranges funerals.

UNIT 9. Let's learn to write a letter

"Letter writing is the only device for combining solitude with good company"

- Lord Byron

Read the quotation and give your comments

A letter is one person's written message to another pertaining to some matter of common concern. Letters are of two types – **formal letter and informal letter.**

Task 1. Brainstorm the reasons for writing formal/informal letters.

Task 2. Brainstorm all the kinds of friendly letters they might write along with the different purposes for writing letters:

- To tell about a good book they have read
- To send news about themselves
- To share what they are learning
- To give news of an upcoming event
- To provide information about their hobbies
- To reveal something that happened in school
- To share something from home
- To ask questions
- To request something

Vocabulary

Heading, greeting, body, closing, signature, formal, informal, message, postscript, initials, order, complaint, inquiry, application, precise, editor, principal, government, solution, complimentary, closing

Task 3. Study the structure of a letter:

PARTS OF THE LETTER

Heading	This includes the address, line by line, with the last line being the date.
Greeting/Salutation	The greeting always ends with a comma. The greeting may be formal, beginning with the word "Dear" and using the person's given name or relationship, or it may be informal if appropriate.
Body	This is the main text, which includes the message written. The tone is friendly and often includes news and invitations.
Closing	This short expression is always a few words on a single line. It ends in a comma.
Signature Line	There is a typed or printed name added here.
Postscript	If your letter contains a postscript, begin it with "P.S." and end it with your initials.

Task 4. Discussion of the features of formal and informal language of the letter

Formal	Informal
1. Not emotional	1. Emotional
2. No contractions	2. Contractions
3. No slang	3. Slang
4. Proper format	4. No proper format

Informal letters are written to friends, family members and people that we know well, for example, a letter to an old school friend.

Formal letters are written to people that we don't know well, for example, a letter to the local council to enquire about childcare facilities.

Reading

Task 5. Read the information carefully and make up questions to each paragraph.

What is an Informal letter?

An informal letter, also referred to as a friendly letter, is a personal letter written to friends or relatives. It is written in personal fashion. You can write it to anyone with whom you have a non-professional relationship, although this doesn't exclude business partners or workers whom you're friendly with either.

There are fewer formatting rules for informal letters than there are for business or formal letters. The letter can be used for some reasons like conveying message, news, giving advice, congratulate recipient, request information, asking questions, etc. It is a personal letter, written to whom you are familiar with, like friends, siblings, parents or any other closed one. While writing an informal letter, one can afford to be friendly, and make use of personal or emotional tone.

FORMAT OF INFORMAL LETTER

There is no set format when writing an informal letter. But there is a general pattern, some conventions that people usually follow.

Address

The first thing to write is your address, i.e. the address of the writer (basically, the sender's address). We usually write the address on the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

Date

Next just below the address we write the date. This allows the reader to have a reference as to when the informal letter was written. He can then relate better to the contents of the letter. The date, preferably, should be in expanded form.

Greeting

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like “Dear Alex”. If you are writing to your relative like your mother/father/aunt/uncle etc, you may greet them as such, for example, “Dear Mom”. And if you are writing to an elder person, someone you respect greatly you can address them as Mr or Mrs. Like say for example you were writing a congratulatory letter to your teacher, it can be addressed as “Dear Mrs. Alex”.

Introductory Paragraph

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their well being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

Body of the Letter

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.

One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

Conclusion

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

Signature

There is no one way to sign off informal letters. Since they do not follow a strict format, you may sign off as you please. Some commonly used phrases are

Lots of Love

Best,

Best Wishes,

Kind Regards,

Kindly,

Pick the one that best suits the occasion and then simply sign your name below the greeting.

Friendly letters have five parts:

The Heading: The heading can include your address and the date. In casual, friendly letters your address is not necessary.

The Salutation (greeting): This usually begins with Dear_____. The blank is for the name of the person you are writing. After you write the person's name you put a comma (,) .

The Body: The body of the letter is the information you are writing in your letter.

The Closing: In the closing the first word is capitalized and you put a comma after the last word. Some examples of closings are:

Sincerely,

Your friend,

Love,

Very truly yours,

Your Signature: This is your name. It goes under the closing.

Heading

Salutation (greeting),

Body_____

etc.	
Closing, Signature	
Greetings Hi Hello Dear Dearest Greetings What's happening	Closings Love Sincerely Your friend Yours truly Yours very truly Affectionately Very gratefully yours

The Friendly Letter

- _____ Message considers what the reader might like to know.
- _____ Message has a friendly tone.
- _____ Ideas are written in a logical sequence.
- _____ Message includes interesting details.
- _____ The letter is written with “good, interesting, complex” sentences—not short choppy sentences.
- _____ The letter includes all five parts (heading, greeting/salutation, body, closing, signature, and postscript if desired).
- _____ The salutation (*hi, dear*) and the closing (*your friend, love, miss you*) are informal.
- _____ The letter is checked for correct spelling, punctuation, capitalization, and legibility.

Task 6. Revising/Editing Friendly Letters

Your name: _____

Your partner's name: _____

Carefully read your partner's friendly letter.

Think about and answer the following questions:

Do you understand your partner's letter? _____

If you do not understand any part of the letter, take a crayon and mark the part you don't understand. What advice do you have for your partner that will make this part of his/her letter easier to understand? _____

Is the letter written in a friendly tone? _____

If the letter is not written in a friendly tone, what advice do you have for your partner that will make this part of his/her letter more friendly? _____

Does your partner's letter have any good descriptions, details, or words that you really like? If so, what are they? _____

If you can think of any details or descriptions that you think your partner needs to add to make his/her friendly letter FABULOUS, would you please insert a ^ and add some of those details or descriptions? Thank you!

Are the sentences in your partner's letter “good, interesting” sentences? If they are too short and choppy, can you suggest ways to make them better, longer, and more interesting? If you have any suggestions for improving the sentences, would you please mark the sentences with a crayon and include a note about how your partner might change the sentences. You may need to write this down on the back of the paper.

Last, check to make sure your partner's letter includes the following:

_____The letter includes all five parts (heading, greeting/salutation, body, closing, signature, and postscript if desired).

_____The salutation (*hi, dear*) and the closing (*your friend, love, miss you*) are informal.

_____The letter is checked for correct spelling, punctuation, capitalization, and legibility.

Task 7. Look at the sample and write a friendly letter of your own.

1. Who would you like to write a letter to?
2. What do you want to tell them about?
3. What has changed since you last saw them?
4. What questions do you want to ask them?

A Letter

Dear Aybek,

How are you? I have received your letter of 10-th June for which I thank you very much. I am sorry I haven't written to you sooner, but I have had many things to do. You know it was a very hard year for me. I spent my time getting ready for my exams and I was doing well in many subjects. After passing the exams I was enrolled into the University. The whole course of study is four years. My major subject is mathematics. It is my favourite and my hobby. I am good at it and do maths whenever I have a chance. I take many courses in this subject. I like to take part in mathematical competitions organized at our department and at the University. I think that mathematics is «the language of science» and plays an important part in many sciences. We are lucky to have a brilliant lecturer in mathematics this term. He has a talent to take a difficult subject and make it simple. You leave the lecture hall with a feeling that mathematics is the most interesting subject under the sun. Next term I'll do research in the field of computer engineering.

And how do you feel about maths? Please, write to me, I am especially interested in your life in students' hostel.

Good-bye for the present, your friend Mike

Informal Letter

A letter written for an informal purpose is called an **informal letter**. It is written for a casual purpose.

Types of Informal letter

1. Letter to parents
2. Letter to siblings
3. Letter to friends
4. Letter to classmates
5. Letter to neighbours

Format of an Informal Letter

The following points need to be followed while writing an Informal letter:

- a) An **Informal Letter** does not strictly follow the prescribed Format.
- b) The language of an Informal Letter must be friendly and casual.
- c) An Informal Letter can have extra information.
- d) The Subject line is not required in an Informal Letter.

The Format of an Informal Letter is as follows –

1. **Address:** The address of the sender is followed by that of the receiver.
2. **Date:** The date is written below the address after leaving one line.
3. **Salutation / Greeting** (Dear / Hi / Hello)
4. **Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows -
 - a) Paragraph 1: beginning
 - b) Paragraph 2: Main content.
 - c) Paragraph 3: ending
5. **Sender's name and signature.**

Address
Date
Salutation
Body of the letter
Sender's Name and signature

Here are topics for informal letter and examples. Look through the examples and write your own letters.

Topics for Informal Letter

Inviting a friend
 Advising a friend
 Apologizing to a friend
 Thanking a friend for spending holiday together
 Reminding a friend
 Congratulating a friend
 Requesting for help
 Admitting a mistake

Examples of Informal letter

Sample letter № 1: Write a letter to your friend congratulating him/her on his/her success in exam.
102

Karakalpakstan street

Nukus-230101

July 10, 2019

Dear Gulzada

My happiness knew no bounds when I got to know that you have topped your school and achieved your dream. I felt so pleased that I wish I were there to congratulate you personally.

The result has proved that hard work, determination and perseverance bring good results. You were so laborious and passionate about it. I know you were very nervous too, but I was always very confident that you would come out with flying colours. I apologise that I couldn't even attend the celebration party despite my wishes.

Hope to see you soon. Please be encouraged and continue your hard work. Your future is very bright. My parents and elder sister have sent lots of love and heartiest congratulations.

With lots of love and best wishes.

Yours lovingly

Shirin

Sample letter №2: Write a letter to your friend Aziz inviting him to spend the summer vacation at your place in Nukus. You are Islam. Do not exceed 120-150 words.

129, Dosnazarov street

Nukus-230102

March 01, 2019

Dear Aziz

It's been a while since I've heard from you. Where have you been? I hope this letter finds you in the best of your health.

As summers are approaching, I was thinking if we could spend the summer break together at my place in Nukus. I will introduce you to all my friends and close relatives. I will give you a city tour

as well. We will spend some quality time in the afternoons near the lake outside the city. To add cherry on the cake, the weather here is very pleasant during those days due to winds. I am excited even at the thought of you and I spending the summer together after so long. I have to tell you a lot of things and expect the same from you. Give my regards to aunty and uncle! Hope to see you soon.

Yours lovingly

Islam

Sample letter №3: You are Salamat. Write a letter to your friend congratulating him for his new job offer in about 120-150 words. He just graduated from college.

17, Koklemzar street

Nukus-230105

August 28, 2019

Dear Berdakh

I just heard that you have received a new job. I couldn't be happier for you. Congratulations!

I know it is not easy to get a good job in this troubled job market. It is particularly tough for a fresh graduate with hardly any work experience. The resourcefulness you displayed in your job search is commendable. You have inspired me and a lot others that "Where there is a will, there is definitely a way." You have made us all proud, Vishnu!

I am quite confident that your knowledge of computer and artistic skills will make you a great graphics designer. I expect to hear great news coming from your direction in the coming years. May you fulfil all your dreams.

Best wishes.

Yours truly

Salamat

Task 8.

Brainstorm the reasons for writing formal/informal letters.

Study the differences between the formal and informal letters. List characteristics of formal and informal letters on the board.

The formal letter is written for business or professional purposes with a specific objective in mind. It uses simple language, which is easy to read and interpret. On the contrary, informal letters are written to friends and relatives for personal communication and require a casual or an emotional tone. The size of a formal letter should be concise; that does not include irrelevant matter. In contrast, the informal letter can be lengthier. Formal letters are used for writing letters to business contacts, i.e. partners, suppliers, customers, clients, etc., college or institute, employer, professionals, etc. As against this, we write informal letters to friends, relatives, acquaintance, etc.

Task 9. Prepare a concept web in the notebooks on the basis of the class discussion.

Task 10. Discuss the features of formal and informal language of the letter and then write them on the board.

Formal	Informal
1. Not emotional	1. Emotional
2. No contractions	2. Contractions
3. No slang	3. Slang
4. Proper format	4. No proper format

Reading. Read the text and discuss the types and format of a formal letter.

Formal Letter

A Letter written for a formal purpose is called a Formal letter. It addresses a serious issue.

1. Letter to the editor
2. Letter to the Government
3. Letter to the police
4. Letter to the principal
5. Order letter
6. Complaint letter
7. Inquiry letter
8. Business letter
9. Application letter

The following points need to be taken into consideration while writing a Formal letter-

- A Formal letter strictly follows the prescribed format for writing a Formal Letter.
- Use of colloquial words, abbreviations and slang language should be restricted while writing a Formal letter.
- A Formal Letter must be precise and to the point.
- The Subject line is very important in a Formal Letter.

1. *Sender's address*: The address and contact details of the sender are written here. Include email and phone number, if required or if mentioned in the question.
2. *Date*: The date is written below the sender's address after Leaving one space or line.
3. *Receiver's address*: The address of the recipient of the mail (the officer / principal / Editor) is written here.

4. *Subject of the letter:* The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

5. *Salutation* (Sir / Respected sir / Madam)

6. *Body*: The matter of the letter is written here. It is divided into 3 paragraphs as follows -

Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.

Paragraph 2: Give a detail of the matter.

Paragraph 3: Conclude by mentioning what you expect. (For example, a solution to your problem, to highlight an issue in the newspaper, etc).

7. Complimentary Closing
8. Sender's name, signature and designation (if any)

Sender's address
Date
Receiver's Address
Subject
Salutation
Body of the letter

Complimentary closing
Sender's Name, signature and designation

Difference between formal letter and informal letter

The formal letter is written for business or professional purposes with a specific objective in mind. It uses simple language, which is easy to read and interpret. On the contrary, informal letters are written to friends and relatives for personal communication and require a casual or an emotional tone.

The size of a formal letter should be concise; that does not include irrelevant matter. In contrast, the informal letter can be lengthier.

Formal letters are used for writing letters to business contacts, i.e. partners, suppliers, customers, clients, etc. , college or institute, employer, professionals, etc. As against this, we write informal letters to friends, relatives, acquaintance, etc.

Task 11. Groupwork

a) In groups of 4-5 study an inappropriately written formal letter on board:

Sample Formal Letter (Incorrect) Worksheet

Fine Foods Ltd.

10 Canal Road

Lahore

Mr. Ahmed Husain

Sales manager

Modern Software system

Kullberg plaza

Lahore

12th January 2017

Dear Sir,

Stock Control Software System

Thank you for your letter of 1st January and the information you sent regarding the stock control system offered by your company. I certainly feel the system will meet our requirements. However, there are some points which I would like to clarify before we go ahead and order the system.

Firstly, although you mentioned that the system has recently been updated, I wondered whether we might be eligible for a discount on any future upgrades.

Secondly, the installation and implementation period of three weeks, to which you refer in your letter, seems rather long. Is there any possibility of getting the system up and running on a shorter timescale?

I would be very grateful for a swift response to these queries, in order that we can begin the process as soon as possible.

Thank you in advance for your assistance. I look forward to your reply.

Yours sincerely,

Ahmed Husain

b) Pick out the mistakes in the letter. Answer the questions:

1. Have they been in contact before?
2. What's it about?
3. What are the problems with the system?

c) List the mistakes on the board e.g. its style is too informal students must suggest which isn't suitable for a formal letter or otherwise.

d) Make changes to the letter to make it formal or informal as required (vocabulary, sentence structure, layout, paragraphing, greeting and close).

e) In pairs, students re-write the letter to make it more appropriate as a formal/informal letter. The best letter will be displayed in classroom.

Answer key:

Sample Formal Letter (correct) Worksheet

Fine Foods Ltd,

10 Canal Road

Lahore

Hello Mr. Ahmed Husain

I got the letter you sent on 1st January, and the stuff about the stock control system you make. It sounds great for us, but I want to check some things before we buy it. You said the system is up-to-date, but what happens if you update it again soon? Do we get money off the new one? You said it takes 3 weeks to install the system- that's too long! Can't you do it any Quicker? Hope you can reply soon, we're in a bit of a hurry.

Thanks,

Ahmed Husain

Task 12. (Drafting)

Students are divided into groups of 4-5 members each. Half of the groups write formal letter, the other half write informal letter. Exchange the letters among groups and find mistakes, if any

Task 13. Sum up / Conclusion

Task 14. Tell features of a formal letter.

Task 15. Convert the following informal expressions into formal expressions.

Informal	Formal
· Hi	· Good morning
· Don't	· Don't
· Ali	· Mr. Ali
· I'm	· I am
· Wow	· Well done/ congratulations

Task 16. Study the sample letters and write your own letters according to the given situation keeping the format.

A) Last month you bought a new camera but it stopped working after two weeks. Write a formal letter to the manager of the company complaining him about what happened.

B) Write a letter to the newspaper editor-complaining him about the lack of cleanliness and inefficient services provided by the garbage disposal teams in their village/colony/city?

Sample Letters

Here are some **solved questions on Letter Writing**

1. Write a letter to the Mayor(Khakim) of your city seeking a solution to the problem of water logging in your area. You are Anvar Alimov, Muinak.

18, Jaykhun street
Muinak.
Date: 23 July 2019
The Mayor(Khakim) Muinak
Subject: Complaint regarding the problem of water logging in Muinak
Sir / Madam

I am Anvar, a resident of Muinak. The residents of the area are facing a lot of problems due to water logging.
 Every year in the rain season, the area gets filled with water as the drainage system gets choked. We have requested the area committee many times, but the situation is still the same. The residents' lives have become miserable as many water - borne diseases have spread. All the houses are submerged, and we are facing a tough time.
 Please consider the issue as serious and find a solution at the earliest.

Yours sincerely

Anvar Alimov

2. You are Karima. Write a letter to your friend Sanobar , inviting her / him to your birthday party. Give details regarding the day, time, venue, etc. Add interesting details like theme, dress code, etc.

45, Amir Temur
 Nukus.

31, Ajiniyaz
 Nukus

Date: 21 August 2019

Dear Sanobar

Hi! You are invited to my birthday party on 25th August.
 The party will be at Archie's Place, Mega Park from 4:00 to 7:00 PM. As the party is based on 'Spiderman' theme, please wear a dress in red / black colour combination. It will be fun as I have arranged a Mask game, a 'Spidey' web game and a never – seen – before neon light and music show. I am very excited as I will wear the special Spidey costume designed by my sister. Please come as it will be good to have your company. Also, bring your brother Rashid.
 Waiting for your confirmation.

Karima

Grammar: Prepositions of time

We use prepositions of time to say when something happens, happened or will happen. The most common ones are at, in and on. e.g. He goes to school at eight o'clock in the morning.

In	At	on
months: in September, in March, etc. seasons: In the winter/spring/autumn, etc. years: in 1996, in 1998, etc. centuries: in the 20th century in the morning/afternoon/evening/ expressions: in an hour in a minute in a week/few days/month, year	the time: at 7 o'clock holidays: at Christmas at Easter at the weekend expressions: at the moment at present at dawn at noon at night at midnight	days: on Monday on New Year's Day dates: on May 6th part of a particular day: on Tuesday evening adjective + day: on a hot day

Note: We do not use prepositions of time with the words *today, tomorrow, tonight or yesterday*. e.g. Come to my house tomorrow morning.

before the words *this, last, next, every, ail, some, each, one or any*. e.g. Let's go to the cinema next Saturday.

Task 17. Say each word or phrase with the correct preposition.

e.g. in March, at Christmas

March, Christmas, spring, Friday, the weekend, Saturday evening, noon. July 5th, the evening, 9 o'clock. Sunday. 1972. night, the 19th century. 6 o'clock. Monday morning. September 16th, the morning, the winter, Christmas Day. Dawn

Task 18. Fill in the gaps with *at, on or in* where necessary.

1. I like getting up late _____ the weekend.

2. I was born _____ May 14th.

3. Let's meet _____ 3:00 and go shopping.

4. _____ Friday morning Linda had a French lesson.

5. The boat leaves _____ ten minutes.

Task 19. Fill in the gaps with *at, on or in* where necessary.

1. Mr Simpson is arriving _____ Friday.

2. I like walking in the park _____ hot days.

3. The accident happened _____ yesterday evening.

4. I am very busy _____ the moment.

5. Tom plays tennis _____ every Sunday.

6. The bus leaves _____ ten minutes.

7. They were at the zoo _____ this morning.

8. I have a doctor's appointment _____ today.

9. They played tennis _____ last Saturday.

10. We can go to the beach _____ Sunday.

11. My family has lunch _____ noon.

12. We give presents _____ Christmas.

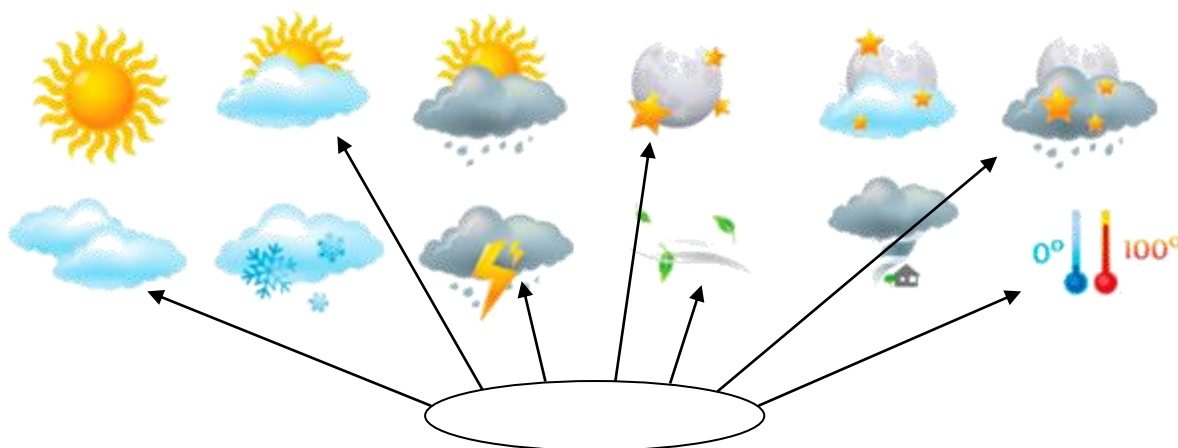
13. Don't forget to call Jill _____ tonight.

14. The farmer woke up _____ dawn and fed the chickens.

UNIT 10. Seasons and weather

Brainstorming

Which word is associated with these icons? Where can we see them?



Vocabulary

Learn the vocabulary with definitions

weather – the conditions that exist in the atmosphere relating to temperature, precipitation and other features

cold – a low temperature or a temperature that is lower than normal

mist – a mass of small drops of water in the air close to the ground (= fog)
 sunshine – light from the sun, especially means that the light is warm and pleasant
 rain– water that falls in drops from clouds in the sky
 frost – a thin white layer of ice on the things outside when the weather is very cold
 snow– small soft white pieces of water crystals that fall from the sky and cover the ground
 wind – a natural current of air that moves fast enough for you to feel it
 weather forecast –a report on weather conditions for a period of time in the near future
 ice – water that has frozen and become solid
 weatherman – a man who records information about the weather
 barometer– a piece of equipment that measures atmospheric pressure
 pressure – the amount of force that gas produces in the air
 lightning – the bright flashes of light that you see in the sky during a storm









Grammar note: Add the letter 'y' to a noun to make an adjective

rain (noun) – rainy (adjective)
 sun (noun) – sunny (adjective)
 wind (noun) – windy (adjective)
 cloud (noun) – cloudy (adjective)
 fog (noun) – foggy (adjective)

Task 1. Make adjectives from the following nouns

snow – _____, fun – _____, storm – _____, drought– _____, frost – _____,
 water – _____, noise – _____, gloom – _____, ice – _____,
 milk – _____, mist – _____, chill– _____, dust – _____, dirt – _____,
 cream – _____, juice – _____, silk – _____, fat – _____.

Task 2. Match the weather icons with the words defining them

1 	4 	5 	6 		
				1. _____	5. _____
2 	cloudy	rainy	7 	2. _____	6. _____
	snowy	partly cloudy		3. _____	7. _____
3 	sunny	lightning	8 	4. _____	8. _____
	windy	partly rainy			

Task 3. Complete the chart with the words from the box related to the seasons shown below

spring	summer	autumn	winter	any season

snow; heat; sunshine; to freeze; storm; lightning; icicle; rain; warm; cloud; hail; wind; mist;
 frost; dew; sleet; rainbow; to melt; ice; thunderstorm; cold; below zero;

Task 4. Choose the correct word from the box and write it next to the definition. Use a dictionary to help you

shower drizzle hail gale thunder fog dew breeze overcast bright

1. Cloudy with a completely grey sky – _____
2. A noise you can hear in a storm – _____
3. A light warm wind – _____
4. Light and sunny – _____
5. A short heavy rain – _____
6. Light rain that continues for a long time – _____
7. Thin low cloud that often lies in valleys in the morning – _____
8. Tiny drops of water on the grass – _____
9. Ice falling from the sky – _____
10. A very strong wind – _____

Task 5. Match the types of extreme weather with their description by drawing a line

1	freezing	a very strong snow storm
2	boiling	it rains balls of ice
3	hail	a very cold temperature
4	blizzard	a strong tropical storm
5	tornado	a very hot temperature
6	flood	a violently rotating column of air
7	hurricane	a long high sea wave, usually caused by an earthquake
8	tsunami	it rains so much that water comes into streets and houses

Task 6. Find the eight extreme weather words from Task 4 in the Word Search below. Word directions:

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

Activity: 'Hello/Goodbye'. Pair work. Write one word that is real in the given season on the line 'Hello' and one word that isn't real in this season on the line 'Goodbye' as shown below:

Winter

Hello snow

Goodbye sea

Hello _____

Goodbye _____

Hello _____

Summer

Hello sunshine

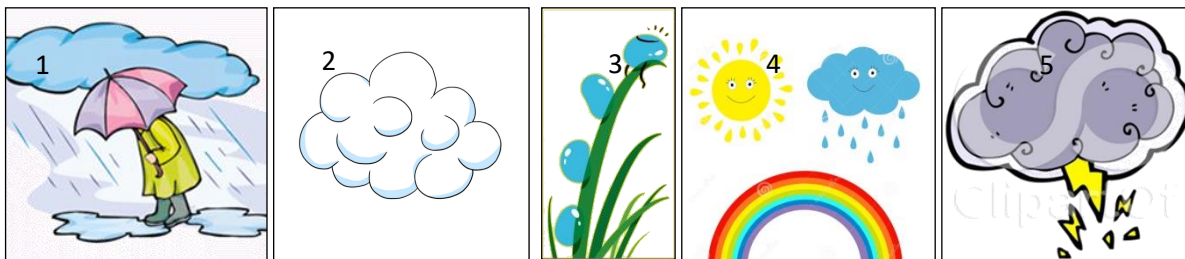
Goodbye skates

Hello _____

Goodbye _____

Hello _____

Task 7. Do the test



A) Identify the best description for each of the images given above

1. What is shown in picture A?

a) air	b) blizzard	c) climate	d) rain
--------	-------------	------------	---------

2. What is shown in picture B?

a) cloud	b) sky	c) snow	d) mist
----------	--------	---------	---------

3. What is shown in picture C?

a) hail	b) rain	c) snow	d) dew
---------	---------	---------	--------

4. What is shown in picture D?

a) tornado	b) rainbow	c) shower	d) sunshine
------------	------------	-----------	-------------

5. What is shown in picture E?

a) thunder	b) sleet	c) lightning	d) blizzard
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B) Choose the correct definition for the weather vocabulary

1. What is the definition of 'chilly'?

- a) the season when leaves fall down
- b) water drops falling from the sky
- c) a very cold temperature
- d) a very high temperature

2. What is the definition of 'freezing'?

- a) weather condition when the sun is hidden by clouds
- b) when the sky is covered with heavy clouds
- c) a cold temperature enough to turn water into ice
- d) frozen balls of water that fall instead of rain

3. What is the definition of 'lightning'?

- a) An electrical discharge from the clouds to the ground
- b) light from the sun, especially means that the light is warm and pleasant
- c) when there are strong winds and heavy rain at the same time
- d) a strong movement of the air

4. What is the definition of 'thunderstorm'?

- a) water falling from the sky as rain, snow or hail
- b) when there are strong winds and heavy rain at the same time
- c) a storm with thunder and lightning at the same time
- d) the loud noise that occurs with lightning

5. What is the definition of 'umbrella'?

- a) an old scale used to measure temperature
- b) a scale used to measure temperature
- c) a weather condition when there is no water or rain
- d) a device for keeping rain off people

Reading Use a dictionary and learn new vocabulary. Explain their meaning

heavy clouds –	to melt –
below zero –	calm –
above zero –	proverbs and sayings –

Weather forecast

The weather is the thing we always talk about. It often changes and brings cold and misty, sunshine and rain, frost and snow. In summer the sun shines, often there is no wind and there are no clouds in the sky which is blue and beautiful. When autumn comes, the days become shorter and colder. It often heavy clouds cover the sky bringing rain with them. At last frost and snow comes with winter. Fields, forests and houses are covered with snow and rivers and lakes with ice. The temperature is usually 5-20 degrees below zero. But spring again brings sunshine and warm winds. Sometimes it snows but snow will not remain long, it will melt in the warm sun. The temperature is usually 10-15 degrees above zero.

We can know about tomorrow weather from weather forecast. On TV and radio there are dailyweather forecasts. Sometimes, the forecast is not quite right as the weather is not an easy thing to forecast. All day and night, weathermen are collecting information from weather stations. With the help of this information, they can understand what the weather will be like during the next few days. As a result of the weathermen's work we learn about the weather. They easily forecast some types of weather. When a barometer shows high pressure, the weather will be calm. In winter it will be cold and frosty. In summer it usually means misty mornings and hot sunny days. When the barometer shows low pressure, look out for rain and strong winds. People invented many proverbs and sayings about weather. This is some of them: 'When the wind is west the weather is always best'. 'When the wind is in the south, the rain is in its mouth'.

Task 8. Mark T if the sentence is true and F if the sentence is false

1. The weather is the thing people don't like to talk about. _____
2. The weather never changes and remains unchanged during the seasons. _____
3. In summer the sun shines and the sky is blue and beautiful. _____
4. Autumn comes and heavy clouds cover the sky. _____
5. In winter the temperature usually drops below zero. _____
6. The snow usually melts in spring. _____
7. The weather forecast is always quite right as the weather is easy to forecast. _____
8. When a barometer shows high pressure, the weather will be nice. _____

Task 9. Answer the following questions

1. What is the weather like in summer?
2. Which season comes with frost and snow?
3. In what season the degrees of temperature drop below zero?
4. How can you know the daily weather forecast?
5. Why is the weather forecast not always right?
6. How do the weathermen forecast the weather?
7. What will the weather be in winter if the barometer shows the high pressure?
8. What should the barometer show to expect the rain and strong wind?

Task 10. Fill in the gaps with the words in box

_____ describes the condition of the atmosphere. The condition of the atmosphere may be hot or cold, wet or dry, calm or stormy, clear or cloudy. The layer of gases surrounding the planet Earth is called the _____. The atmosphere is made up of different gases and acts as a safe of the temperature on Earth. The _____ is the degree of hotness or coldness in the air, sometimes called air temperature. A _____ is the instrument used to measure the temperature of the air or any other substance. The temperature based on the motion of the gas molecules in the air. If they move faster, the air temperature will increase.

temperature thermometer atmosphere weather

Phonetics: Letter combinations: ai+r; ea+r; ou+gh; w+a; w+ar; w+or; o+m, n, th, v;

ai+r [ɛə] – air; fair; hair; pair; chair; stairs; dairy; fairy;

ea+r [ə:] – early; earth; earn; learn;

ou+gh[Af] – rough; tough; e`nough;
 w+a [0] – was; water; want; wash; watch;
 w+ar [0:] – war; warm; wardrobe; toward; forward;
 w+or [ə:] – work; word; worse; worst; world; worry; worm; worth;
 o [A] + m, n, th, v; – some; come; done, front; month; wonder; mother; brother; dove; love;
but: home; dome;

Task 11. Read and transcribe the words.

rough; earn; wash; war; word; worm; worst; done;
 love; come; worth; worry;

Home task

Task 12. Learn by heart the definitions in lyrics 'What is weather?'

If the weather is bad, or the weather is fine, weather
 happening all the time.

Temperature tells you if it's cold or hot. A
 thermometer tells you if it's warm or not.

Snow, sleet, hail or rain, precipitation is the
 weather's name.

Winds and storms can change the weather, making
 worse or making it better.

Meteorologists study weather clues as they report
 weather in the news!

Task 13. Crossword. Weather and Seasons

Across

1. What's the _____ like in your city?
5. I don't like summer. The weather is too _____.
6. We can make a snowman in _____.
8. It usually _____ in the winter.
9. The weather is usually hot in _____.

Down

2. The weather is usually cool and dry in _____.
3. It often _____ in spring.
4. What's your favourite _____?
7. In summer, we can _____ in the river.

Grammar Degrees of comparison of adjectives

An adjective is a word that describes noun, giving extra information about it. Most adjectives can be used:

a) **in front** of a noun: a blackcat; a red apple; an interesting book; an attractive girl;

They have a **beautiful** house. We saw a very **exciting** film last night.

b) after a **linking verb** *be, look or feel*:

That film **was** interesting. Their house **looks** beautiful.

Sometimes we use **more than one** adjective in front of a noun:

He was a nice intelligent young man.

She had a small round black wooden box.

In English, there are **three degrees of comparison of adjectives**:

The positive degree offers no comparison. Examples: rich; pretty; handsome; good;

The comparative degree shows the greater or lesser degree. Examples: richer; prettier; more handsome; better;

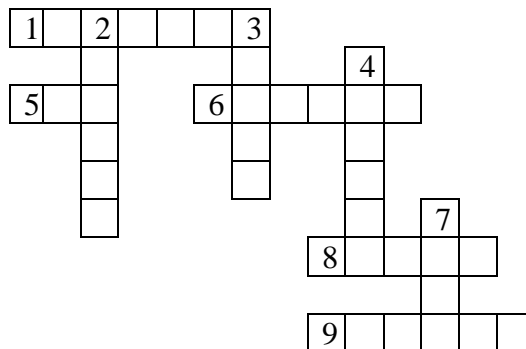


dove;

is what's

it

the



The *superlative degree* shows the greatest or least degree. Examples: the richest; the prettiest; the most handsome; the best;

The rules for forming comparatives and superlatives are varied.

Comparatives of Adjectives

Here are some examples of comparatives of adjectives:

Misty Blue is a stronger horse on the flat. ✓ (*stronger* — comparative of *strong*)

The band must be made a more precious metal than silver. (*more precious* — comparative of *precious*)

Peter is far clumsier. ✓ (*clumsier* — comparative of *clumsy*)

Try this question. It is easier than that one. ✓ (*easier* — comparative of *easy*)

Superlatives of Adjectives

Here are some examples of comparatives of adjectives:

George is officially the strongest man in the world. ✓ (*strongest* — superlative of *strong*)

Paris is the nicest city I have ever visited. ✓ (*nicest* — superlative of *nice*)

It is the most attractive offer and we take it without hesitation. ✓ (*most attractive* — superlative of *attractive*)

I stated that this woman was the ugliest woman I had ever seen. (Mark Twain) ✓ (*ugliest* — superlative of *ugly*)

Irregular adjectives

Several adjectives have irregular forms of the comparative and superlative degrees:

good, better, best;	'less' can be an adjective or an adverb 'lesser' is only an adjective 'farther, farthest' refer to distance 'further, furthest' refer to distance or addition
bad, worse, worst;	
many/much, more, most;	
little, less (lesser), least;	
far, farther, farthest;	
far, further, furthest.	

His health is becoming better. ✓ (*better* — comparative of *good*)

This is the best layer cake I've ever had. ✓ (*best* — superlative of *good*)

The hotel was worse than we expected. ✓ (*worse* — comparative of *bad*)

Her examination paper was the worst in class. ✓ (*worst* — superlative of *bad*)

He spent less money than you. ✓ (*less* — comparative of *little*)

She has the least time of all of them. ✓ (*least* — superlative of *little*)

Task 14. Complete with a superlative adjective and all the necessary words

- London is _____ (large) city in England.
- Cheetahs are _____ (fast) animals in the world.
- Whales are _____ (big) animals.
- San Francisco is _____ (beautiful) city in the United States.
- Summer is _____ (good) season of the year.

Task 15. Write the superlative form

1. good	6. pretty	11. narrow
2. far	7. small	12. interesting
3. expensive	8. nice	13. little
4. old	9. comfortable	14. pleasant
5. young	10. bad	15. beautiful

Task 16. Look at the table and write true sentences with the adjectives in the box

	James	Anne	Carol
Age	34	35	28
Height	1.80 m	1.75 m	1.72 m
Weight	82 kg	85 kg	65 kg

Savings	5,350 euro	5,500 euro	6,000 euro
---------	------------	------------	------------

old	young	light	heavy	tall	short	rich	poor
-----	-------	-------	-------	------	-------	------	------

1. (age) Anne is ...	5. (weight) Anne is ...
2. (age) Carol is ...	6. (weight) Carol is ...
3. (height) James is ...	7. (savings) Carol is ...
4. (height) Carol is ...	8. (savings) James is ...

Task 17. Write the opposites of adjectives

1. happiest	4. good	7. less difficult
2. most comfortable	5. nearest	8. little
3. easiest	6. expensive	9. beautiful

Task 18. Write the necessary comparison form of the adjectives in bold

1. This is a nice cat. It's much _____ than my friend's cat.
2. Here is Emily. She's six years old. Her brother is nine, so he is _____.
3. This is a difficult exercise. But the exercise with an asterisk (*) is the _____ exercise on the worksheet.
4. He has an interesting hobby, but my sister has the _____ hobby in the world.
5. In the last holidays I read a good book, but father gave me _____ one last weekend.
6. School is boring, but homework is _____ than school.
7. Skateboarding is a dangerous hobby. Bungee jumping is _____ than skateboarding.
8. This magazine is cheap, but that one is _____.
9. We live in a small house, but my grandparents' house is _____ than ours.
10. Yesterday John told me a funny joke. This joke was the _____ joke I've ever heard.

Task 19. Draw a line to match the pictures with the words below



sunny rainy dry windy cloudy thunderstorm



Listening Listen to the tape 'Weather forecast'

Task 20. Listen to the tape and write the words to fill the gaps

Welcome to the weather forecast. Now, let's see what the weather is _____ today. In the north of the country it's very windy and cold. There is a chance of some rain too, so _____ homewithout your umbrella! The temperature is around 10° centigrade. In the east it's rainy _____ today, I'm afraid. There may be a _____ in the afternoon. The temperature is a bit higher, at around 13°. In the west and middle of the country the weather is dry, _____. So no

rain for you, but it is quite windy and the temperature is just 10°. The south of the country has _____ today. It's cloudy most of the time but _____ this afternoon. The temperature is _____ 15°.

Task 21. Match the two halves of the sentence and write a–d next to the number 1–4

1..... The weather in the north is mostly	a. rainy
2..... The weather in the east is mostly	b. cloudy and sunny
3..... The weather in the west is mostly	c. dry and cloudy
4..... The weather in the south is mostly	d. windy

Task 22. Describe the weather. What is the weather usually like in your city or town?

It's usually ... (hot/cold/windy etc.)

It usually ... (rains/snows etc.)

Speaking

Task 23. First, write your guesses in the first column. Then choose five of your groupmates and ask them which their favourite season is and why. Write their answers in the second column

What is your favourite season and why?

Name	My guess	Real answer
<i>Lola</i>	<i>Spring (was born in)</i>	<i>Winter (the New Year)</i>

Task 24. Read the sentences below. Circle the numbers that best express your opinions. Then, compare your answers with your groupmates. Give reasons

1.	Rain is better than snow	1	2	3	4	5
2.	Celsius is better than Fahrenheit	1	2	3	4	5
3.	It's easy to make a snowman	1	2	3	4	5
4.	Living in a hot country is better than living in a cold country	1	2	3	4	5
5.	Global warming is a serious problem	1	2	3	4	5
6.	Everyone should wear sunglasses on sunny days	1	2	3	4	5
7.	It's not easy to be happy during cloudy, rainy weather	1	2	3	4	5
8.	It would be great to have a job as a weather reporter	1	2	3	4	5
9.	Everyone should carry an umbrella on rainy days	1	2	3	4	5
10.	Summer is better than winter	1	2	3	4	5
11.	Thunder is dangerous	1	2	3	4	5
12.	The weather where you now live is usually very nice	1	2	3	4	5

Possible answers	
1. I disagree completely	4. I mostly agree
2. I mostly disagree	5. I agree completely
3. I'm not sure	

Task 25. Group work. Discuss the situation given below

You are going to organize a party to celebrate the Summer Party. You will need to think about the following points and then explain your ideas to the rest of the class.

Where will you have the party?

What day and time?

What music will you have?

What entertainment will you have?

What food will you eat?

What drinks will you have?

Task 26. Pair work: Discuss the questions below with your partner

Student 'A'

1. Which season is the most comfortable for you?
2. Which do you like better hot weather or cold weather?
3. Have you ever been caught in bad weather? If so, what did you do?
4. What's the average temperature in our country in the summer time?
5. How about in the winter?
6. Why is it important to know future weather conditions in advanced?

Student 'B'

1. What's your favorite season and why?
2. In your opinion, which season is the most beautiful?
3. Do you have snow in winter?
4. Do you like snow/rain?
5. What crops are produced in which seasons in our country?
6. How to you depend on the weather reports on TV?

Writing Task 27. Read about four people. Which season is each one talking about? Write the season in the gaps

<p>Elis My favourite season is _____. I love the long, hot days and I love the long holiday. My children like playing in the park and eating ice creams. Sometimes I go to the beach in South End with my family. Last year in August I went to Turkey to visit my sister.</p>	<p>James My favourite season is _____. I like it because winter is finished and the evenings are light again. I don't like the dark evenings. I love the flowers in the parks and gardens and seeing the leaves grow on the trees. My children like playing outside in the evenings again.</p>
<p>Mohamed I like _____ best. The weather is sometimes very beautiful in October. I think the trees are very pretty when the leaves go red and brown and yellow. My children like starting in a new class at school and learning new things.</p>	<p>Sara I love _____. I really like waking up in the morning and seeing new snow outside in the garden. My children love going outside and making a snowman. I also like seeing all my friends and family at Christmas.</p>

Task 28. Individual work. What's your favourite season? Write three or five sentences describing your favourite season

Home task

Task 29. Listen to the tongue twister and practise saying it

Whether the weather is warm, whether the weather is hot,
we have to put up with the weather, whether we like it or not

Task 30. Listen to tape and fill in the gaps

Good evening! _____ this weekend's weather forecast for some _____ around the United States. New York City will _____ hot this weekend. Temperatures will be unusually _____ for this time of _____. Get your _____, shorts and sun hats out of the closets because _____ going to need them until Sunday. _____ to drink plenty of water and _____ stay in the sun for too long. A cool breeze from the Pacific Ocean will hit the San Francisco area. Weather conditions will be pleasant during the day, but much _____ in the evenings. _____ in layers: T-shirts under a _____ and a jacket in the evenings will be the _____ choice if you're going to be out for _____ hours. But don't _____, it won't _____ before _____. If you're in Chicago and planning to be outdoors this weekend, plan _____.

_____ rainstorms will _____ by _____ morning, so make sure you take your _____ and _____ for the next _____ days.

Task 31. Do the test to check your comprehension

1. A 'weather forecast' is a...
 - a) description of the weather
 - b) story about the weather in the past
 - c) prediction of the weather in the future
2. This weather forecast is about...
 - a) the United Kingdom
 - b) North America
 - c) the European Community
3. This forecast is...
 - a) for the whole country
 - b) for the North of the country
 - c) only for some cities
4. The cities they mention are...
 - a) New Orleans, Boston and Chicago
 - b) New York, San Francisco and Chicago
 - c) New Hampshire, Georgia and Chicago
5. The weather will be...
 - a) cold in New York
 - b) hot in New York
6. Sunday in New York will be...
 - a) hot
 - b) cold
7. 'Plenty of water' means...
 - a) little water
 - b) some water
 - c) a lot of water
8. When it's very hot you must...
 - a) stay in the sun for a long time
 - b) stay in the sun only for a short time
9. A 'breeze' is a...
 - a) strong wind
 - b) a gentle wind
10. A T-shirt has...
 - a) short sleeves
 - b) long sleeves
11. What will the weather be like in San Francisco during the day?
 - a) Nice and warm
 - b) Bad and cold
12. Tuesday in San Francisco will be...
 - a) dry and sunny
 - b) rainy

Task 32. See a weather forecast for tomorrow on TV and make a weather report.

Key words: weather forecast; in the north of; in the south; at daytime; at night; is expected to be (hot/cold/wet/dry); mostly; sunny/cloudy/rainy/windy; temperature; degree; above/below zero;

UNIT 11. The United Kingdom of Great Britain and Northern Ireland

Phonetics

Phonetic drill

[ˈjuərəp]	[ˈedinbərə]
[juːˌnaɪtɪd ˈkɪŋdəm]	[ˈkaːdɪf]
[ˈɪŋɡlənd]	[ˌbelˈfaːst]
[ˈskɒtlənd]	[temz]
[weɪlz]	[ˌnoːθ ˈsiː]
[ˌnoːðn ˈaɪələnd]	[ətˈlæntɪk ˈouʒn]

Letter combinations: -tion; -ssion; -sion; -ture; -sure.

-tion– action; dictation; translation; nation; station; production; evolution;

-ssion/-s(s)ian– session; discussion; Russian; Persian;

-sion– conclusion; television; explosion;

-ture – future; lecture; literature; nature; picture; structure; mixture;

-sure– pleasure; measure; treasure;

Grammar :Possessive case of nouns

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + “s” to the noun. If the noun is plural, or already ends in “s”, just add an apostrophe after the “s”. Example:

the car of John = John’s car

the room of the girls = the girls’ room

clothes for men = men’s clothes

the boat of the sailors = the sailors’ boat

For names ending in s, you can either add an **apostrophe + “s”**, or just an **apostrophe**. The first option is more common. When pronouncing a possessive name, we add the sound /z/ to the end of the name. Example:

Thomas’s book (or Thomas’ book)

James’s shop (or James’ shop)

the Smiths’s house (or the Smiths’ house)

Functions of the possessive

‘Belonging to’ or ‘ownership’ is the most common relationship the possessive expresses. Example:

John owns a car. = It is John’s car.

America has some gold reserves. = They are America’s gold reserves.

The possessive can also express where someone works, studies or spends time. Example:

John goes to this school. = This is John’s school.

John sleeps in this room. = This is John’s room.

The possessive can express a relationship between people. Example:

John’s mother is running late.

Mrs. Brown’s colleague will not be coming to the meeting.

The possessive can express intangible things as well. Example:

John’s patience is running out.

The politician’s hypocrisy was deeply shocking.

Fixed expressions

There are also some fixed expressions where the possessive form is used. Example:

a day’s work, a month’s pay, today’s newspaper, in a year’s time, For God’s sake! (= exclamation of exasperation), a stone’s throw away (= very near), at death’s door (= very ill), in my mind’s eye (= in my imagination)

The possessive is also used to refer to shops, restaurants, churches and colleges, using the name or job title of the owner. Example:

Shall we go to Luigi’s for lunch?

I’ve got an appointment at the dentist’s at eleven o’clock.

Is Saint Mary’s an all-girls school?

Task 1. Mark the correct answer

1. «That's my friend's house». How many friends live there?

One / More than one

2. «I'm going to my neighbours' party». How many people live next door?

One/More than one

3. «She needs to borrow her colleague's car». How many people will she ask?

One/More than one

4. «It depends on my partners' decision». How many people are going to decide?

One/More than one

5. «I have to ask for my classmates' opinion first». How many people will she consult?

One/More than one

6. «They were looking at the manager's email». How many people sent the email?

One/More than one

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

1. The boy has a toy. → It's the _____.

2. Peter has a book. → It's _____.

3. The magazine has my picture on its cover. → My picture is on _____.

4. Our friends live in this house. → It's _____.

5. There is milk in the glass. → It's _____.

6. This house has a number. → What is _____?

7. The walk lasts two hours. → It's _____.

8. John has a sister, Jane. → Jane is _____.

9. The film has a name "Scream". → "Scream" is _____.

10. This school is for girls only. → It's a _____.

Task 3. Write apostrophe «'s» or the «of-phrase» into the gaps

1. (a glass) milk → _____.

2. (my friend) bike → _____.

3. (the window) room → _____.

4. (Mr. Smith) car → _____.

5. (ten minutes) walk → _____.

6. (the dean) office → _____.

7. (the number) house → _____.

8. (two days) work → _____.

9. (the waiter) shoes → _____.

10. (Britain) economy → _____.

The United Kingdom of Great Britain and Northern Ireland



Reading

Task 4. Look through the text and fill in the table

The United Kingdom of Great Britain and Northern Ireland

The British Isles are a group of islands to the north-west of the continent of Europe. The largest islands are Great Britain and Ireland.

The United Kingdom of Great Britain and Northern Ireland is an island country in Western Europe. The short name of the country is the UK. The head of the country is Queen Elizabeth II. The UK consists of 4 parts: England, Scotland, Wales and Northern Ireland,

England is the largest part of the UK. It is to the east of Wales and to the south of Scotland. London is the capital of the country. London is the world's 7th biggest city. It is very old. Oxford and Cambridge are the famous and the oldest Universities. The symbol of the country is a red rose. It is a typical English flower. The patron saint of England is St. George. St. George's cross is the national flag. It consists of a red cross and a white background. St. George's Day is celebrated on the 23rd of April.

Scotland is a country to the north of England. Edinburgh is the capital of the country. Glasgow is the largest town. The symbol of the country is a thistle. The patron saint of Scotland is St. Andrew. St. Andrew's cross is the national flag. St. Andrew's Day is celebrated on the 30th of November. It is a country of castles ([ka:sl] and fairy tales.

Wales is a country to the west of England. The capital of the country is Cardiff. It is a modern city. The symbol of the country is a daffodil. The patron saint of Wales is St. David. St. David's Day is the national holiday. It is celebrated on the 1st of March. You can see a red dragon on the national flag. Wales is a country of green fields and farms.

Northern Ireland is the smallest country of the UK. The capital of the country is Belfast. The symbol of the country is a shamrock. The patron saint of Northern Ireland is St. Patrick. St. Patrick's cross is the national flag. St. Patrick's Day is celebrated on the 17th of March. There are two national languages in Wales - Welsh and English. There are three National Parks in Wales.

The area of the UK is some 244, 100 square kilometers. The population of Great Britain is over 61 million. Great Britain is not rich in mineral resources. Coal and oil are the most of them. The UK is one of the most industrialized countries. Agriculture takes also an important sector in the economy of the country. It isn't too hot in summer or too cold in winter. It often rains in England. The UK is a constitutional monarchy. The Queen Elizabeth II is officially the head of the state. The formal name of the British national flag is Union Flag, but it is commonly known as the Union Jack.

The head of the state is the Queen Elizabeth II. The Queen doesn't rule the country as she has no power. She travels about the UK. Visits hospitals, schools and meets a lot of people. The Queen lives in Buckingham Palace. The real power in the UK belongs to the British Parliament and the British Government. The head of the British Government is Prime Minister. The British Parliament has two houses: The House of Lords and the House of Commons. The House of Lords doesn't have much power. It can offer and change laws and it can delay laws too. The members of the House of Lords are not elected. They are aristocrats, people of church, lawyers and former politicians. The House of Commons makes laws about the policy of the country, taxes and many other things. The members of the Commons are elected. The members of the Commons are elected every 5 years.

Task 5. Study the capitals and symbols of countries:

England – Red rose.

Scotland –Thistle.

Wales – Daffodil, leek.

Northern Ireland – Shamrock.

The capital of England is LONDON.

The capital of Scotland is EDINBURGH.

The capital of Wales is CARDIFF.

The capital of Northern Ireland is BELFAST.

The official language is English.

Task 6. Look at the pictures and find the symbols of the British countries:



Task 7. Fill in the table

Country	Capital	People	Language	Patron Saint [peitrøn seint]	Symbol	Interesting information
	London					
Scotland						
		The Welsh		St. David		
					Shamrock	

Speaking

Task 8. Answer the questions:

1. What is the official name of Great Britain?
2. Where is Great Britain situated?
3. How many parts does the UK consist of? What are they?
4. What is the population of Great Britain?

Task 9. Fill in the blanks with articles

1. ___ UK is situated on ___ British Isles.
2. ___ English Channel separates ___ Britain from the continent.
3. ___ Irish Republic is an independent country.
4. People who live in ___ Wales are called ___ Welsh.
5. The capital of ___ Northern Ireland is ___ Belfast.
6. ___ Thames is the most famous river in ___ United Kingdom.
7. ___ UK is washed by ___ Atlantic Ocean in the east.
8. ___ British Isles are a group of islands where... UK is situated.
9. ___ Thames is the most famous river in UK. Most of the rivers flow into ___ North Sea.
10. The main nationalities are ___ English, ___ Welsh, ___ Scottish and ___ Irish.
11. ___ UK is ___ parliamentary monarchy.
- ___ Oxford is the home of the oldest university of ___ England.
12. ___ Irish population is divided into two groups: ___ Protestant and ___ Catholics.
13. ___ Welsh is an ancient ___ Celtic language.
14. ___ Scotland is divided into three natural regions: ___ Southern Uplands, ___ Central Lowlands and ___ Highlands and ___ islands.

15. The flag of ____ Great Britain is known as ____ Union Jack.

Task 10. Complete the sentences using the next words: (is situated, producer, washed by, consists of, separated)

1. The main islands are _____ from the continent by the English Channel.
2. The UK _____ in the north- west coast of Europe.
3. Britain is a _____ and exporter of ships.
4. The United Kingdom _____ four parts.
5. The West coast of the country is _____ the Irish Sea and the Atlantic Ocean.

Task 11. Answer the questions

1. Where is the UK situated? Give information about geographical position of the UK.
What cities of the UK do you know? Tell your groupmates about it.
2. What parts does the United Kingdom consist of? What are their capitals and national symbols?
3. Prepare the summary of people living in the UK and their languages

Grammar. Imperative mood

Imperative in English is used to give an order, a warning, an appeal, an advice, a suggestion, an instruction and in some cases a request to another person, to a group of people or to animals. It is very easy to form the imperative sentence: Simply take the verbs' infinitive form (without the "to" infinitive indicator). Usually the verb will be placed at the beginning of the sentence.

For example:

Close the door.

Give me the keys.

The above form is used if a person gives an order to another person or to a group of people. But if the imperative includes oneself in the group of people who receive the order the words "Let us" or "Let's" are added before the infinitive in the sentence.

For example:

Let's eat something, we are all hungry.

Let us be happy, we are all fine.

In order to create a negative form of an imperative, place "do not", "don't" or "let's not" in front of the infinitive form of the verb (again without "to").

For example:

Don't go, I need you here.

Let's not be sad, we are all fine.

The imperative form can also be used to make a request, if you add "please" to the imperative sentence. You can also add "Would you" instead or in addition to "please" (which can be a question or a polite order).

For example:

Please come, I need you there.

Please don't go, I need you here.

More examples:

Stand up when I speak to you (order)

Press the button in order to activate the machine (instruction)

Do not touch it, it is hot! (warning)

Take a left at the corner (advice, suggestion)

Task 12. Rewrite the sentences in imperative. Keep the same meaning

Example: You can't step on the grass. - Don't step on the grass.

We must revise some new words. - Let's revise some new words.

- | | |
|--------------------------|-----------------------------|
| 1. He should have a job. | 4. You should get up early. |
| 2. We mustn't stop now. | 5. You mustn't stand here. |
| 3. You must go to bed. | 6. She can have a drink. |

7. They must clean the carpet.
8. We needn't wait for him.
9. We must have a shower first.

10. You can't park in this street.
11. You must be here soon.
12. They should taste this cake.

Task 13. Fill in the blanks with the correct form of the verb according to the "Imperative Mood"

Example: _____ your notebooks now. (to open)

Answer: Open your notebooks now.

_____ to Sam. (to speak)

1. Please _____ your name on paper. (to write)
2. _____ some water. (not, to drink)
3. _____ here, please. (not, to come)
4. _____ Turkish in the classroom. (not, to speak)
5. _____ English in the classroom. (to speak)
6. _____ your notebooks. (to open)
7. _____ the door. (not, to push)
8. _____ the window. (to shut)

Speaking.

Task 14. Group discussion. Divide into 3 groups

1. The first group will give a talk about the UK. (Geographical position, symbols, interesting information)
2. The second group will talk about parts of the United Kingdom (Capitals, Patron Saints and national symbols).
3. The third group will prepare the summary of people living in the UK and their languages.

Reading .Read the text.

Places to visit.

London is the capital of England. It is its political and business centre. City is the oldest part of London. There are many banks and offices there. You can visit some interesting places in the city. One of them is the Tower of London. The Tower of London was a fortress, a palace, a prison. Now it is the museum. One of the greatest English churches, St. Paul's Cathedral, is not far from the Tower of London. The famous English architect, Sir Christopher Wren, built it in the 17 century. It is a beautiful building with many columns and towers. The centre of London is Trafalgar Square. It is the most beautiful place in London. In the middle of the square stands a tall column. It is a monument to Admiral Nelson. There are two beautiful fountains in the square. Every day many tourists visit Trafalgar Square.

Task 15. Mark T if the statement is true and F if the sentence is false

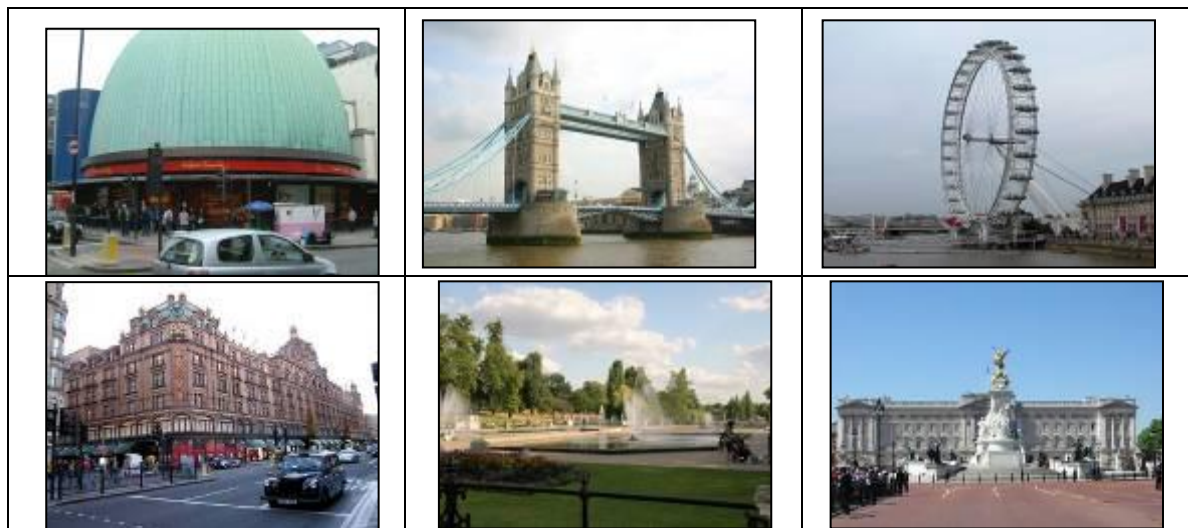
No	Statements	True/False
1	London is the capital of England.	
2	Many people live in the City.	
3	St. Paul's Cathedral is very far from the Tower.	
4	Tower isn't a museum.	
5	Tower of London Was a fortress and a prison.	
6	The famous English architect Sir Christopher Wren built the Cathedral in the 17th century.	
7	Trafalgar Square is not in the centre of London.	
8	In the middle of the square stands a tall column of Admiral Nelson.	

Famous Places in London

Task 16. Look at the pictures and match them with their names

Tommy and Sarah-Jane want to visit London. But they don't know all the famous sites... Here is a list mentioning them. Help Tommy and Sarah-Jane to recognize!

Hyde park - Tower Bridge - The London Eye - Madame Tussaud's - Buckingham Palace - Harrods



Task 17. Match the descriptions with the names

	DESCRIPTION	NAME OF THE PLACE
1	It was built in 1703. It has been the official <i>royal residence</i> since 1837. It has got more than 600 rooms. It has got a collection of great <i>paintings</i> .	
2	It is the most important <i>department store</i> in London. Its Christmas department is world famous. It was founded in 1834. It sells quality and luxury goods.	
3	It was built between 1886 and 1894 over the river Thames. It is a huge mobile <i>bridge</i> . It is 244 metres long. The two big towers contain the <i>engines</i> to lift the road.	
4	It is a <i>wax museum</i> in Marylebone Road. It was opened in Baker Street in 1835. It welcomes more than 2,5 million people a year. It has got more than 400 wax figures.	
5	It is a 135-meter tall giant <i>wheel</i> situated on the banks of River Thames. It is the tallest and the most popular wheel in Europe. Tourists love it ! 3.5 million people visit it annually.	
	It is the largest <i>park</i> in London. It covers more than 345,95 acres. It was acquired by Henry VIII.	

6	It was opened to the public in 1637. You can see <i>squirrels</i> if you are lucky !	
---	--	--

Writing

Task 18. Write a short paragraph about each of the countries answering the questions

England

what is the capital?

what is the most famous attraction?

what flower is the national symbol of it?

Wales

what is the capital?

Northern Ireland

what is the capital?

what is the most famous attraction?

what is the most famous attraction?

what flower is the national symbol of it?

Scotland

what is the capital?

what is the most famous attraction?

what flower is the national symbol of it?

what flower is the national symbol?

UNIT 12. English as a lingua franca.

Phonetics: Letter combinations: ee, ea, oo, eu, ei, au

ee - [i:] – see; bee; feet; need;
keep; sleep; street;
feel; deed; seed _____;

ea - [i:] – east; sea; speak; heat;
meat; deal; leaf; lead;
mean; pea; read (present);

dean; re`peat; beat; `easy;
tea; reach; de`cease;
New `Zealand; leaf; _____

e - [e] – bread; dead; deaf; head;
`breakfast; in`stead; spread;
`ready; `heavy; read (past); _____

oo - [u:] – moon; soon; spoon; room;
tool; pool; too; zoo; food;
school; boot; cool; mood;
goose; tooth; smooth _____;

u - [u] – book; look; cook; took; root;
good; hook; brook; foot;

but: blood [A]; _____

au - [0:] – `autumn; `author;
be`cause; cause;
`saucer; ,auto`matic;
`August; `Austria;
`Australia; _____

eu - [ju:] – `Europe; ,euca`lyptus;
,leuco`cyte; `Teuton;
pneu`monia; Zeus;
`Euclid; `neutral; _____

ei - [i:] – `ceiling; seize;
re`ceive; de`ceit;
de`ceive _____

Task 1. Transcribe and read the words

bee; cook; tool; cause; Zeus; ready; zoo; east; deaf; lead; seed; meat; room; sleep; tree; field;

Grammar. Articles a/an and the

A/an and **the** are articles. They are a type of determiner and they go before a noun. **A/an** before a noun shows that what is referred to is not already known to the speaker, listener, writer and/or reader (it is the indefinite article):

Do you have a car? Do you live in a house?

The before a noun shows that what is referred to is already known to the speaker, listener, writer and/or reader (it is **the definite article**):

Where did we park the car? (The speaker and the listener know what car is being referred to.)

We had to paint the apartment before we sold it. (The speaker and the listener know what apartment is being referred to.)

Compare:

Have you been to an ice rink? Have you ever been to *any* ice rink? (*an* doesn't make the noun *ice rink*

rink? specific)
 Have you been to the ice rink? The speaker and listener know the ice rink which is being referred to (e.g. the one in their town/the local one). *The* makes the noun *ice rink* specific.
 Not specific Specific ('the one you and I know')
 Would you like an apple? Would you like to try the apple pie?
 Do you have a cat? Have you seen the cat?

When do we use *a* and when do we use *an*?

In speaking, we use *a/ə/* before a consonant sound: a car, a house, a big truck, a wheel, a grey day;
 We use *an/ən/* before a vowel sound: an apple, an old shoe, an orchestra, an umbrella;

When do we use articles?

***A/an* and *the* with types of nouns.** We only use *a/an* with **singular countable nouns**:

I have a sister and a brother. That was an excellent meal.

We can use ***the*** with **singular and plural countable nouns**: e.g. *The lion roared. The tree fell.*

We don't use *a/an* before uncountable nouns: Could I have rice instead of potatoes with my fish?

Not: Could I have a rice. I hope we have nice weather. *Not*: I hope we have a nice weather.

We can use ***the*** before uncountable nouns when they refer to a specific example:

The rice we bought in the Thai shop is much better than the supermarket rice. The weather was awful last summer.

To talk about an individual quantity or more than one quantity of an uncountable noun, we use expressions such as ***a bit of, a piece of or a (specific measure) of***:

That's an amazing bit of news. *Not*: That's an amazing news.

We just made a big bowl of pasta. *Not*: We just made a pasta.

No article before determiners (*any, some, my, this*)

We don't use an article with other words that specify a noun (determiner), e.g. ***any, some, my, her, this, that***: I love my job. *Not*: I love the my job. Does she want this book? *Not*: Does she want the this book?

***The* with things that are universally known**

We use ***the*** with things known to everyone (the sun, the stars, the moon, the earth, the planet) because they are a part of our physical environment or part of the natural world:

The earth moves around the sun. We lay on the grass and watched the stars. *The* with everyday things

We use ***the*** with things that we know as **part of our daily lives**. *The* does not refer to particular things in this context. E.g. I don't buy the newspaper these days. It's free on the Internet. (newspapers in general). They always take the train. (trains in general).

Jobs and professions. When we talk about a person's job, we use ***a***: She's a gardener. He's an ambulance driver.

Places.

We use ***the*** with **mountain ranges** and **some mountains (*the Alps, the Eiger*)**, **groups of islands (*the West Indies*)**, **rivers (*the Danube*)**, **deserts (*the Gobi Desert*)**, **seas (*the Black Sea*)**, **geographical regions or habitats (*the Amazon rainforest*)**, **motorways (*the M 42*)**, **the names of some countries (*the People's Republic of China*)**.

We don't usually use articles with **individual mountains** or lakes when the name includes *Mount* or *Lake*: *Mount Fuji, Lake Victoria*. We don't use articles with continents (*Asia*), countries (*Romania*), towns (*Edinburgh*), and streets (*Lombard Street*).

Task 2. Put *a /an* or *the* in each space, or leave the space blank.

1. We went by _____ train to _____ west of England.
2. _____ people who _____ live in Netherlands _____ are called Dutch.
3. _____ judge sent him to _____ prison for _____ ten years.
4. _____ Columbus was one of _____ first people to cross _____ Atlantic.
5. As _____ captain of _____ ship, I have _____ complete authority.
6. David learned to play _____ violin when he was at _____ university.

7. _____ Trafalgar Square is near _____ Charing Cross Station.
8. Did you read _____ book I lent you last _____ week?
9. We'll put up _____ shelves and then go to _____ cafe for _____ something to eat.
10. Is that _____ present Bill gave you for _____ Christmas?

Task 3. Underline the most suitable phrase in each sentence.

1. Is this *a person* / *the person* you told me about?
2. This is the only cinema / an only cinema in the area.
3. Philip has just bought the Thames barge / a Thames barge.
4. I'm going to the British Museum / British Museum this afternoon.
5. Are you going *to church* / *the church* on Sunday?
6. Do you have a milk jug / milk jug?
7. *The prime minister* / *Prime minister* will give a speech this afternoon.
8. *The computer* / *Computer* has already changed our lives dramatically.
9. I haven't been to an open-air theatre / open-air theatre before.
10. Here is a thousand pounds / the thousand pounds I owe you.

Task 4. Complete each sentence (1-9) with a suitable ending (a-i). More than one answer may be possible

- | | |
|---|--|
| 1. Some people say that theh..... | a. good job is an important part of life, |
| 2. Most people think that a / an | b. single injection can protect you from so many diseases, |
| 3. I don't agree that | c. hundred miles an hour is too fast even on a motorway, |
| 4. I feel that a | d. the unemployed should receive more help from the state, |
| 5. I don't believe that a / an | e. head of this company doesn't pay any income tax. |
| 6. I didn't realize that the | f. tiger may well become extinct very soon, |
| 7. It's incredible to think that a / an | g. third of a person's income should be paid in tax. |
| 8. I didn't know that | h. English are difficult to get to know at first, |
| 9. I think it's quite unfair that the | i. the Tower of London was built by William the Conqueror. |

Task 5. Put a/an or the in each space, or leave the space blank

1. Neil Armstrong made _____ first footprint on _____ Moon.
2. There was _____ accident yesterday at _____ corner of _____ street.
3. I need _____ time to think about _____ offer you made me.
4. _____ recipe for _____ success is _____ hard work.
5. _____ people who live in _____ glass houses shouldn't throw _____ stones.
6. _____ worst part of _____ living in a caravan is _____ lack of space.
7. _____ book you ordered _____ last week is now in _____ stock.
8. _____ dancing is _____ more interesting activity than _____ reading.
9. _____ people we met on _____ holiday in _____ north of England sent us _____ postcard.
10. _____ little knowledge is _____ dangerous thing.

Text "Ubiquity of English"

Discuss the questions

In what countries is English the first language? In what countries is English the official second language? What motivates you to learn English?

Vocabulary

ubiquity - the fact of appearing everywhere or of being very common.

inevitable - that is sure to happen or appear,

lingua franca – a language used for communication between groups of people who speak different languages

prior to - existing or happening before something else, or before a particular time:

obvious - easy to see, recognize, or understand:

tonal - to do with tone. tone down make (something, esp. likely to cause anger or offence)

enlarge - to become larger, or to cause something to become larger:

signboards - a sign with information on it or showing the name of a business, school, hospital, etc.

Task 6. Complete the sentences using the expressions from the box

is inevitable, tonal nature, constructed rationally, in the foreseeable future, much less so the case, to say nothing of, inveterate homemakers

1. In order to make it neutral and easily absorbed Esperanto was _____.
2. It _____ that English becomes a single international language.
3. A specific _____ of the Chinese language hampers its spreading.
4. Popularity of French as a language of diplomacy and exchange is _____.
5. English is unlikely to be replaced by any other language _____.
6. Common words and expressions like 'open', 'close', 'enter', 'shop', 'happy' are popular even among _____.
7. English words are popular enough in all cities and towns _____ tourist centers.

Task 7. Make up three sentences using new words

Task 8. Read the text. Match the definitions 1-6 and the highlighted words and expressions in the text.

1. the medium, method, or tool used to obtain a result or achieve an end
2. to come or bring into being _____
3. very steep _____
4. before, until _____
5. time in the past when something or someone was popular or common
6. easy to see or understand; evident

Reading. Text “ Working Language”

A lingua franca (LF) is a working language used by different populations to communicate when they do not share a common language. It is also called a bridge language, vehicular language or unifying language. Generally, a lingua franca is a third language that is distinct from the native language of both parties involved in the communication, sometimes for commercial reasons («trade languages»), but also for diplomatic. and administrative convenience, and **as a means of** exchanging information between scientists and other scholars of different nationalities. The use of LF may be almost as old as language itself. Certainly, they have existed since antiquity. The term **originates** with one such language, Mediterranean LF. Latin and Greek were the LF of the Roman Empire.

Arabic was another early LF to develop because of the **sheer size** of the Islamic Empire dating back to the 7th Century. Arabic also served as the LF of science and diplomacy in the 1200's because at that time, more books were written in Arabic than in any other language. Still in some European languages (including Georgian), there are some Arabic words as admiral, algorithm or aubergine. Malay was the LF of Southeast Asia and was used by Arab and Chinese traders there **prior to** the arrival of the Europeans. Once they arrived, people like the Dutch and British also used Malay to communicate with the native peoples.

In fact, **in its time** distinct spheres used to have distinct LF, for example, Latin - in science. In 1687, Isaac Newton published his "Mathematic Principals Of Natural Philosophy" in Latin. English interpretation was published only 42 years later after his death.

Today, LFs play an important role in global communication as well. Examples of LFs remain numerous, and exist on every continent. The most **obvious** example as of the early 21st century is English. The United Nations defines its official languages as Arabic, Chinese, English, French, Russian, and Spanish. The official language of international air traffic control is English. In certain countries, the LF is also used as the national language; e.g., Urdu is the LF of Pakistan as well as the national language.

Task 9. Read the article again. Which of the following bits of information is not given (NG) in the text?

1. Lingua Franca is a single language for traders from all around the world. _____
2. A greater amount of books in XIII century were written in the Arabic language. _____
3. Before Malay, people used Arabic in Southern Asia. _____
4. Isaac Newton's book was published after his death. _____
5. Still, there are some lingua francas in different places. _____
6. Nowadays, all the pilots communicate in their own lingua franca. _____

Speaking Widespread use of English

Task 10. Look at the picture and answer the following questions:

1. What words come to your mind when you see pictures?
2. What language are these words and do they have any equivalents in your own language?
3. What other examples of English in your daily life can you give?



Task 11. Look at the pictures and make a list of some other English words you think are known among particular groups of people in Uzbekistan.

UNIT 13. Latest achievements.

Grammar. Indefinite pronouns: some, any, no

Some/any/no

We use **some**, **any** and **no** with uncountable nouns (e.g. sugar, bread, etc.) and plural countable nouns (e.g. pens, cars, etc.). Some bread===== (a little bread). Some cherries===== (a few cherries) *Some* means a little or a few. We use *some* in positive statements. e.g. I have got some money== (I have a little money)

We use **any** in questions and **not any** in negative sentences.

Have you got any money? I haven't got any money.

We can use no instead of *not any* in negative sentences. E.g. I haven't got any money/ I have got no money. Note: We use some in questions when we are making an offer or a request. E.g. Would you like some coffee? ===== (offer). Can I have some coffee, please? ===== (request).

	Affirmative	Interrogative	Negative
Countable	Some	Any	Not any/no
Uncountable	Some	Any	Not any/no

Task 1. Write a/an or some

_____ a _____ strawberry	_____ apple
_____ some _____ fruit	_____ rice
_____ mushroom	_____ money
_____ bread	_____ dollar
_____ mik	_____ notebook
_____ meat	_____ homework

Task 2. Fill in the gaps with some, any or no

1. Would you like ...*some*....cake? No, thank you.
2. I'm going to the baker's. I needbread.
3. I haven't gotpets.
4. Have you got fresh eggs?
5. Don't buy butter. We havein the fridge.
6. I'm hungry. Can I have sandwiches, please?
7. He's gotmoney. so, he can't buy a hamburger.
8. I haven't gothomework to do tonight.
9. I'm looking forpaper, but I can't find..... .
10. We can't make a cake because we've gotsugar.

Task 3. Fill in the gaps with some or any. Then/ in pairs, act out the dialogue.

Peter: Hello Julia, are you ready for the party?

Julia: I've gotlemonade,orange juice and lots of food.

Peter: Have you got Cakes?

Julia: No, I must buy I must also buy Biscuits.

Peter: Have you gotparty hats or decorations?

Julia: No, I haven't but I'm going to buy Of those too.

Task 4. Fill in the gaps with some, any or no

A: I'm very tired. I haven't had _____ sleep.

B: If I were you, I'd go to bed and get _____ sleep.

A: I haven't got _____ time. I have to do _____ shopping, because there is _____ food left in the fridge.

B: Don't worry. I've got _____ free time. I'll go shopping, so you can get _____ rest.

Vocabulary: pencil pusher, destine, sharpener, chamber, voila, concrete, fiber, cuff, tissue, seam, bulkiness, dock

Task 5. Put the words below in the relevant line so they make a synonym group.

Speculation	_____	_____	_____	through; contemplation;
To have craving for	_____	_____	_____	encourage; outbreak;
Pile	_____	_____	_____	achievement; eventually;
Implement	_____	_____	_____	finally; theory; want;
Immense	_____	_____	_____	demand; heap; mass;
Foster	_____	_____	_____	strack; tool; instrument;
Breakthrough	_____	_____	_____	utensil; vast; huge;
Ultimately	_____	_____	_____	enormous; nurture

Reading

Text "Eureka"

a. Chinese inventors created Pencil Pusher, which turns paper, destined for recycling, into pencils. The machine looks like a three-hole punch crossed with an electric pencil sharpener. Here's how the pencil-making gadget works: You insert wastepaper into a feed slot. The machine draws the paper in, rolls and compresses it, and then inserts a piece of lead from a storage chamber located in the top of the device. A small amount of glue is added before ... voila ... a pencil slides out from a hole on the side.

b. Translucent Concrete developed by Hungarian architect is called LitraCon. It is based on a matrix of parallel optical glass fibers that can transmit light and color from the outside...

c. The tiny device Mini-Heart is formed in the shape of a cuff meant to be placed around a vein, where its rhythmic contractions help to drive blood flow while also preventing the vein from becoming distended. The cuffs can be made from cardiac muscle cells derived from the patient's own adult stem cells, this prevents a chance of rejection. Soon the research team hopes to conduct animal trials. The researchers attempt to grow the cuffs directly on the veins in the body.

d. A team from the University of Washington designed silicon, plastic card-sized device, prototype of microfluidic, for pancreatic cancer diagnosis that is able to analyze a whole tissue biopsy for 3D imaging. The device allows the tissue undergo the same series of processes as would occur in a pathology lab, but on a much larger scale.

e. The LightRail zipper, recently developed for Olympic teams, zips closed to create a waterproof, almost invisible seam.

It is bonded to the clothing using laser-cut fabric and an adhesive that is similar to seam tape, which reduces weight and bulkiness and eliminates the need for stitching. The zipper also features a dock for the zipper head, which allows it to close more tightly and eliminate gaps.

Task 6. Match the highlighted words in the text and the definitions below a-f

- a. consisting of specialized cells and their products
- b. the part of globe covering the wrist
- c. a line where two pieces of fabric are sewn together
- d. regarded as developing as though according to a pre-existing plan
- e. substance made by mixing together cement, sand, small stones, and water.

Task 7. Tick the words and phrases which can somehow be connected with creative or imaginative writing

	Words and phrases	
1	Thoughts and ideas	
2	To make a survey	
3	To give true to life information	
4	An imagination	
5	To have a picture in one's mind	
6	To be based on scientific articles	
7	Unreal stories	
8	To think about future	

Speaking. Discuss questions in groups

Task 8. Discuss the following questions in groups

1. What is the reason of your choice?
2. What are the latest achievements in your specialty?

Task 9. Answer the following questions

1. What are the consequences of life without computers in your opinion?
2. What do you think could have happened if the light bulb hadn't been invented?
3. To what extent computer development has influenced recent achievements?

Task 10. Work in pairs. Make a list of several recent inventions and discuss their value

Eg. Solar energy- reduces the need for alternate resources; increases the supply of energy

1. _____

2. _____

Listening. Task 11. Read the sentences below. Listen and put the sentences in the correct order.

1. First computers were huge in size.
2. Several decades ago, calculation was accomplished without calculators.
3. There would be less female employees.
4. Typewriters were prototypes of modern PC.
5. Nowadays people do not appreciate the capabilities of recent inventions.
6. The thing we would like to do is speculation but not philosophical issue of the topic.
7. Registration processes would be much longer.

Writing. Write a paragraph about latest achievements

Task 12. Think of a research in your field and write a piece of a writing work using tips.

The global problem in my field is _____

To ponder over this issue deeply one can state the following _____

To solve this question one should work out special techniques as _____

Besides, the following measures must be taken in order to _____

At the end, these processes will bring the results as _____

Task 13. Write a paragraph about latest achievements.

UNIT 14. Sports and games.

Brainstorming

Look at the picture and answer the questions

- Whom do you see in the picture?
- What sport is depicted here?
- What does the man doing?
- Where is the game played as a rule?
- Can the man play the game alone?
- Describe what is also happening around the edge of the picture



Vocabulary work

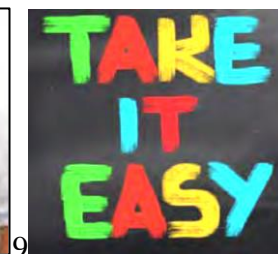
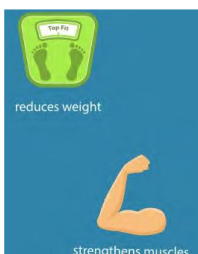
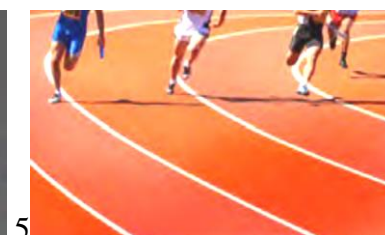
Word bank: A) Learn the new topical vocabulary

A	aerobics		football		push-ups		stadium
	archery	G	goal		race		starting line
	athlete		gold medal	R	referee		surfing
B	baseball		golf		rollerblading		swimming
	basketball		gym	S	score		swimming-pool
	bowling		gymnastics		scuba-diving	T	team
	boxing	H	hang-gliding		second place		teammate
	bronze medal		hiking		silver medal		tennis
	bungee jumping		hockey		sit-ups		third place
C	coach	J	jogging		skiing		track
	cycling	K	karate		skydiving		trophy
F	field	M	marathon		snowboarding	V	volleyball
	figure-skating		medal		soccer	W	weights
	finish line	O	Olympics		squash		wrestling
	first place	P	ping-pong			Y	yoga

B) Name 10 sports above in which a ball is used

Task 1. Match the words in box with the pictures

benefits of exercise; concentration; improve skills; competitive race; famous athlete; patient; angry coach; wear protection; get involved; traditional sport; lower stress; impatient; referee;





11



12



13

Task 2. Use a dictionary to help you complete the chart below. All of the words must begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer.

A <u>athlete</u>	J _____	S _____
B _____	K _____	T _____
C _____	L _____	U _____
D _____	M _____	V _____
E _____	N _____	W _____
F _____	O _____	X _____
G _____	P _____	Y _____
H _____	Q _____	Z _____
I _____	R _____	

Reading. Task 3. Read the following texts and complete the table below

<p>American football is a very fast and often violent game. The team have many members but only 11 can play on the field. The players must wear protective helmets and thick pads, adding eight kilos to their weight. They run with the ball in their hands and members of the attacking team can tackle the player with the ball. The main goal of the game is to send the ball down the field and across the opponent's goal line for the touchdown (7 points). An extra point is added (PAT) if they kick the ball through the goal posts. The best players are heavy, strong and tall. They must also run fast.</p>	<p>Baseball is America's national sport. It is played with long wooden bats and a small hard ball by two teams of nine players, who are frequently replaced during the game. On the whole, there are usually 25 members in a team. Each player tries to hit the ball and then run around the four bases before the other team can return the ball. Players do not have to be very tall or strong, but they must run fast. The goal of the game is to score as many 'runs' as possible. The most exciting play is when the batter (the player in the centre of the diamond home plate) hit a ball very far and goes round all the bases without stopping for a home run also called a homer. Although many people think, baseball is too slow most American families find it exciting.</p>
<p>Football, also called Soccer, is the most popular sport in Britain. It is a very hard, fast and exciting game with simple rules. It is played by two teams of 11 players each, who kick the round ball up and down the football field or pitch, trying to score goals. The team with the most goals after 90 minutes is the winner. If neither team scores, we call it a draw. When a player leaves the field, a substitute takes his place. A team has usually around 25 players, who must be strong and run fast. A referee and two linesmen control the game.</p>	

	American football	Baseball	Football
Features of the game		slow, exciting	

Main aim	to cross the opponent's goal line, to post for a touchdown		
Equipment			round ball
Players in the team/on the field			
Physical features of players			

Speaking

Task 4. Read the sentences below. Circle the numbers that best express your opinions.

Compare your answers with your classmates. Give reasons

Running is fun.	1	2	3	4	5
Riding a bicycle is dangerous.	1	2	3	4	5
Learning how to swim is easy.	1	2	3	4	5
Team sports are better than individual sports.	1	2	3	4	5
Everyone should get at least an hour of exercise each day.	1	2	3	4	5
Kids should learn how to play sports when they are 4 or 5 years old.	1	2	3	4	5
Older people should stop exercising.	1	2	3	4	5
Watching sports on TV is more fun than playing sports.	1	2	3	4	5
Winning a silver medal is just as good as winning a gold medal.	1	2	3	4	5
Lifting weights is the best kind of exercise.	1	2	3	4	5
It would be great to work as a football coach.	1	2	3	4	5
It's fun to exercise.	1	2	3	4	5

Possible answers:

- | | |
|--------------------------|-----------------------|
| 1. I disagree completely | 4. I mostly agree |
| 2. I mostly disagree | 5. I agree completely |
| 3. I'm not sure | |

Task 5. Quiz. Answer these fourteen questions to score your vocabulary knowledge

- Which of the following nouns best describes the word 'athlete'?
a) action b) person c) place d) thing
- Which of the following things is smallest?
a) a bowling ball b) a golf ball c) a soccer ball d) a tennis ball
- Which of the following sports do people usually play on a 'field'?
a) badminton b) basketball c) ping-pong d) soccer
- Which of the following nouns best describes the word 'gym'?
a) action b) person c) place d) game
- Which of the following creatures might enjoy 'hang-gliding'?
a) a bird b) a fish c) an elephant d) a horse
- Which of the following verbs best describes a 'marathon'?
a) jump b) hit c) run d) swim
- Which of the following best describes the word 'score'?
a) starting line b) person c) place d) number
- Which of the following best describes a 'silver medal'?
a) first place b) second place c) third place d) last place
- Which of the following things do you need to go 'skating'?
a) ice b) a ball c) snow d) water
- Which of the following exercises or sports does not need water?
a) scuba diving b) skydiving c) surfing d) swimming

11. Which of the following is not a 'team sport'?
- a) baseball b) football c) hockey d) squash
12. Which of the following words does not describe a kind of person?
- a) coach b) referee c) teammate d) trophy
13. Which of the following activities do people usually do on a 'track'?
- a) run fast b) watch baseball c) play a team sport d) kick a ball
14. Which of the following words best describes 'yoga'?
- a) exercise b) goal c) sport d) team

13 – 14 = Excellent;

10 – 12 = Very Good;

7 – 9 = Study More!

Task 6. Answer the questions

- Are there any sports athletes that make you feel proud of your country? Who/why?
- Is there pressure to get involved in sports in your country? Explain.
- What is a popular competitive sport in your country?
- Which sport needs a high level of concentration? Why?
- Are you patient or impatient when you play sports or games? Explain.
- When do you need to lower stress? How do you do it?
- How do you protect yourself when you play sports?

The Olympics

Brainstorming

Look at the picture and answer the questions

- What is shown in the picture?
- What colour are the Olympic rings?
- What do the Olympic rings represent?
- What other Olympic symbols do you know?
- What do you already know about the Olympics?



Vocabulary

Task 7. Vocabulary work: Find and circle the words in the box used in the essay. The first one is already done for you.

athlete, boycott, compete, drug testing,
event, flag, gold, Greece, host city, silver,
stadium, Summer Games, torch, winner

Opinion essay

The Olympic Games are a waste of money. Do you agree or disagree?

Many cities want to spend a lot of money to be the host city for the Olympics. However, many people think that there is no reason to spend so much money for this. This essay will look at some of the arguments for and against spending money on the Olympics.

First of all, sports stadiums take many years to build and they cost many millions of dollars. Instead, cities could use this money to help the people who live there. Secondly, drug testing shows that many athletes take drugs to help them win. Maybe we shouldn't spend money on sports events where people use drugs.

However, millions of young people all over the world love both the Summer Games and the Winter Games. As a result, they play more sports and do more exercise, and they become strong and healthy. Furthermore, countries from all over the world join the Olympic Games. It is not really important who the winners are because the people from many different countries can become friends.

In summary, there are good reasons both for and against spending money on the Olympics. Nevertheless, I feel strongly that cities should continue to spend money on these games.

Task 8. Connectors: Find and underline the words/phrases used in the essay. The first phrase is already done for you.

as a result, first of all, furthermore, however
(x2), in summary, nevertheless, secondly

Reading

A Short History of the Olympics

Athletes competed in the first Olympic Games in Greece almost three thousand years ago in 776 BC. Every four years, people from Greek city-states (and later the Roman empire) traveled to a place called Olympia to watch the games, which continued until 393 AD. They lasted from between one and five days, and only men were allowed to compete in the games. Many of the sports events were similar to those found in today's modern games where athletes run, jump and throw.

The modern Olympic Games began with the creation of the International Olympic Committee (the IOC) in 1894 and Greece was the first country to hold the games, in the city of Athens, in 1896. Fourteen countries with 241 athletes competed in forty-three events. Although some people wanted to have the games in Athens every four years, the IOC decided to have them in different countries and cities. In 1900, they were held in Paris and women were allowed to compete in the games for the first time. The first Winter Olympic Games were held in 1924 and athletes competed in events such as skating and ice hockey. Over 200 countries now compete in the Summer Olympic Games. The number of events has increased to 300 events and instead of five days of competition, the games now last for seventeen days.

There are some problems, however. There were no Olympic games held in 1916, 1940 and 1944 because of war. Also, some athletes use drugs to help them win. In addition, the games are very expensive. The 2014 Winter Games in Sochi, for example, cost \$US50 billion. Nevertheless, the Olympic Games continue to be extremely popular all over the world.

Task 9. Reading comprehension quiz

1. What is the main idea of the article?

- a) The Olympics have always been popular.
- b) There are many problems with the Olympics.
- c) The Olympics began a long time ago and continue today.

2. Where did the Olympic Games first begin?

- a) Athens
- b) Rome
- c) Olympia

3. Men like to watch the Olympic Games more than women do.

- a) True
- b) False
- c) It doesn't say.

4. After the first Olympic Games in 776 BC, how long did they continue in Greece?

- a) about one thousand years
- b) about two thousand years
- c) about three thousand years

5. In Paragraph 1, what does 'They' refer to?

- a) men
- b) the Olympic Games
- c) Greek city-states

6. Where were the first modern Olympic Games held?

- a) Athens
- b) the IOC
- c) in fourteen different countries

7. According to the article, what couldn't women do in the first Olympic Games?

- a) compete in the Olympics
- b) play hockey
- c) travel to different countries and cities

8. What was most special about the 1900 Olympics?

- a) Some people wanted the games to be in different places.
- b) Women competed in the games.
- c) They were held in Paris.

9. What does the article say about the use of drugs in the Olympics?

- a) It's a good thing.
- b) It's a bad thing.
- c) The article doesn't say.

10. In Paragraph 3, what does 'them' refer to?

- a) drugs
- b) the games
- c) athletes

Grammar-in-Context

Task 10. Complete the article by circling the correct words

Athletes competed in the first Olympic Games in Greece almost three thousand years ago in 776 BC. Every four years, people from Greek city-states (and later the Roman empire) (1)_____ to a place called Olympia to (2)_____ the games, which continued until 393 AD. They lasted from (3)_____ one and five days and only men were allowed to compete in the games. Many of the sports events were similar to those found in (4)_____ modern games where athletes run, jump and throw.

The modern Olympic Games began with the creation of the International Olympic Committee (the IOC) in 1894 and Greece (5)_____ the first country to hold the games, in the city of Athens, in 1896. Fourteen countries with 241 athletes competed in forty-three events. (6)_____ some people wanted to have the games in Athens every four years, the IOC decided to have (7)_____ in different countries and cities. In 1900, they were held (8)_____ Paris and women were allowed to compete in the games for the first time. The first Winter Olympic Games were held in 1924 and athletes competed in events such as skating and ice hockey. Over 200 countries now (9)_____ in the Summer Olympic Games. The number of events has increased to 300 events and instead of five days of competition, the games now (10)_____ for seventeen days. There are some problems, however. There were (11)_____ Olympic Games held in 1916, 1940 and 1944 because of war. Also, some athletes use drugs to help them win. In addition, the games (12)_____ very expensive. The 2014 Winter Games in Sochi, for example, cost \$US50 billion. Nevertheless, the Olympic Games continue to be extremely popular all over the world.

1.	(A) travel (B) travels (C) traveled (D) traveling	4.	(A) today's (B) today (C) todays (D) todays'	7.	(A) they (B) their (C) them (D) there	10.	(A) lasts (B) lasted (C) last (D) were lasting
2.	(A) watches (B) watched (C) watching (D) watch	5.	(A) were (B) was (C) is (D) are	8.	(A) to (B) for (C) on (D) in	11.	(A) not (B) no (C) don't (D) didn't
3.	(A) between	6.	(A) However	9.	(A) compete	12.	(A) is

(B) after
(C) to
(D) towards

(B) Although
(C) Therefore
(D) Because

(B) competing
(C) competed
(D) competes

(B) are
(C) can
(D) does

Task 11. Activity 'Find someone who ...' Ask 'Yes/No' questions with verbs 'Do' and 'Did' and 'be' verbs 'Are' and 'Were' – both present and past forms

Someone who ...	Groupmate's name	Additional information: Who? What? Where? When? Why? How?
... likes to watch the Olympic Games		
... thinks it's easy to be an Olympic athlete		
... wants to be an Olympic athlete		
... is a member of a sports team		
... wants to watch the next Olympic Games		
... watched the last Olympic Games		
... hates to watch sports		
... knows where the next Olympic Games will be held		

Task 12. Topic discussion: Discuss the questions below with your partner
Student 'A'

1. Have you ever watched the Olympic Games on TV? Why? / Why not?
2. Would you like to be an Olympic athlete? Why? / Why not?
3. Do you think the Olympic Games are interesting? Why? / Why not?
4. Do you know anyone who has competed in the Olympics? If 'yes', who?
5. Where did the Olympic Games first begin?
6. What kinds of sports are there in the Winter Olympic Games?
7. Does your country often win Olympic gold medals? If 'yes', in which sport?
8. What do you think Olympic athletes eat for breakfast?
9. When are the next Olympic Games going to begin?
10. What are some good things about the Olympic Games? What are some bad things?

Student 'B'

1. Why do so many people like to watch the Olympics?
2. Do you think it's easy to be an Olympic athlete? Why? / Why not?
3. How would you feel if you won an Olympic gold medal? What would you do? Why?
4. How old are the Olympic Games?
5. What kinds of sports are there in the Summer Olympic Games?
6. Should the Olympics be every year instead of every four years? Why? / Why not?
7. Should there be Olympic Games for animals? Why? / Why not?
8. Should your city host the next Olympic Games? Why? / Why not?
9. Where will the next Olympic Games be held?
10. Do you think the Olympic Games are a waste of money? Why? / Why not?

Task 13. Word search. Scan the letters below. Search the words given in the centre

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

l	b	i	s	h	s	o	c	c	e	r	i	a	n	t	d	s	a
e	r	n	o	l	Below are 18 words and phrases that begin with the following letters: S-P-O-R-T								t	d	t	k	o
r	m	m	y	d									h	o	b	a	i
b	e	v	o	s									i	a	s	t	i
l	o	v	l	w									r	e	w	i	e
a	e	r	y	i									d	m	u	n	g
d	h	i	m	m	skating skiing soccer squash surfing swimming ping-pong Olympics race				rollerblading running team teammate team sport tennis third place track trophy				p	f	b	g	n
i	f	e	p	m									l	q	n	k	e
n	o	j	i	i									a	u	m	t	j
g	v	a	c	n									c	h	a	r	r
y	p	o	s	g									e	t	t	o	r
s	l	o	h	r									c	a	r	p	t
m	r	n	e	a									b	g	u	h	g
k	o	r	a	c									e	n	f	y	a
t	c	a	n	s									d	i	a	r	i
c	e	h	m	o									f	n	b	c	a
r	b	n	f	a									m	n	u	i	g
l	a	g	n	o	d	j	h	s	a	u	q	s	e	u	s	f	n
w	i	c	n	i	q	u	e	b	n	l	o	o	w	r	s	a	i
f	d	e	e	v	s	u	h	h	r	t	i	a	v	m	k	z	i
r	e	f	c	x	i	h	g	n	o	p	g	n	i	p	c	n	k
t	e	a	m	m	a	t	e	r	e	a	h	p	y	f	x	g	s

Grammar. Modal verbs can,may,must

We use modal auxiliary verbs *can*, *may*, *must* in the English language for various meanings - ability, possibility, probability, certainty, permission, prohibition, obligation, opinion, speculation, etc.

Can

1. It is used to express the ability to do something.

I can swim very well.

Can he speak English fluently? - No, he can't. We cannot sing at all!

2. It expresses the possibility to do something.

We can go to the seaside at last. Our holidays start next week.

3. We use it to say that something is probable.

It can be John. He has blond hair and he is wearing glasses.

4. It expresses the permission to do something.

Why not? You can marry her. She is a nice girl.

May

1. It is used for permissions.

You may borrow my car. I won't need it. May I smoke here? - No, you can't, I'm sorry.

2. It is used to express probability or prediction.

They may call tomorrow. I hope so.

The main difference between *may* and *can* is in style. *May* is more formal than *can*. *Can* is typical of spoken English.

3. The opposite of *may* is *must not* or *may not*.

May I smoke here?

- You mustn't smoke here. (strong prohibition)
- You may not smoke here. (more polite, very formal)
- You can't smoke here. (informal spoken English)

Must

1. It is used for strong obligations. It is personal, because it expresses the speaker's opinion or will.

I must clean my teeth. I want to be healthy. You must go there. And do it right now!

2. It means a strong recommendation.

You must see it. It's the best film I've ever seen.

3. We use it to show the certainty of the speaker.

They must be at school by now. It's already 9 o'clock.

4. The opposite of must is need not.

Mum, must I wash up? - No, you needn't. I've already done it.

Must not has a different meaning. It is used to express prohibition that involves the speaker's will.

We mustn't come late today. Or the teacher will be very angry.

He mustn't enter this room. It is dangerous.

Note: Normally, these modal auxiliary verbs are not used in different tenses. The past tense of *can* is *could*, *may* and *must*, however, only have the present form. All the other tenses must be formed in a different way.

We make the passive voice with a *verb + be + past participle*: *This can be done. The laws must be respected*

Task 14. Use the appropriate modal verbs: can, can't, must, mustn't.

1. She is a small baby. She _____ eat meat, but she _____ drink milk. 2. He is so ill that he _____ see the doctor. 3. It's raining heavily. You _____ take your own umbrella. 4. We _____ pick the flowers in the park. It's forbidden. 5. Mike is only nine months old. He _____ eat nuts yet. 6. He is very fat. He _____ run so fast. 7. You are speaking very quickly. I _____ understand you. 8. I'm very tall, so I _____ play basketball. 9. You _____ park that car there. It's a no-parking zone. 10. Many students in Great Britain _____ wear a uniform when they go to school. 11. George has travelled a lot. He _____ speak 4 languages. 12. I _____ come with you now because I'm studying for my test. 13. Footballers _____ touch the ball with their hands. 14. _____ I use your phone? 15. You _____ speed through the city. It's dangerous!

Task 15. Make up questions using modal verbs:

1. your brother/ play/ table tennis/ can? – Yes, he...
2. your cousin/ can/ ride a horse? – No, he...
3. may/ go to/ I / the cinema/ – Yes, you...
4. late/ may/ come home/ she – No, she...
5. learn this poem/ must/ she/ by heart? – Yes, she...
6. books/ how many/ they/ must/read? – Only two.
7. the student/ mobile/ phones/ use/ can/ at the exams? – No, they...
8. children/ come to school / in time/ must? – Yes, they...
9. I/open/ window/can/ the? - Yes, you....
10. Drive/brother/a/your/can/car? - Yes, he....

Task 16. Correct the following sentences

1. You don't can go to the party.
2. He musts take his dog for a walk.
3. I can to help you.
4. He not must be late.
5. Can his brother speaks French?
6. Paul must to go there.

7. You don't must smoke here.
8. It's impossible, you can't running that distance.
9. You mustn't smokes in planes.
10. Rose and Ted must being good players. They have won hundreds of cups !
11. I can't to stop and talk to you now. I have to get to the library.

Task 17. Use the verbs can, may, must in positive or negative forms

1. Excuse me! _____ you speak French?
2. Alan isn't coming tonight. He _____ come tomorrow, I hope.
3. There's a lot of work to do in the house. You _____ help me!
4. You _____ call him anymore. I have already called him.
5. She is over there. _____ you see her?
6. _____ I borrow your pen, please?
7. Teachers _____ beat children. It's forbidden.
8. I can hear some voices. Someone _____ be in the house.
9. We _____ eat sweets! We are on a diet.
10. You _____ buy it on Sunday if you want. The shops are open.
11. You _____ drive me to the station. I can walk.
12. We want to be the best. We _____ practise.

UNIT 15. Career responsibility

Grammar. Simple past Tense. Regular and irregular verbs in English

Simple past Tense

Formation :

- with regular verbs: **infinitive + -ed**
- with irregular verbs: **2nd column** of the table of the irregular verbs

I / He / She / We **returned /left**

Did he return/ leave? Yes, he did. / No, he didn't

He did not (didn't) return / leave

Use:

For actions which happened at a definite or stated time in the past; that is, we know when they happened.

They **graduated** four years ago. (When did they graduate? Four years ago.

We know he **ime**.)

For actions which happened repeatedly in the past but don't happen any more. In this case we can use adverbs of frequency (always, often, usually, etc.).

He **often played** football with his dad when he was five. (But he doesn't play football with his dad any more.)

For actions which happened immediately one after the other in the past.

They **cooked** the meal **first**. **Then** they **ate** with their friends.

To talk about people who are no longer alive.

Princess Diana **visited** a lot of schools.

Time Expressions:

Time expressions used with the past simple include: **yesterday, last night/week/month/year / Monday, etc., two days/weeks/months/years ago, then, when, in 1992, etc.**

Regular verbs

Many English verbs are **regular**, which means that they form their different tenses according to an established pattern. Such verbs work like this:

Verb	3rd person singular present tense	3rd person singular	past participle	present participle
------	--------------------------------------	------------------------	--------------------	--------------------

past tense				
laugh	he/she laughs	he/she laughed	laughed	laughing
love	he/she loves	he/she loved	loved	loving
boo	he/she boos	he/she booed	booed	booing

Present tense formation

In the present simple tense, the basic form of a regular verb only changes in the 3rd person singular, as follows:

Most verbs just add *-s* to the basic form (e.g. *take/takes, seem/seems, look/looks*).

Verbs that end with a vowel other than *e* add *-es* (e.g. *go/goes, veto/vetoes, do/does*).

Verbs that end with *-s, -z, -ch, -sh, and -x* add *-es* (e.g. *kiss/kisses, fizz/fizzes, punch/punches, wash/washes, mix/mixes*).

If the verb ends in a consonant plus *-y*, change the *y* to an *i* before adding *-es* (e.g. *hurry/hurries, clarify/clarifies*). But if the verb ends in a vowel plus *-y*, just add *-s* (e.g. *play/plays, enjoy/enjoys*).

Past tense formation

Forming the past simple tense of regular verbs is mostly straightforward, and you use the same form for the first, second, and third persons, singular and plural:

If the basic form of the verb ends in a consonant or a vowel other than *e*, add the letters *-ed* to the end (e.g. *seem/seemed, laugh/laughed, look/looked*).

For verbs that end in *-e*, add *-d* (e.g. *love/loved, recede/receded, hope/hoped*).

If the verb ends in a consonant plus *-y*, change the *y* to an *i* before adding *-ed* (e.g. *hurry/hurried, clarify/clarified*). But if the verb ends in a vowel plus *-y*, just add *-ed* (e.g. *play/played, enjoy/enjoyed*).

Forming participles

To form the past participle of regular verbs, follow the same rules as for the past simple tense above.

To make the present participle of regular verbs:

If the basic form of the verb ends in a consonant or a vowel other than *e*, add the ending *-ing* (e.g. *laugh/laughing, boo/booing*).

If the verb ends in *e*, drop the *e* before adding *-ing* (e.g. *love/loving, hope/hoping*).

If the basic form ends in *y* just add *-ing* (e.g. *hurry/hurrying, clarify/clarifying*).

There are many **irregular** verbs that don't follow the normal rules. Here are the forms of some of the most common irregular verbs:

Verb	3 rd person singular present tense	3 rd person singular past tense	past participle	present participle
be	is	was	been	being
begin	begins	began	begun	beginning
bite	bites	bit	bitten	biting
break	breaks	broke	broken	breaking
buy	buys	bought	bought	buying
choose	chooses	chose	chosen	choosing
come	comes	came	come	coming

dig	digs	dug	dug	digging
do	does	did	done	doing
drink	drinks	drank	drunk	drinking
eat	eats	ate	eaten	eating
fall	falls	fell	fallen	falling
feel	feels	felt	felt	feeling
find	finds	found	found	finding
get	gets	got	got	getting
go	goes	went	gone	going
grow	grows	grew	grown	growing
have	has	had	had	having
hide	hides	hid	hidden	hiding
keep	keeps	kept	kept	keeping
know	knows	knew	known	knowing
lay	lays	laid	laid	laying
lead	leads	led	led	leading
leave	leaves	left	left	leaving
lie	lies	lay	lain	lying
lose	loses	lost	lost	losing
make	makes	made	made	making
meet	meets	met	met	meeting
put	puts	put	put	putting
read /ri:d/	reads	read /red/	read /red/	reading
ride	rides	rode	ridden	riding
ring	rings	rang	rung	ringing
rise	rises	rose	risen	rising
run	runs	ran	run	running
say	says	said	said	saying
see	sees	saw	seen	seeing
sell	sells	sold	sold	selling
set	sets	set	set	setting
sing	sings	sang	sung	singing
sit	sits	sat	sat	sitting

stand	stands	stood	stood	standing
stick	sticks	stuck	stuck	sticking
take	takes	took	taken	taking
teach	teaches	taught	taught	teaching
think	thinks	thought	thought	thinking
wake	wakes	woke	woken	waking

Note that sometimes the spelling doesn't change but the pronunciation does (e.g. *read*). There are many more irregular verbs in English than those listed here. If you aren't sure how a verb behaves, it's best to look it up. All irregular verb forms are given in full at the main dictionary entry.

Task 1. Put the verbs in Past Simple tense

1. I _____ my mistake. (admit)
2. We _____ a lot about it. (learn)
3. The wind _____ last night. (blow)
4. We _____ in Prague. (meet)
5. When she heard it she _____ (cry)
6. I _____ the book on the desk. (put)
7. Sue _____ a cat with a pencil. (draw)
8. We _____ the postcard yesterday. (send)
9. Finally, we _____ the address. (find)
10. I _____ down on a chair and relaxed. (sit)
11. He _____ the ball and ran away. (hit)
12. I _____ you in time. (tell)
13. I _____ you were right. (know)
14. He _____ what I wanted. (understand)
15. The teacher _____ her temper. (lose)
16. We _____ to laugh. (begin)
17. They _____ the match on Friday. (play)
18. We _____ the tomatoes in the market. (buy)
19. Jim _____ he was ill. (say)
20. Yesterday I _____ very early. (wake up)

Task 2. Write positive sentences in Simple past.

1. He / the question / answer
2. The dog / bark
3. They / us / call
4. We / a mountain / climb
5. John / stamps / collect
6. We / in London / live
7. I / hungry / be
8. They / a hamster / have
9. He / to school / go
10. You / a question / ask

Task 3. Put the verbs in Simple past tense

1. Yesterday evening I _____ (go) to the cinema with a friend.
2. From 1995 to 1998 _____ (work) in Tokyo.
3. Last night the concert _____ (finish) at midnight.

4. I _____ (arrive) at the office this morning before my colleagues.
5. When he was young, Tom _____ (ride) a bicycle to school.
6. The train was at 8 p.m. so I _____ (leave) home at 7 p.m.
7. Last Sunday was my mother's birthday, so I _____ (make) a cake.
8. I _____ (start) to play golf five years ago.
9. The great composer Mozart _____ (die) at the age of 35.
10. Julie _____ (do) a lot of English exercises last week.

Task 4. Write the verbs in Past participle form

- 1) She has never _____ (let) her son play computer games.
- 2) Have you already _____ (read) today's newspaper
- 3) The house has been _____ (sell).
- 4) He has _____ (lose) his wallet again.
- 5) I have _____ (write) three essays this week.
- 6) That clock was _____ (make) in Switzerland.
- 7) He had _____ (run) 6 miles when he hurt his ankle.
- 8) I have never _____ (see) such a beautiful view.
- 9) He has _____ (teach) hundreds of students during his career.
- 10) Have you ever _____ (meet) a famous person?
- 11) Because she hadn't _____ (pay) the bill, the electricity went off.
- 12) They have _____ (send) Christmas cards to all their friends.
- 13) Where have we _____ (put) the car keys?
- 14) We have never _____ (sing) in public before.
- 15) She had _____ (wear) her blue dress many times.
- 16) John had never _____ (speak) English before he came to London.
- 17) Why have you _____ (stand) up - are we leaving?
- 18) Have you ever _____ (swim) in the Atlantic Ocean?
- 19) It had _____ (take) three hours to reach the station, so they had missed the train.
- 20) I have never _____ (say) that I didn't love you.

Task 5. Complete the following sentences using the past or past participle form of the verb given in the brackets.

1. It has been ages since I last _____ him. (see)
2. The old man has _____ better days (see)
3. The cat _____ all the milk. (drink)
4. The child has _____ all the milk. (drink)

Listening: Read and listen to the interview with Lord Duncan about his new job. Is it a difficult job?

Interviewer: Lord Duncan, nice to meet you. You are the new president of Duncan Enterprises. Tell us about your new job.

Lord Duncan: It's an interesting job, but it isn't easy.

Interviewer: Really?

Lord Duncan: Well, I have my father's job. I work a lot.

Interviewer: Do you work every day?

Lord Duncan: No, I don't. Not every day. I work from Monday to Wednesday.

Interviewer: Do you work in your father's old office?

Lord Duncan: No, I don't. I have my own offices now.

Interviewer: Offices? Do you have more than one office?

Lord Duncan: Yes. I do. I have two offices. One for me and one for the two secretaries.

Interviewer: I see. Two secretaries. Do they work Monday to Wednesday?

Lord Duncan: No, no. no. No. they don't. They work Monday to Saturday.

Interviewer: Ah.

Lord Duncan: I have a game of golf today. Do you have any other questions?

Interviewer: No. I don't. Thank you. Lord Duncan.

Lord Duncan: You are welcome.

Task 5. Listen to the interview again and choose the correct answer.

1. Lord Duncan is the ... of Duncan Enterprises.

a) secretary b) student c) President

2. He works a week.

a) five days b) two days c) three days

3. Lord Duncan's father ... in the company.

a) Lives b) doesn't work c) works

4. Lord Duncan has

a) two offices and two secretaries b) two offices and a secretary c) an office and two secretaries

Writing: A letter of application

Task 6. In formal letters, appearances count. There are ten spelling mistakes in the letter below. One is underlined. Underline the other nine and write the words correctly.

118 Potters Drive

Swansea

SW6 9PQ

Welsh Youth Rugby Association

19 Harrison Avenue

Swansea

SW3 4JL

I "March " Marsh, 200

Dear Sir/Madame,

I am writting to apply for a place on your rugby sommer school. I am sixteen years old and play in my scool rugby team. Pleese sent me an applicashon form. I look forward to herring from you.

You're faithfully,

Alan Hughes

Task 7. Do the puzzle and find the mystery word.

1. Please send me an ____ form.

2. I would like to ____ for a place.

3. I saw your ____ in the newspaper.

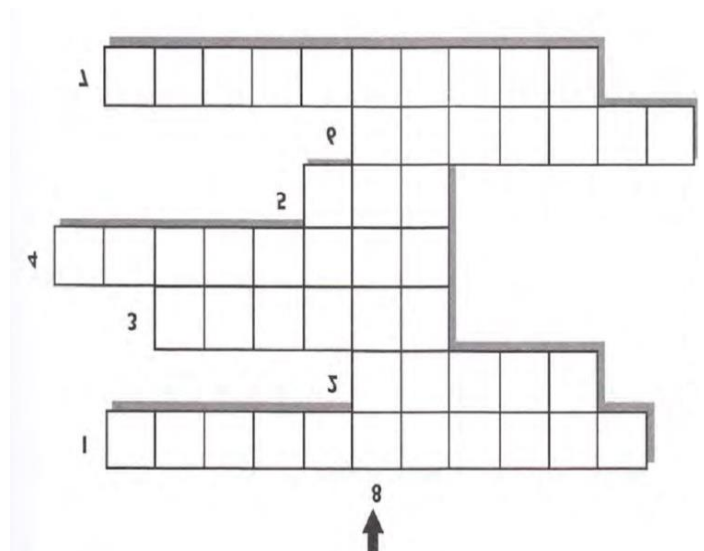
4. EH 12 9LZ is a ____

5. Dear ____ or Madam,

6. I look ____ to hearing from you.

7. Yours ____

UNIT 16. Protection of environment



Vocabulary

Task 1. Learn the words with their definitions

environment – the natural world, including the land, water, air, plants, and animals, especially considered as something that is affected by human activity;

harmony – a situation in which people live and work well with their environment or in a way that does not damage things around them;

be worried about – to feel nervous and upset because you keep thinking about a problem that you could have in the future;

pollution – the process of damaging the air, water, or land with chemicals or other substances;

dirty – not clean or is polluted;

waste – the useless materials, substances, or parts that are left after you use something;

dangerous – likely to have a bad effect or to cause a problem;

exhaust fumes – gases or steam produced by an engine as it works;

tropical rain forests – a forest in a tropical region of the world where it rains a lot. Rainforests are considered to be important environmental as they produce a large amount of oxygen on earth;

carbon dioxide – the gas formed when carbon is burned or when people or animals breathe out;

be recycled – to change waste materials so that they can be used again;

Task 2. Pair the words with their synonyms

nature; dirty; wood; power; to trouble; periodicals; fumes; polluted; dangerous; smoke; newspapers; forest; harmful; to worry; energy; environment;

Task 3. Match the nouns with suitable adjectives

1	harmony	a	fresh
2	industry	b	solar
3	energy	c	industrial
4	pollution	d	tropical
5	waste	e	electric
6	rain forests	f	great
7	power	g	modern
8	air	h	air

Reading **Keep Our Environment Clean**

About two hundred years ago man lived in greater harmony with his environment because industry was not much developed. Today the situation is quite different. People all over the world are worried about what is happening to the environment because of modern industry and the needs for more and more energy. Newspapers and magazines write more about water pollution, air pollution and land pollution.

Now many parts of the world are very crowded. The places we live in are becoming dirtier every year. People live in big cities and much of our waste, especially waste from factories, electric power stations, the chemical industry and heavy industry are very dangerous. Pollution from our cars and factories is also slowly destroying historic cities.

The Earth is our home. We must take care of it, for ourselves and for next generations. This means keeping our environment clean. The importance of this task is pointed out by ecologists and scientists who study the relation between living things and their environment. Common causes of damage are smoke from factories, car exhaust fumes, throwing away the industrial waste into the seas and rivers, cutting down tropical rain forests. This increases carbon dioxide in the atmosphere.

The most problems that all countries of the world face are:

The ozone hole: recent research shows that there is now a hole in parts of the ozone layer. (The ozone layer is a layer of gases which stop harmful radiation from the sun reaching the earth).

Global warming: an increase in world temperature caused by an increase in carbon dioxide.

Acid rain: rain that contains dangerous chemicals. This is caused by smoke from factories.

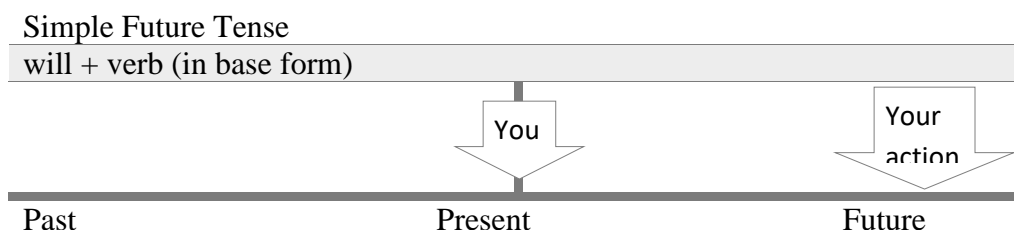
How can we help keeping our environment clean?

Plant more trees. Don't waste. Don't throw away bottles, newspapers, etc. Take them into a bottle bank or newspaper bank. They can be recycled.

Task 4. Answer the questions:

1. What do you understand under the word 'environment'?
2. About two hundred years ago man lived in greater harmony with his environment. Today the situation is quite different. Why?
3. How do people all over the world damage the environment?
4. What are the common causes of damage?
5. What will happen if the level of carbon dioxide increases in the atmosphere?
6. What are the global problems do all countries face nowadays?

Grammar: Simple future Tense



The forms of Simple Future

The affirmative form of the simple future

I, you, he, she, it, we, they + will ('ll) + verb

Someone is ringing the bell. I *will open* the door.

The interrogative form of the simple future

Will + I, you, he, she, it, we, they + verb

Will you buy a computer?

Will he go to the party?

The affirmative form of the simple future

I, you, he, she, it, we, they + will not (won't) + verb

I *will not* stay in the college if I finish my work.

I *won't visit* Big Ben if I go to London.

The use of Simple Future

We use the simple future for instant decisions

Example: "I've left the door open; I *ll close* it."

We use the simple future, when we predict a future situation

Example: "She *ll pass* the exam. She's hardworking."

We use the simple future with: "I (don't) think...", "I expect...", "I'm sure...", "I wonder. ...", "probably"

Example: "It *will probably rain* tonight", "I wonder what *will happen*?"

We use the simple future in conditional sentences type one

Example: "If I have enough time, I *ll watch* the film."

Things to Remember (!)

1. We don't use the simple future to say what somebody has already decided or arranged to do in the future. We use instead either the present continuous or "going to + verb" (**Future plan**)

Ann *is traveling* to New York next week. (not "Ann ~~will travel~~")

Are you going to watch television? (not "~~will you watch~~")

2. You can use **shall** instead of **will** for **I** and **we**

I shall be back in an hour (or I will be back ...)

We *shall* play football (or I *will* play ...)

3. 'll is the short form of **will**. You can say either "*I will go*" or "*I'll go*"

4. **Won't** is the short form of **will not**. You can say either "*I will not go*" or "*I won't go*"

Task 5. Use the verbs in Simple Future

Jim asked a fortune teller about his future. Here is what she told him:

1. You (earn) _____ a lot of money.
2. You (travel) _____ around the world.
3. You (meet) _____ lots of interesting people.
4. Everybody (adore) _____ you.
5. You (not / have) _____ any problems.
6. Many people (serve) _____ you.
7. They (anticipate) _____ your wishes.
8. There (not / be) _____ anything left to wish for.
9. Everything (be) _____ perfect.
10. But all these things (happen / only) _____ if you marry me.

Task 6. Complete the sentences

1. I (give) _____ you my business card.
2. Mister Carlisle (get) _____ back to you in a minute.
3. We (fax) _____ our order.
4. I (be) _____ with you in a second.
5. If you fax your order immediately, we (send) _____ the goods today.
6. If we do not order today, we (receive / not) _____ the goods in time.
7. We regret to inform you that we (be able / not) _____ to deliver the goods within the confirmed delivery time.
8. When (she / return) _____?
9. How long (you / be) _____ available today?
10. (you / take) _____ the call?

Task 7. Complete the sentences in Simple Future for plans (to be doing to)

The last marketing-campaign was not really successful. The organizers of that campaign have therefore come together to discuss what went wrong. Now they are explaining what is going to be different in the next campaign.

Question: What (change / you) _____ in the next campaign?

Answer: We (start) _____ planning the campaign earlier. And we (focus) _____ on a specific target group.

Question: How (do / you) _____ that?

Answer: We (cram / not) _____ that much information into our campaign. Instead, the campaign (leave) _____ just one clear message.

Question: Which target group (reach / you) _____?

Answer: Our next campaign (target) _____ at housewives aged 30 to 40.

Question: How (get / you) _____ these prospects to buy our products?

Answer: The campaign (make) _____ clear that these products can make life a lot easier for the housewife.

Task 8 Write in I'll, we'll, he'll, she'll, they'll, it'll.

1. I'd like to see animals. I think _____ go to the zoo today.
2. Wendy likes dinosaurs. I think _____ go to the Natural History Museum.
3. We like dancing. I think _____ go to the disco.
4. My parents want to buy presents. I think _____ go to the gift shop. '
5. Jim likes walking. I think _____ go to the park.
6. Put on your scarf and hat. I think _____ be cold today.
7. I want to watch a cartoon. I think _____ go to the cinema tomorrow.

Task 9. Write in 'It will won't.

1. Lucy was born in 1998. In 2021 she _____ be 23.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

Task 10. Do you think that in the future, you will:

- 1 learn a new language?
- 2 travel a lot?
- 3 move to a different country?
- 4 learn a musical instrument or a new musical instrument?
- 5 be richer?

Write sentences.

I think I'll _____

Perhaps I'll _____

I don't think I'll _____

Example:

I think I'll learn a new language. or Perhaps I'll learn a new language. or I don't think I'll learn a new language.

Task 11. Write about your plans for this afternoon.

Begin like this:

First I'll have dinner. Then I'll go for a walk. After that ..

Task 12. Write how you see your five-year future and plans for this period**Listening "Saving the Earth" (mp3)****Task 13. Learn the new vocabulary to the tape**

waste – useless material left after using something

watering – to pour water on plants so they can grow

a garbage – waste that is to be thrown away

a trashcan – a bin in which we throw the garbage

littering – to drop waste on the ground in a public place, making it untidy

___	Interviewer:	So, how can children recycle paper, I mean, everyday?
___	Alex:	By saving water.
___	Interviewer:	
___	Alex:	Well, how can we do that?
___	Interviewer:	When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?
___	Alex:	That's great. Well thanks Alex for your ideas.
___	Interviewer:	Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.
___	Alex:	
___	Interviewer:	

—	Alex:	No, I don't. Do you have any final suggestions?
—	Interviewer:	By not using too much water when we wash dishes, take a bath, and when we do other thing, like watering plants outside. Today, I'm interviewing nine-years old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment? Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live. Oh, I think I can do that. What else?

Task 14. Listen to the conversation. While listening put the conversation into the right order by numbering

Task 15. Read the statements and mark ✓ in True/False column

No	Statements	True	False
1.	Alex says to the interviewer that she is nine-years old.		
2.	Interviewer says that Alex should collect newspapers once a month to take them to a recycling center.		
3.	Alex asks the interviewer if he likes seeing trash all over the ground.		
4.	Interviewer asks Alex her ideas about saving the environment.		
5.	Alex states that we can save the forests by recycling paper.		
6.	Interviewer asks Alex if he keep the garbage until she finds a trashcan.		
7.	Interviewer tells Alex that he knows how to save the forests.		
8.	Alex states that we can save water by not using too much water in everyday life.		
9.	Interviewer asks Alex about her time spent in kindergarten.		
10.	Alex tells that she doesn't know how to save the environment.		

Speaking

Task 16. Pair work. Interview your partner

Do you ever worry about the environment?

What are the biggest environmental problems in the world?

Is there a problem with environment in your place? What problem is it?

What can governments do to save our environment?

What can individual do to help the environment?

Task 17. Group work. Work in groups of 4-5 learners. Discuss the questions given below:

1. Do we have any environmental problem in our place? What is it?

2. What is the cause of this problem?

3. How can this problem be solved? Your suggestions

Writing

Task 18. Write a paragraph on one of given environmental problem

Air pollution

Water pollution

Global warming

Grammar: Kinds of questions

Yes / No questions

Most of them start with an auxiliary verb and expect an answer *Yes* or *No*.

Yes / No Questions	Answers
Do you like your new teacher? Can you help me? Have you ever been here before? Did you visit your aunt yesterday?	Yes / No (Yes I do / No I don't) Yes / No (Yes I can / No I can't) Yes / No (Yes I have / No I haven't) Yes / No (Yes I did / No I didn't)

Note: you can ask a yes / no question using the verb "to be" as a full verb (not an auxiliary) as well.
E.g.-Are you from The United States?-Yes / No (Yes I am / No I am not)

Wh-Questions

As you can understand from its name, most of them start with a question word such as:
What / Where / Why / Who / Whose / When / Which

Wh-questions	Answers
What is your name? When did you come? Who is your teacher? Whose book is that?	<i>My name is John.</i> <i>I came yesterday.</i> <i>Mr. Jack is my teacher.</i> <i>That's mine.</i>

Note: there are other question words that don't start with "wh" as well.

How / how many / how often / how far / how much / how long / how old etc.

Examples: How are you?-I am fine.

How old are you?-I am fifteen.

How much is it?- It is \$5.

How do you make questions in English?

How long have you lived here?

How often do you go to the cinema?

Tag questions (disjunctive or tail questions)

They are mini-questions asked at the end of a statement to confirm it.

Examples: You love her, don't you? She has seen it, hasn't she? Nobody knew the answer, did they?

Let's go, shall we?

Choice Questions

We use choice questions when we offer choices.

Choice questions	Answers
Would you like a house or a flat? Do you go with your family or alone? Are you a little nervous or excited?	A house, of course. With my family. A little nervous.

Task 19. Put the correct question word using How? When? What? Whose? Who? How much? How old? How many? Where? How far? Which? Why? How often? How long?

-are you going to do now?
-have you been all my life?
-were you talking to this morning?
-did you last go to the dentist?
-was he so upset?
-team do you support?
-car is parked on a double yellow line?
-will you get home tonight?

9.is this building?
10.have you known each other?
11.dogs did you say she had?
12.time have you got?
13.have you travelled today?
14. do you see your children?

Task 20. Verbs - Question forms. Reorder the words to make questions.

1. you? Was expecting she
2. you Have finished your meal?
3. Are someone? you for waiting
4. he working? Has been
5. a time? Everyone is good having
6. anything? Did suspect they

Task 21.A. Fill in the words to form questions using *did, are, do, have, was, haven't, is, isn't*

1. What types of books _____ you like to read?
2. _____ she reading love story or an a adventure story?
3. _____ you seen «Titanic»?
4. Who _____ watching TV at eight o'clock last night?
5. It's an exciting book, _____ it?
6. _____ you going to watch a romantic film or a musical?
7. You have seen this film, _____ you?
8. _____ you go to the cinema last night?

B. Now group these questions by their types.

Yes / No Questions: _____.

Alternative Questions: _____.

Special Questions: _____.

Tag Questions: _____.

Task 22. A. Form alternative questions from the following sentences:

Model: *This flat is large. Is that flat large or is it small?*

1. This room is dirty. 2. This cup is empty. 3. That article is good. 4. This stick is long. 5. Those books are thick. 6. This house is big. 7. This boy is tall. 8. This exercise is difficult. 9. These shoes are cheap.

B. Make alternative questions using the words in brackets:

1. This is a map. (a plan).
2. John is a driver. (a teacher)
3. Polly is a teacher. (a doctor)
4. Those roses are white. (red)
5. The street is wide. (narrow)

Task 23. Find the correct questions tags to the sentences.

1. He sometimes reads the newspaper,?
2. You are Karakalpak,?
3. They had a nice weekend,?
4. Sue wasn't listening,?
5. Tom and Maria will arrive at Heathrow,?

UNIT 17. On-line etiquette.

Vocabulary

Task 1. Match the words, phrases and their definitions

1	Surf the net	A	have experience of working with computers and know how to use them
2	Browse website	B	inappropriate message sent in the Internet to a large number of users

3	Virtual life	C	programs which allow you to store, look at or change a large amount of information quickly and easily
4	Spam	D	searching information in the Internet
5	Databases	E	computer-based online community environment that is designed and shared by individuals so that they can interact in a custom-built, simulated world.
6	Computer-literate	F	spending time looking at things in the Internet
7	Crash	G	software error
8	A bug	I	a sudden failure which puts a system out of action
9	Back up	J	to be often unkind to someone or hurt other people
10	Bullying	K	the fact or state of being unable to stop doing something
11	Addiction	L	breaking into someone else's computer system, often on a network to steal or change or destroy information as a form of cyber-terrorism
12	Hacking/cracking	M	making extra copies of data in case the original is lost or damaged

Reading:

Task 2. Read the text and match the titles and the paragraph

Ten rules of netiquette

- 1) Adhere to the same standards online that you follow in real life.
 - 2) Respect other people's time.
 - 3) Remember the Human.
 - 4) Make yourself look good online.
 - 5) Ignore other people's mistakes.
 - 6) Respect the privacy of people.
 - a. Remember always to check your spelling and grammar before posting. Always be what you are talking about and make sense saying it. Be polite and pleasant to everyone.
 - b. You need to behave the same way online that you do in real life. You need to remember that you can get caught doing things you should not be doing online just like you can in real life. You are still talking to a real person with feelings even though you can't see him.
 - c. Remember people have other things to do besides read your email. You are not the center of their world. Keep your post and emails to a minimum by saying what you want to say. Remember everyone won't answer your questions.
 - d. There are Ten rules of Netiquette that everyone who goes online should follow. You should remember them every time you go online. Netiquette is a set of rules for behaving properly online. You need to remember that you are talking to a real person when you are online. Remember this saying when sending an email: Would I say this to the person's face. Do not read other people's mail without their permission. Going through other people's things could cost you your job or you could even go to jail. Not respecting other people's privacy is bad Netiquette.
- Do not take advantage of other people just because you have more knowledge or power than them. Treat others as you would want them to treat you if the roles were reversed. Do not point out mistakes to people online. Remember that you were once the new kid on the block. You still need to have good manners even though you are online and can not see the person face to face.

Speaking

What do you think about these pictures and what differences can you see?



Task 3. Sort out expressions in the box into two columns.

a) ~~shaking hands~~ b) ~~using capital letters~~ c) not mentioning the title in the mail you are sending d) listening attentively when smb. is speaking e) shouting at people f) putting private information to public which can be seen by everyone even criminals, government, future employers g) showing loyalty and good mood h) chain letters i) being very brief and clear j) being emotional k) no one can guess your mood l) citing others' work you use

Real life behavior

Online behaviour

a. b.

Task 4. Speak about social network (Telegram, Facebook, Instagram, Viber)

Task 5. Groupwork. Discuss the problems of working on the net.

Task 6. Speak about using network in everyday life. (Say advantages and disadvantages)

Listening: Listen to the tape and fill in the form

Task 5. Look through the following forms. Listen to the tape and fill in the forms.

Speaker 1

Name _____, Age _____,
Occupation _____,
Started using Internet _____,
Speaker used Internet for _____,
Problems _____, _____
Speaker's attitude _____

Speaker 2

Name _____, Age _____,
Occupation _____,
Started using Internet _____,
Speaker used Internet for _____,
Problems _____, _____
Speaker's attitude _____

Task 7. Listen again and fill in the gaps. Use no more than three words.

1. First I started spending hours then the whole days sitting _____ a computer.
2. Counter strike, the game which is _____ teens.
3. I was _____ the net and couldn't imagine a second without.
4. I _____ different guys whom I _____ who lived in our region.
5. Their _____ me was increasing day by day.
6. It lasted till I _____ my chaps.
7. They threatened me using impolite words, _____ me.
8. Guys chased _____ me, _____ and beating me.
9. Now, I am going to be _____ school.
10. By surfing the net I _____ various useful sites.

11. I didn't _____ what was happening.
12. Consequently, I couldn't _____ it.
13. The computer programmer who _____ that my kid/laptop was hacked or cracked.
14. I am sure it is _____ to destroy information this way.
15. I think we should _____ a solution to these kind of staff.

UNIT 18. Mass media

Vocabulary

Words: chat show, documentary, game show, reality show, soap opera, sitcom, newspaper, tabloid, quality paper, popular newspaper, local newspaper, magazine, social media, web page, blog, chat room, text message updates, text voting

Brainstorming Types of the Media:

TELEVISION & RADIO

THE PRESS

TYPES OF MEDIA

THE INTERNET

MOBILE PHONES

Answer the questions in pairs first, then have it as a class.

- How many hours a day do you spend
 - reading books?
 - watching TV?
 - listening to radio?
 - surfing the Net?
- Which of the media do you consider the most reliable source of information?
- Are you satisfied with the quality of newspapers?
 - TV programmes?
 - radio programmes?

Task 1. Match the words and their definitions

- Television
 - Newspaper
 - Tabloid
 - The Internet
 - Radio
1. a paper printed and sold usually daily or weekly with news, advertisements etc.;
 2. the process of sending and receiving messages through the air; broadcasting programmes for people to listen to;
 3. broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets;
 4. a newspaper with rather small pages, many pictures and little serious news;
 5. a way to communicate with your partner who might be a thousand miles away using the computer (e-mails).

Task 2. Questions

1. What mass media do you use more often?
a. Television b) The Internet c) radio d) books/CD books e) newspapers
2. What information do you usually prefer or find?
a) Leisure. b). Entertainment. c). Sport. d). Youth problems e). Politics. f). Economics. g). Finances
h). Crimes. I). Catastrophes. j). Style. Fashion. K). Advertisement l). Education

Reading. Read about broadcasting companies in different countries. Fill in the table with the names of broadcasting companies. Which of them is your favourite? Why?

Broadcasting companies

Nowadays broadcasting companies have become symbols of their countries.

Over 99 per cent of British homes have a TV and the average British watches the "box" 26 hours a week. BBC (or the British Broadcasting Corporation) is a state company. Its two channels BBC1 and BBC2 do not show adverts. BBC1 broadcasts popular programmes (the news, sports programmes, shows, children's programmes and soaps). BBC2 shows TV plays, classical concerts, foreign films.

Americans also love watching TV. American CNN (or Cable News Network) broadcasts only news but is popular all over the world.

CBC (or Canadian Broadcasting Corporation) can be seen or heard almost anywhere in the country. The company broadcasts in English and in French. It broadcasts the news, shows, films and other popular programmes.

At the moment there are two state channels on Russian TV: ORT and RTR. They broadcast different programmes (the news and shows, soap and children's programmes, recent and foreign films, sports programmes). They can be seen anywhere in the country. There are several other channels on Russian TV. One of them is KULTURA. It shows special programmes: cultural news, Russian and foreign classical films, the best performances, classical concerts, talk shows on culture and education. This channel is getting more and more popular.

In Uzbekistan there are many TV channels and they are categorized according to the interests and taste of TV watchers. Some TV channels like UZBEKISTAN, YOSHLAR, UZBEKISTAN 24 and UZREPORT mainly show news and events and they are considered as "serious" channels. Other channels, as SEVIMLI, ZOR TV, CARAVAN TV, MY 5, FUTBOL TV, BOLAJON and others mostly show movies, talk shows, concerts and sports events.

In Karakalpakstan there are few TV channels like KARAKALPAKSTAN, JASLAR TV and they serve to introduce all kind of programmes: news, events and entertainments.

Task 3. Fill in the table with the names of broadcasting companies.

Uzbekistan	
The USA	
Britain	
Canada	
Russia	

Speaking Task 4. Answer the questions

1. How often do you watch TV?
2. Name, please, advantages and disadvantages of watching TV?
3. What programmes do you like watching?
4. Do you watch the news?
5. Can you watch TV and do the homework at the same time?
6. Do you read newspapers?
7. Who in your family reads newspapers?
8. What is your attitude to the free local newspapers which contain a lot of advertising?
9. Do you watch TV before or after you have done your homework?
10. When does your favourite TV programme begin?
11. What is more interesting to watch: a film or cartoon?
12. What is your favourite cartoon? Why do you like it?
13. What is your favourite film?
14. Which media is the most popular in your family?
15. Have you got a radio?
16. Who in your family watches television more than others?
17. Do you video some TV programmes and watch them later?

Task 5. People use different Mass Media according to their interests. Your task is to write advantages and disadvantages of this media.

Task 6. Make up a situation «Interview with a star» (Groupwork)

Try to imagine that you are journalists from two local newspapers. You have an interesting meeting with a star today. You have only several minutes to make up about 5-7 questions for her in your group.

Writing. Task 7. Write a short composition on mass media. Use the following plan:

Introduction (What is mass media?)

Main part:

Paragraph 1: (Which of the media do you prefer? Why?)

Paragraph 2: (What are its advantages?)

Paragraph 3: (What are its disadvantages?)

Conclusion (What do you use it for? Why?)

Grammar Numerals

N numeral is a part of speech, denotes the number of objects, their number, and also the order when counting objects. It is a part of speech that defines the number or the order of items. e.g. Schoolchildren planted twenty apple trees and eleven cherries. Two times two - four. I was born on January 5, 1995. The fifth of June is World Environment Day.

There are **cardinal** and **ordinal** numerals in the English language.

1) **Cardinal numerals** show the number of certain items. They correspond to the interrogative word "How many?" e.g. one book, five girls, nine dollars, twenty five years.

2) **Ordinal numerals** are used to show the order of items. They correspond to the question starting with the word "Which?" e.g. first day, fifth grade, twelfth night, twenty seventh number, the fifties.

Task 8. Write the cardinal or ordinal numbers in word forms into the gaps

1. I have breakfast at ____ o'clock. (6)
2. My brother is in the ____ class. (6)
3. Jamie is ____ years old. (10)
4. Today is the ____ of April. (10)
5. It costs only ____ pound. (1)
6. I am so happy, that he won the ____ prize. (1)
7. It takes ____ hours to get from London to Cairo by air. (5)
8. It's the ____ day of our holiday in Florida. (5)
9. He scored ____ goals in ____ games. (3)/(2)
10. It was his ____ goal in the last ____ games. (3)/(2)

Task 9. Fill in the gaps with ordinal and cardinal numbers in English.

We have breakfast at ____ o'clock. (8)

It is the ____ time he comes here. (8)

I have bought ____ books. (4)

This is the ____ book I am reading this month. (4)

You must do this exercise the ____ time. (2)

I have seen ____ of my friends. (2)

He is in the ____ class. (7)

He has learnt English for ____ years. (7)

I have worked on this for ____ hours. (3)

You will find the answer in the ____ lesson. (3)

Monday is the ____ day of the week. (1)

There is only ____ cake left. (1)

The ____ part will be for him. (10)
____ of his soldiers were killed in the battle. (10)
____ is a good number. (5)
My boy is in the ____ form.(5)

Task 10. Write the final result.

Example: Ten + nine = nineteen $10 + 9 = 19$

1. Twenty one + four
2. Ninety two + four:
3. Forty+ sixteen:
4. Eighty + seven:
5. Fifty + twenty:
6. Fifty + thirteen:
7. Thirty + sixteen:
8. Thirty three + four:
9. Eleven + nine:
10. Seventy + eight:
11. Seventy + fifteen:
12. Seventy+twenty four:

Task 11. Write the numbers :

2/ Example: : (2) (a man) – two men,

(73) (a pen), (82) (a child), (15) (an apple), (68) (a desk), (32) (a toy), (57) (a ball), (95) (a doll), (102) (a bird), 743 (a book).

o **Write the numbers.**

1. The number of Dwarves Snow White lived with — _____
2. The Celsius freezing point — _____
3. Days in April — _____
4. The number of letters in the English alphabet — _____
5. An unlucky number — _____
6. Teeth in the normal human mouth — _____
7. The number of years in a millennium — _____
8. The number of months in a year — _____
9. Days in December – _____
10. Books in a trilogy — _____
11. Minutes in an hour — _____
12. Legs has an octopus — _____
13. Players in a soccer team — _____
14. Number of hours in a day — _____
15. Celsius boiling point — _____

UNIT 19 Lesson 30. My house

Vocabulary

attic, balcony, basement, ceiling, driveway, fireplace, floor, garage, hallway, office, roof, stairs, wall, yard, bathroom, living room, kitchen, stairs.

Task 1. Match the pictures of the parts of the house(1-20) to these words



- | | |
|--------------------|---------------------|
| 1. the bathroom | 11. the hall |
| 2. the garage | 12. the cellar |
| 3. the bedroom | 13. the terrace |
| 4. the kitchen | 14. the toilet |
| 5. the living room | 15. the stairs |
| 6. the alarm clock | 16. the dining room |
| 7. the balcony | 17. the picture |
| 8. the work office | 18. the attic |
| 9. the table | 19. the roof |
| 10. the corridor | 20. the chimney. |

Task 2. Complete the sentences with the words in Task 2

1. The *stairs* go up to the bedrooms at the top of a house.
2. You come into the house through the -----.
3. There's a flower in the -----.
4. The ----- is next to the bathroom.
5. The blue car is inside the -----
6. There are many chairs in the -----.
7. It's good to sit in the ----- in warm weather.

Task 3. Answer the questions

1. Where in the house do you brush your teeth? (bathroom)
2. Where in the house do you cook food? (kitchen)
3. Where in the house do you sleep at night? (bedroom)
4. Where in the house do you eat dinner? (dining room)
5. Where in the house do you sit with your family and watch TV? (living room)
6. Where do you see grass? (garden)
7. Where are your books, toys and games (bedroom)
8. Where are the dishes washed? (kitchen)
9. Where can you sunbathe? (garden)

10. Where does your family relax together? (living room)

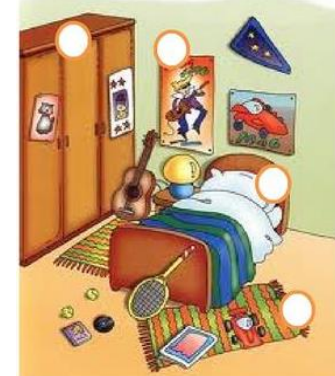
11. Where can you get wet inside your house? (bathroom)

12. Where is the largest table? (dining room)

Task 4. Choose the correct nouns to the pictures.

House and rooms- living room, house, bathroom, hall, bedroom, kitchen.

Objects and furniture- sink, toilet, picture, roof, door, pillow, poster, garden, mirror, bath, cooker, hanger, sofa, fridge, steps, lamp, curtains, cupboard, chimney, towel, wardrobe, washbasin, umbrella stand, rug



Reading Read the text and learn the topical words in bold type:

My house

I live in a comfortable city flat in a 9-storeyed **block of flats** in the centre of Nukus. It is not a very green place, but still there are many trees around the house and in summer the yard looks very beautiful and cozy. The house is located comfortably because there are a few supermarkets, pharmacies around and a cinema.

My flat is on the fourth floor. It's very **comfortable** and **well-planned**. There are three rooms, **a kitchen, a bathroom** and **a balcony** overlooking the yard.

We have all modern conveniences, such as **central heating, electricity, cold and hot running water and a telephone**. The largest room in our flat is the **living room**. My family uses it as a **sitting room**. There is **a sofa, two armchairs, a small glass coffee table, a TV set on the wall and a DVD player** in it. We use this room to meet the guests and to celebrate all holidays and important family occasions.

Two other rooms are **a bedroom** of my parents and my bedroom. My room is rather small but it is very cozy. I like it so much, because this is my own place, my own corner.

I have all the things that I need there – a soft **bed** at the right corner, **a table** near the window with a computer and **a wardrobe** near the wall.

Our **kitchen** is not very large but it's light. It's very **well-equipped**. We have got **a refrigerator, a microwave oven, an electric teapot, a coffee maker and a toaster** and a lot of

other **household stuff**. My mum likes cooking very much and in the evenings my family likes having dinner together in the kitchen – it's our family tradition.

Task 5. Answer the questions:

1. Do you live in a house or an apartment?
2. Describe the outside of your house or apartment.
3. Is it big or small?
4. What color are the walls and roof?
5. Is there a balcony, a yard, a garage, a driveway?
6. Describe the inside of your house or apartment.
7. Is there a hallway, an attic, a basement, an office?
8. What colour are the walls, floor and ceiling in your bedroom and your living room?

Task 6. Study the sentences and write (T) if the statement is true and (F), if the statement is false.

1. I live in a comfortable city flat in a 5-storeyed block of flats in the centre of Nukus.
2. The house is located comfortably because there are a few supermarkets, pharmacies around and a cinema.
3. My flat is on the fifth floor.
4. My balcony overlooks the street.
5. The largest room in our flat is the living room.
6. We use leaving room to meet the guests and to celebrate all holidays and important family occasions.
7. Our kitchen is very large and well-equipped.
8. Our family likes having dinner together in the kitchen in the evenings.

Task 7. Fill in the gaps (shelves, floor, curtains, kitchen, flat, modern conveniences)

1. Our flat has all.....: central heating, running cold and hot water, electricity, telephone and Internet, gas and central air-condition.
- 2..... the place where the whole family gathers every evening not only to have supper together, but also to speak and rest.
3. My wooden are overflowed with books, because I like to read.
4. Our..... is on the fourth floor.
5. The on the window match the wallpaper.
6. The..... is covered with a beautiful carpet.

Speaking Task 8. Speak about your flat and your room by answering the questions:

1. Have you a house or a flat?
2. How many rooms are there in your flat?
3. Has your flat all modern conveniences? What are they?
4. What room is the largest in your flat?
5. What is there in the middle of the room?
6. Is there a piano in the living-room?
7. What is there near the TV set?
8. How many windows are there in the bedroom?
9. What is on the bedside-table?
10. What colour curtains are there on the window?
11. What room is very cosy?
12. Is there much furniture in the study?
13. What is there in the right-hand corner of the study?
14. What is standing in the left-hand corner?

Task 9. Describe the ideal home that you would like to live in. You should say

- what your ideal home would look like
- where it would be
- and why you would like to live there.

Task 10. Describe the living room using this picture



Writing Task 11. Study this model text and write about your room.

My Room

We live in three-room flat. Of course, my favourite room in our flat is my own one.

I use my room as a study and a bedroom. It is very nice and cosy. There isn't much furniture in it, only the most necessary pieces. The built-in furniture doesn't take much space in the room.

On the left there is my bed and desk. The desk has a lot of drawers where I keep my text-books, notes, pens, pencils and other necessary things. On the right there is a sofa and a built-in wardrobe. In the right corner there is a comfortable arm-chair. Beside it stands a lamp with blue shade. I like to turn on the lamp, sit in the arm-chair and read an interesting book.

There are some shelves with books in my room. You can see Russian and English books there. There is a big thick carpet on the floor. There are some posters with my favourite singers on the wall.

I like my room very much. When my friends come to visit me, I invite them into my room. My room is a nice place for both rest and work.

Grammar Modal verbs and their equivalents

Modal verbs can be used to indicate ability, permission, possibility, necessity, etc. Unfortunately, not all modal verbs can be used in any types of tenses in English, so we need to know their alternative forms as well. We can't say "*I must go to the hospital yesterday*". We can't use "**must**" in simple past form; therefore, we need to change the modal verb "**must**" with "**had to**" – the simple past form of "*have to*".

INCORRECT: I must go to the hospital yesterday.

CORRECT : I had to go to the hospital yesterday.

For negation, we don't need to add a helping verb.

Examples:

- Julie need not worry about money. Her father is a wealthy man.
- She must not go out alone at night.

need not = *do not have to*

must not = *be not allowed to*

If we want to indicate a situation in the past, we have to use the alternative forms instead of the regular modal verbs.

Examples:

- Julie didn't have to worry about money. Her father was a wealthy man.

- She wasn't allowed to go out alone at night.

Now try this exercise: Fill in the gaps. Use the correct substitutes of modals.

Example:

Graham _____ (cannot) go skiing since his accident.

Graham **hasn't been able to** go skiing since his accident.

Some equivalents of modal auxiliary verbs

Be able to instead of can and could

He **is able to** do it on his own. (= He can do it on his own.)

The watchman **was able to** catch the thief. (= The watchman could catch the thief.)

She **was able to** solve the problem. (= She could solve the problem.)

Be to instead of will/shall

He **is to** retire next year. (= He will retire next year.)

We **are to** have a test in English next week. (= We will have a test in English next week.)

The structure 'be to' indicates simple future, like will or shall, but with a slight degree of uncertainty. The sentence 'He is to retire' means that 'He is likely to retire'. It is not quite certain whether he will actually retire or not.

Be to may also express a stronger meaning, almost like **must**, but it is not quite strong or blunt.

You **are to** take this medicine whether you like it or not.

Had better instead of should or ought to

You **had better** consult a doctor. (= You should consult a doctor.)

Had better may also express a threat.

He **had better** mend his ways.

Have to and have got to instead of must

I **have to** report for duty within a week. (= I must report for duty within a week.)

I **have got to** talk to her. (= I have to/must talk to her.)

Did you **have to** do that? (was that necessary?)

Have got to means the same as **have to** in most situations. It is more common in an informal style.

Modal verbs are for example *may*, *can*, *must*, *should*, *need*. They express an ability, permission, wish etc. to do something. (I may, can, must swim.) Many modal verbs cannot be used in all of the English tenses. That's why we need to know the substitutes to these modal verbs.

Modal Verb	Substitute	Example
must	to have to	I must swim. = I have to swim.
must not	not to be allowed to	I must not swim. = I am not allowed to swim.
can	to be able to	I can swim. = I am able to swim.
may	to be allowed to	I may swim. = I am allowed to swim.
need	to have to	I need to swim. = I have to swim.
need not	not to have to	I need not swim. = I don't have to swim.
shall / should / ought to	to be supposed to / to be expected to / to be to	I shall / should / ought to swim. = I am supposed to swim. / I am expected to swim. / I am to swim.

Task 12. Write the correct form of modal verbs

1. Last year my brother _____ (must) learn a lot of new words.
2. I _____ (cannot) go to Tina's party last weekend – my parents said "No!"
3. Next year I _____ (must) learn more in Latin because I want to get better marks.
4. I hope my parents _____ (can) buy a new car next year.
5. You _____ (needn't) answer all the questions in the test yesterday.

Task 13. Put the sentences in Past Simple and Future Simple Tenses. Use the model: *He can't speak to you now. He couldn't speak to you yesterday. He won't be able to speak to you tomorrow.*

1. You can't do it now.
2. You can't play tennis now.
3. They can't help you now.
4. Mary can't translate the text now.
5. Tom may ring me up now.
6. Children may play the computer now.
- 7.

Students must translate the text now. 8. The first - year students must pass their English test now. 9. He must pay more attention to his studies now.

Task 14. Fill in the blanks *must* or *have to* in correct form.

1. Nancy was feeling ill last night. She ... leave the party early. 2. You really ... work harder if you want to enter the institute. 3. Many children in Britain ... wear school uniform. 4. Ann's eye are not very good. She ... to wear glasses for reading. 5. I ... write to my parents. I haven't written to them for ages. 6. I can't come on Saturday. I ... meet my relatives at the airport. 7. He has forgotten the keys that's why he ... to wait. 8. She has forgotten her bag, that's why she to come back. 9. We had nothing to eat, that's why we to buy some products.

Task 15. Fill in *should* or *must/ have to*. Remember, in some cases *should* so as *must/ have to* can be used.

1. A person ... eat in order to live. 2. A person ... eat a balanced diet. 3. If you want to become a doctor, you ... go to medical school for many years. 4. We ... go to Colorado for our vacation. 5. According to my academic advisor, I ... take another English course. 6. I ... write to my folks tonight, but I think I'll wait and do it tomorrow. 7. You ... have a passport if you want to travel abroad. 8. Everyone ... have certain goals in life. 9. Rice ... have water in order to grow. 10. I ... go to class, but I don't feel good. I think I'd better stay home. 11. If a door is locked, you ... use a key to open it. 12. I don't have enough money to take the bus, so I ... walk home. 13. If you don't know how to spell a word, you ... look it up in the dictionary. 14. This pie is very good. You ... try a piece. 15. This pie is excellent! You ... try a piece.

Task 16. Complete the sentence using *can*, *could* or *(be) able to*. Use *can* if possible; otherwise use *(be) able to*. Use the model: George has traveled a lot. He can speak four languages.

1. Sandra drive but she hasn't got a car. 2. I can't see you on Friday but I meet you on Saturday morning. 3. Although the fire spread quickly, everybody to escape. 4. Ann had given us good directions and we to find her house. 5. My grandfather was a very clever man. He speak five languages. 6. They didn't want to come with us at first but we persuade them.

Task 17. A. These sentences come from an information booklet about a college. In each case choose the appropriate modal verb: *may*, *must*, *can*, *should*, *be able to*, or *need*.

- 1) The College welcomes part-time students who... work towards a qualification or attend a recreational education class.
- 2) Students claiming concessions for tuition fee payments ... still pay the registration fees in full.
- 3) Late entries to examinations ... be allowed, but will cost more than entering on time.
- 4) If you wish to attend a class in English for Speakers of Other Languages, you ... take our test before you enroll.
- 5) If you need any advice, your first point of contact is your tutor, and you ... always access other people through him or her.
- 6) A senior member of staff is on duty each evening between 6.30 and 9.30, and ... be contacted via Reception.
- 7) Students attending evening classes only may not ... access all our services. We ... however make arrangements for you to see an appropriate adviser during the day.
- 8) It is regretted that people with physical disability ... not be able to take the course that they choose.
- 9) The Student Council ... be elected by students from across the college to represent and promote their general interests.
- 10) The College café is open from 8.30 am to 4 pm and from 5 to 8 pm. Outside these hours, a range of food and drinks ... be purchased from vending outlets.

B. Choose the correct word or phrase to complete each sentence.

- 1) You *must/needn't* save a file before you turn the computer off, or you will lose it.
- 2) I am afraid this is a non-smoking office, so you *don't have to/can't* smoke in here.
- 3) Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
- 4) You *needn't/mustn't* send the reminder to Eastwood's – they paid the invoice this morning.

- 5) In countries like Iran, you *don't have to/can't* buy or sell alcohol.
- 6) This income tax form *must/needn't* be completed and returned to the Inland Revenue within 30 days.
- 7) You *mustn't/don't* have to come to the meeting if you have more important things to do.
- 8) This information is highly confidential, so you *mustn't/needn't* discuss it with anyone.
- 9) As you are from the European Union, you *mustn't/don't have to* have a visa to go to France.
- 10) Drivers wishing to hire a car *must/can* be over 21 and have a full driving license.

C. Look at the chart and make sentences using have to, don't have to, or can't.

	obligation	no obligation	prohibition
Airline pilots Union members University teachers Army officers Police officers	have good eyesight pay a subscription be graduates go to training courses be over 1.75m tall	work office hours be qualified teachers carry guns (UK)	drink before flying work during a strike go on strike

e.g. Airline pilots don't have to have excellent eyesight.

They don't have to work office hours.

D. Change each of the following sentences using might, can't, must, and a suitable infinitive.

1) It's possible that they will give us the discount that we want.

They ... might give us the discount we want.

2) Judging by the phone bill, I am sure she has been making long international calls.

Judging by the phone bill, she ...

3) The factory is on a 3-day week. I am sure they aren't selling many cars.

The factory is on a 3-day week. They...

4) It was a very bad deal. I am sure they lost a lot of money.

It was a very bad deal. They ...

5) There is a chance she will be promoted at the end of the year.

She ...

Task 18. Use modal verbs where possible. If a modal verb can't be used with a certain tense, use its substitute.

You (must) _____ get up early tomorrow.

You (not / need) _____ call a baby sitter.

We (may) _____ watch the film tonight.

He (not / can) _____ see me yesterday.

She (must) _____ stay at school yesterday afternoon.

(may / you) _____ go to the disco yesterday?

He (not / must) _____ sleep now.

You (not / need) _____ answer.

He (ought to) _____ give evidence at the court yesterday.

Since he bought the new car he (not / can) _____ sleep.

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