



Серия «На пути к эффективной школе»

FRIENDS WITH ENGLISH

(Методическое пособие для 8–9-х классов
средних общеобразовательных учреждений)



Вологда • 2019

Департамент образования Вологодской области
Вологодский институт развития образования

Серия «На пути к эффективной школе»

FRIENDS WITH ENGLISH

*Методическое пособие
для учителей английского языка 8–9-х классов
средних общеобразовательных школ*

Вологда
2019

УДК 372.881.111.1
ББК 74.268.1Англ
F92

Печатается по решению «проектного офиса» по мероприятию «Повышение качества образования в школах с низкими результатами и в школах, функционирующих в неблагоприятных социальных условиях, путем реализации региональных проектов и распространение их результатов». Протокол заседания № 4 от 21.06.2019 года

Издается в рамках реализации мероприятий по повышению качества образования в школах с низкими результатами обучения и в школах, функционирующих в неблагоприятных условиях, путем реализации региональных проектов и распространение их результатов

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F92 **Friends with English** : Методическое пособие для учителей английского языка 8–9-х классов средних общеобразовательных школ / Департамент образования Вологодской области, Вологодский институт развития образования ; [сост.: Бурсина О.А. и др.]. – Вологда: ВИРО, 2019. – 120 с. : табл. – (Серия «На пути к эффективной школе»).

ISBN 978-5-87590-509-4

Методическое пособие предназначено для организации дополнительной аудиторной и внеаудиторной работы с обучающимися 8–9-х классов средних общеобразовательных школ по английскому языку; для контроля знаний, умений и навыков по предмету. Пособие также может быть использовано для подготовки обучающихся к государственной итоговой аттестации в форме основного государственного экзамена по английскому языку.

УДК 372.881.111.1
ББК 74.268.1Англ

ISBN 978-5-87590-509-4

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ВВЕДЕНИЕ

Методическое пособие «Friends with English» («Дружим с английским») предназначено для работы с обучающимися 8–9-х классов средних общеобразовательных школ, участвующих в реализации проекта «Повышение качества образования в школах с низкими результатами обучения и в школах, функционирующих в неблагоприятных социальных условиях».

Настоящее издание призвано, во-первых, заинтересовать и мотивировать обучающегося к изучению иностранного языка; во-вторых, предоставить учителю методическую помощь разного уровня сложности в зависимости от потребностей и сложившейся ситуации в классе.

Пособие нацелено на отработку и автоматизацию грамматических навыков по темам: «Степени сравнения прилагательных в английском языке», «Модальные глаголы и их эквиваленты», «Видовременные формы английского глагола», «Активный и пассивный залог», «Прямая и косвенная речь». Также целью пособия является повторение, расширение и отработка лексики по темам: «Моя семья», «Дружба», «Школа», «Хобби», «Путешествия», «Спорт», «Климат», «Природа» и «Защита окружающей среды». Пособие ориентировано на совершенствование навыков чтения и понимания аутентичного адаптированного текста на общеучебную тематику, навыков и умений говорения и письма.

Все разделы построены по единой схеме. Каждый из шести разделов имеет рубрики: *Let's remember the words* (работа с лексическим материалом), *Let's drill the grammar* (отработка грамматических навыков в упражнениях), *Let's read and speak* (задания на чтение и отработку навыков устной речи). Каждый из предлагаемых блоков упражнений может использоваться как отдельно, так и во взаимосвязи, упражнения расположены по нарастающей сложности. Большинство заданий знакомит обучающихся с форматом государственной итоговой аттестации по английскому языку в рамках ОГЭ. Однако помимо традиционных упражнений к текстам в каждом разделе даются творческие задания. Кроме этого, также имеются задания для развития навыков

устной и письменной речи на английском языке по различным аспектам коммуникации в моделируемых учебных ситуациях общения.

Текстовый материал представляет отдельный интерес, поскольку может использоваться как дополнение к основному материалу УМК, если имеется такая возможность и необходимость в ходе формирования коммуникативных умений в курсе обучения английскому языку в школе.

Тренировочные материалы охватывают такие аспекты, как лексика, грамматика, чтение, устная и письменная речь. Благодаря содержанию заданий разного уровня сложности пособие позволяет учителю выбрать и использовать единичные упражнения или комплекс упражнений, необходимых в ходе работы с отдельно взятым классом. Ориентируясь на определенные лексические или грамматические темы стандартных УМК средних общеобразовательных школ, учитель может дополнить и разнообразить тренировочную базу обучающихся выбором соответствующих упражнений из данного пособия. Пособие предназначено как для аудиторной работы совместно с учителем, так и для самостоятельной работы.

В таблице, представленной ниже, раскрывается подробное содержание лексических и грамматических тем.

№ п/п	Раздел/UNIT	Лексический материал / Let's remember the words	Грамматический материал / Let's drill the grammar	Тематика текстов / Let's read and speak
1	2	3	4	5
1	MY RELATIVES	Обозначение родства и семейных отношений	– типы вопросов	– описание внешности, характера, привычек человека; – распорядок дня; – работа по дому; – семья будущего
2	CHARACTER AND APPEARANCE	– описание внешности человека; – черты характера;	– степени сравнения английских прилагательных и наречий;	– привычки, страхи людей; – рассказ о друге (внешность, характер,

1	2	3	4	5
			<ul style="list-style-type: none"> – градуальные и неградуальные прилагательные; – прилагательные на –ing / -ed; – прилагательные на –ful / -less; – другие суффиксы прилагательных 	привычки, хобби)
3	AROUND THE WORLD	<ul style="list-style-type: none"> – виды транспорта; – способы путешествовать 	<ul style="list-style-type: none"> – времена английского глагола в активном залоге; – слова-маркеры времен; – правильные и неправильные глаголы; – used to 	<ul style="list-style-type: none"> – путешествия; – приключения; – проблемы большого города; – где провести каникулы; – самые красивые острова на земле; – как проводят свободное время в разных странах
4	SCHOOLING	<ul style="list-style-type: none"> – школьные предметы; – кружки и секции; – учителя и ученики; – учеба; – территория школы 	<ul style="list-style-type: none"> – прямая и косвенная речь; – согласование времен 	<ul style="list-style-type: none"> – школы в разных странах; – школьный опыт разных учеников; – экзамены
5	PASTIMES AND SPORTS	<ul style="list-style-type: none"> – хобби (музыка, спорт и др.) 	<ul style="list-style-type: none"> – модальные глаголы и их эквиваленты 	<ul style="list-style-type: none"> – разнообразие хобби; – спорт в нашей жизни; – плавание;

1	2	3	4	5
				<ul style="list-style-type: none"> – аэробика; – посещение спортзала; – музыка; – кино; – Интернет
6	WEATHER AND NATURE	<ul style="list-style-type: none"> – прогноз погоды; – природные явления 	– времена английского глагола в пассивном залоге	<ul style="list-style-type: none"> – телепередачи о природе; – любимое время года; – планета Земля; – экологические проблемы; – защита окружающей среды

Unit 1 MY RELATIVES

LET'S REMEMBER THE WORDS

Тема этого блока упражнений является сквозной для нескольких лет обучения английскому языку в начальной и средней школе.

Упражнения 1–3 направлены на восстановление лексического запаса, тренировку лексического навыка во взаимосвязи с грамматическими структурами. Восстанавливая пропуски в предложениях, ученик может пользоваться учебником/словарем, опираться на ранее изученный материал, собственные знания. В качестве дополнительной задачи упражнения 2–3 предполагают реализацию умений говорения с опорой на составленные предложения. Таким образом, следует выполнять упражнения 1–3 согласно заданию, а именно: прочитать, ориентируясь на знакомые слова, заполнить пропуски там, где это возможно, без использования словаря и/или учебника перечитать готовый вариант, проверяя себя на наличие ошибок в написании и грамматическом оформлении. Упражнение 4 предполагает составление вопросов, которые послужат опорой для построения собственного монологического высказывания по теме. Порядок слов в вопросительных предложениях восстанавливается по представленному образцу. Развернутый ответ на каждый вопрос является готовой частью целого рассказа.

Exercise 1

Fill in the gaps with the correct family word.

1. My grandma's granddaughter is my _____.
2. My son's grandmother is my _____.
3. My son's wife is my _____.
4. My mother's son is my _____.
5. My nephew's sister is my _____.
6. The man I'm married to is my _____.
7. My brother's wife is my _____.
8. The person I live with as if I'm married to them is my _____.
9. The man I used to be married to is my _____.

10. My grandfather's wife is my _____.
11. My mother's sister is my _____.
12. My father's father is my _____.
13. My cousin's father is my _____.
14. The boy I gave birth to is my _____.
15. My daughter's son is my _____.
16. The woman I married is my _____.
17. My son's sister is my _____.
18. My aunt's daughter is my _____.
19. My sister's husband is my _____.
20. My brother's father is my _____.

Exercise 2

Complete the sentences using these words.

divorced / godson / boyfriend / godmother / single / ex-wife / cousin / sister-in-law / nephew / partner

Tim:

1. «My sister's son is my _____».
2. «My brother's wife is my _____».
3. «The woman I'm divorced from is my _____».
4. «The woman I live with now is my _____. We're not married or engaged though».
5. «My sister isn't in a relationship at the moment. She's _____».

Sally:

6. «The man I'm going out with is my _____».
7. «My aunt's daughter is my _____».
8. «The little boy whose christening I went to is my _____».
9. «My mum's old friend Paula is my _____».
10. «My mum and dad aren't married any more. They are _____».

How much can you say about Tim and his family? About Sally? Make a story about Tim and Sally. Add some names and relatives to make the family bigger. Make a story about them.

Exercise 3

Complete the sentences using these words.

family / married / a lot / strict / old / celebration / with my sister / own / parent

1. I'm an only child in my _____.
2. We're a close _____.
3. I live on my _____.
4. My father was always very _____.
5. We argue _____.
6. I get on well _____.
7. My brother is twelve years _____.
8. Last year we had a big family _____.
9. My aunt is a single _____.

Which sentences are not about you? Say and correct them.

Exercise 4

Rearrange the words to make questions. Answer these questions. Use the table with the models.

Вопросительное слово/ группа слов	Вспомогательный глагол	Подлежащее	Смысловый глагол	Второстепенные члены предложения
What	is	your name?	–	–
What	can	I	do?	–
Where	do	you	go	after school?

1. are family How in many people there your?
2. are names their What?
3. are How old they?
4. are hobbies their What?
5. born parents were Where your?
6. family is in person the Who youngest your?
7. family holiday last was When your?

LET'S DRILL THE GRAMMAR

Выполнение упражнений данного блока посвящено грамматическому аспекту коммуникативной компетенции. Правила постановки вопросов часто вызывают трудности.

Упражнения 5–10 помогают закрепить навык построения разных типов вопросов. В качестве дополнительной задачи возможно осуществить перевод предлагаемых предложений, что позволит актуализировать и лексический навык. Выполнение упражнений предполагается по образцу – порядок слов в вопросительных упражнениях каждого из

представленных типов отличается своими особенностями и требует внимательного отношения к вопросительным словам, вспомогательным глаголам и месту подлежащего в предложении. Упражнения 11–13 направлены на консолидацию всех грамматических навыков по построению грамматически верных вопросительных предложений. Составление вопросов и поиск ошибок позволяют актуализировать все грамматические знания и обратить внимание на пробелы и конкретные трудности каждого ученика. Упражнения 12–13 следует выполнять следующим образом: прочитать данное предложение, обратив внимание на порядок слов и соотнесенность подлежащего и сказуемого по грамматическим аспектам времени и числа. Затем обратить внимание на наличие и верное расположение второстепенных членов предложения. Перечитать исправленное предложение с учетом всех имеющихся корректировок и соотнести его с исходным значением. Не все предложения требуют корректировки!

Exercise 5

Form general questions.

Example: My brother likes skating. – Does my brother like skating?

1. He translates a lot of letters into English. 2. I had an early morning call at seven o'clock. 3. Little children like to ask many questions. 4. Their classes will last till four o'clock tomorrow. 5. I've already done this task. 6. She spends a lot of time on her English. 7. My children are at college. 8. They had supper at 7 o'clock. 9. I am going to play tennis in the evening. 10. They were writing when I came. 11. She can play the guitar very well. 12. There are many people in the library now. 13. Brazil won the football World Cup in 1994. 14. He has already read a lot of English books. 15. They have classes at 9 every day.

Exercise 6

Form alternative questions to the words in bold type (the number of questions is given in brackets)

Example: My brother likes skating (3). – Does your brother like skating or skiing? Does your or his brother like skating? Does your brother or Pete like skating?

1. **The film** was **exciting** (2). 2. **Thousands of people** visited **the exhibition** (2). 3. **He** watches **TV every day**. (3) 4. **They** can go **to the country on Friday**. (3) 5. **She has painted** the walls. (3)

Exercise 7

Change the general questions into indirect ones. Begin your sentences with *Do you know / I wonder / Tell me. Use the example.*

Example: Has he seen this movie before? –

Do you know if/whether he has seen this movie before.

Tell me please if/whether he has seen this movie before.

I wonder if/whether he has seen this movie before.

1. Is it common to give a waiter a tip? 2. Does he want to come round this evening? 3. Did you go out last night? 4. Are single-parent families becoming more common in Russia? 5. Is there anything you are very proud of? 6. Does she live in the flat above you? 7. Do they watch satellite TV or cable TV? 8. Does Internet influence our daily lives? 9. Did you go to a nursery school? 10. Have the police questioned a number of people about the crime? 11. Are trains more reliable than buses? 12. Has he arranged his meeting for tonight? 13. Are there lots of historical monuments in Vienna? 14. Is there a great mix of people in Paris? 15. Did he book a room at the hotel?

Exercise 8

Form negative questions as in the example.

Example: She took part in the performance. – Didn't she take part in the performance? / Did she not take part in the performance?

1. I went to the cinema with my friends. 2. They usually go to bed very early. 3. They had finished work by 5 o'clock. 4. She will be studying at this time tomorrow. 5. There was an old bridge here. 6. He came home very late. 7. She understands Spanish a little. 8. They have a three-room flat. 9. He has been to the USA lately. 10. They are going to build a new house. 11. Your son loves music. 12. We are going to the theatre today. 13. There will be a lot of people at the lecture today. 14. We studied at college together. 15. His friends liked the film very much.

Exercise 9

Form question tags as in the example.

Example: She has already come. – She has already come, hasn't she?

1. They will return in a month. 2. Let's buy a loaf of bread. 3. Open the window. 4. I am late. 5. There is a theatre in the centre of the city. 6. She has never been to the Zoo. 7. I am right. 8. Don't go there. 9. Peter

and Ann know English well. 10. He didn't do his homework. 11. Let's go to the country. 12. There were no mistakes in his dictation. 13. She won't be playing the piano at twelve. 14. They can't speak German at all. 15. She knows him.

Exercise 10

Form special questions to the words in bold type (the number of questions is given in brackets). Use the example.

*Example: **He went to the theatre** (3). – Who went to the theatre? What did he do? Where did he go?*

1. **My working day** lasts **eight hours**. (3) 2. They **discussed a lot** of articles **on economics last** weekend. (6) 3. **I have read this book** in the original. (3) 4. They were watching TV when **I came**. (4) 5. **I** was absent **because I was ill**. (2) 6. It took **me two hours** to get there. (2) 7. They are going **to travel by car**. (3) 8. **I** always speak English **to him**. (3) 9. She will **do the work in two days' time**. (3) 10. **I** taught him **to swim**. (3)

Exercise 11

Correct the mistakes if any.

1. Don't forget to bring the book, will you? 2. There aren't any apples left, are they? 3. He is sure to come, doesn't he? 4. Let's come a bit earlier to have better seats, don't we? 5. It isn't raining now, is it? 6. You and I talked to him last week, didn't you? 7. He won't be leaving tomorrow, will he? 8. She has never been afraid of anything, hasn't she? 9. They have got two children, do they? 10. The boys don't have classes today, do they? 11. I am to blame, aren't I? 12. We like to swim in the swimming pool, do we? 13. Nobody has come yet, haven't they? 14. Please turn off the light, don't you? 15. He has never come back, hasn't he?

Exercise 12

Put the words into the correct order (you must get special questions).

1. time, his, always, who, in, is, lessons, for? 2. going, a, what, her, about, he, week, is, to, in, write, to? 3. about, did, speak, last, in, what, week, class, you? 4. this, you, read, how, month, books, have, many? 5. people, the, to, at, prefer, sometimes, do, study, why, library? 6. many, France, he, been, how, to, times, has? 7. kind, brave, we, of, call, people, what, do? 8. draws, which, them, well, of? 9. today, have, the, what, radio, heard, on, news, you? 10. USA, states, in, there, the, many, are, how?

Exercise 13

Correct the mistakes if any.

1. How often you have your English classes? 2. What you do at English lessons? 3. What you prepared for your lesson? 4. Who were absent from the previous lesson? 5. How many points you got for your exam? 6. Who do you usually go home with? 7. What countries the USA borders upon? 8. When did the briefing take place? 9. Who knows this district well? 10. Who did phone yesterday? 11. How long you have been studying English?

LET'S READ AND SPEAK

Данный блок упражнений направлен на решение задач совершенствования речевых умений в рамках формирования коммуникативной компетенции. Поисковое чтение, заполнение таблиц и ответы на вопросы различной направленности позволяют консолидировать все имеющиеся фонетические, лексические и грамматические навыки.

Опора на представленные тексты позволяет тренировать навыки обращения с текстом с целью выяснения необходимой информации и использования ее в ситуациях моделируемого общения. Используя задания самостоятельно, обучающийся может читать тексты с опорой на словарь и/или учебник, составлять рассказ по заполненной с опорой на текст таблице, пересказывать опорные тексты для совершенствования умений чтения и говорения, высказывать собственное мнение по опорным вопросам, используя слова и грамматические структуры в представленных текстовых образцах.

Упражнение 22 предполагает использование всего языкового и речевого материала и идейного содержания предыдущих упражнений (14–21) для построения собственного монологического высказывания с опорой на представленные вопросы.

Exercise 14

Read the text and answer the questions.

My Aunt Emily

Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married, and she lives alone in a small

village near Bath. She's in her late fifties, but she's still quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her lovely, warm smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.

She likes reading and gardening, and she goes for long walks over the hills with her dog, Buster. She's a very active person. Either she's making something, or mending something, or doing something to help others. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant with people who don't agree with her. I hope that I am as happy and contented as she is when I'm her age.

Questions:

1. Where does Aunt Emily live?
2. She is married, isn't she?
3. How old is she?
4. What does she look like?
5. What does everybody notice when they first meet her?
6. What is her character like?
7. She never helps other people with their problems, does she?
8. What does she like to do?
9. How does she help old people in the village?
10. Is Aunt Emily generous and tolerant?

Exercise 15

Complete the table about Aunt Emily and your relative (grandfather, grandmother, aunt, uncle). Use 1–3 words. Look at the table and speak about Aunt Emily. Then speak about your relative.

	Aunt Emily	My _____
Age		
Place of living		
Profession		
Appearance		
Character		
Hobby		

Exercise 16

The verb **Finish** is in bold. Find 10 more verbs in the word square (→ ↓ ↘). Each verb starts with the capital letter.

W	F	i	n	i	s	h	r
o	R	W	a	t	c	h	j
r	L	e	a	v	e	M	q
k	G	o	a	s	v	a	w
M	e	e	t	d	h	k	f
b	t	s	l	F	e	e	d

Exercise 17

Complete the text with the verbs from Ex. 16.

Melanie has an interesting job – she’s a hairdresser for film stars and she works in a film studio. In the morning Melanie (1)_____ up at seven o’clock. She (2)_____ the children then she has breakfast. She (3)_____ home at half past eight and she (4)_____ to the film studio at nine. Melanie (5)_____ interesting people in her job. All day she (6)_____ and dries the film stars’ hair. Sometimes in the afternoon she (7)_____ the actors or the films in the studio. She (8)_____ work at six o’clock and she goes home. She (9)_____ dinner and in the evening she (10)_____ the newspaper or listens to music – no films for her! She (11)_____ to bed at half past eleven.

Exercise 18

Write sentences in the table about Melanie, yourself and your family member.

Time	Melanie	You	_____
7.00 in the morning			
8.30 in the morning			
At noon			
6.00 in the evening			
11.30 in the evening			

Exercise 19

Complete the text with the verbs in the Past Simple. Answer the questions below.

I Love Summer

Five years ago my grandparents _____ (live) in the village of Smalville in Florida. We _____ (visit) them every summer. Every day we _____ (help) with their farm. They _____ (not have) a car, but they _____ (have) a brown horse and a cart. They also _____ (have) two cows and a very big bull. I _____ (not be) afraid of him because he _____ (be) good. He _____ (be) three years old and _____ (be) born on the farm. My grandparents _____ (have) some hens and sheep too and a beautiful dog, Ted, but they _____ (not have) any cats. Near their house there _____ (be) a river. My granddad _____ (swim) but I _____ (not do) because I _____ (be) too small. We _____ (like) the farm. We _____ (be) very happy there. Last year my grandparents _____ (sell) their house and some of their animals and _____ (move) to a village near Los Angeles. I am glad they _____ (not sell) their horse or their dog. Last month we _____ (visit) them. Their new house and village are beautiful. I want to visit them again soon.

1. Where did the grandparents live five years ago?
2. Did they visit their grandparents every winter?
3. Did the grandparents have their own farm?
4. What did they have instead of the car?
5. What animals did the grandparents have on the farm?
6. How old was the bull?
7. Was everybody afraid of the bull?
8. The grandparents also had a cat, didn't they?
9. Near their house there was a river, wasn't it?
10. Did the grandfather swim in the river?
11. What did the grandparents sell last year?
12. Where did the grandparents move last year?
13. When did their grandchildren visit them?
14. Do their grandchildren like a new house?

Exercise 20

a) Read the words. Can you translate them easily?

birth rates – the number of children who are born
life expectancy – how long people live

increasing – becoming more
decreasing – becoming less
stress (n) – worry and pressure
socialize – spend time with other people
generations – an average generation is about 30 years, i.e. three
generations = child, parent, grandparent

b) Read the text once and make sure you understand the words given before the text.

In the future, great-grandparents and even great-great-grandparents may meet at many family events and reunions, while cousins, aunts and uncles may become ‘a thing of the past’, say researchers at Oxford University.

The study shows that birth rates are falling and life expectancy is increasing which means that British families will get longer but thinner. ‘What we are seeing is the start of the ‘beanpole’ family where the number of uncles, aunts and cousins is decreasing,’ says Dr Sarah Harper, the study’s author. ‘At the same time, increasing life expectancy means many more of us will live long enough to become great-grandparents.’

The changing shape of the family will bring new difficulties and advantages. Fewer uncles, aunts and cousins will mean that parents have less opportunity to share the stress of childcare with other adults, and children will have less opportunity to socialize with other children. However, having grandparents and great-grandparents could lead to a better understanding between generations.

Recent changes in birth rates and life expectancy mean that women today have an average of 1.64 children compared with 2.93 forty years ago, while average life expectancy has increased by 10 years in the past 50 years, to 80 for women and 75 for men.

Family dinners with five generations at the table are a reality for the Woodgates from Exeter, in England. May Pearce, 87, enjoys spending time with her great-great – granddaughter, Ellie Lou, 3. Ellie Lou’s grandmother, Denise Woodgate, 39, said, ‘Having so many generations in a family is wonderful. We’re very close. At least once a week we all go out for a coffee.’

c) Answer the questions.

– What is the text about? Find the words that prove your idea.

a) life expectancy b) generation gap c) family shape changes

– What will future families be like?

- a) great-great-grandparents, great-grandparents, parents and kids
- b) great-parents, parents and kids
- c) great-parents, parents, uncles / aunts and kids

– What way have the birth rates and life expectancy changed?

- a) there is less little children within one family
- b) the number of cousin grows gradually
- c) family shape stays the same for decades

d) Reading for details. Put the questions to the answers given:

– Cousins, aunts and uncles will not come to the family reunions in the future.

– Increasing life expectancy means that more of the British will become great-grandparents.

– Children will have less opportunity to socialize with other children.

– Women have fewer children than 40 years ago.

– It will bring new difficulties as well as new advantages.

– Average life expectancy has increased in the past 50 years.

– Family dinners with five generations at the table are the advantage of it.

e) Retell the text in 7 sentences. How many words from the list in under a) have you used?

Exercise 21

a) Read the text.

The Good Wife's Guide

Get dinner ready. Plan ahead, even the night before, to have a delicious meal waiting for him. This is a wave of showing him that you are thinking about him. Most men are hungry when they come home and a good meal (especially his favourite dish) is part of the warm welcome.

Get ready yourself. Have fifteen minutes' rest so you are feeling refreshed when he gets home, and check your make-up.

Be cheerful and interesting for him. Perhaps his day was really boring and it is your job to make him happy.

Do all your washing and cleaning before he comes home, and during the winter months, light a fire. Your husband will then feel he has come home to a warm, calm, and peaceful place.

Tidy up all the children's things, and get them ready. Wash their hands and faces (if they are small) and comb their hair. If necessary, change their clothes. And when your husband arrives, make sure the children are quiet and well behaved.

Don't complain if he comes home late or goes out to dinner.

Greet him with a warm smile, not with complaints or problems.

Listen to him. You might have lots of important things to tell him, but let him talk first. And remember, his topics of conversation are more important than yours.

Make him comfortable. Let him sit in a comfortable chair and get a drink ready for him. Speak in a low pleasant voice.

Don't ask him questions about the things he does, or disagree with him. He is the master of the house. A good wife always remembers that.

from Housekeeping Monthly, 13 May 1955

b) The text was written in 1955. Write the retelling of the text using the structure USED TO+VERB as in the example.

Example: A good wife used to greet her husband with a happy smile.

c) Have the things changed? Write a few ideas from the text that are no longer true.

Exercise 22

You are going to give a talk about one of your relatives. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10-12 sentences).

Remember to say:

- what his/her name and age are
- where he/she lives
- what his/her hobby is
- how you spend time together
- why he/she is your best friend

You have to talk continuously.

Unit 2

CHARACTER & APPEARANCE

LET'S REMEMBER THE WORDS

Упражнения этого блока ориентированы на повторение и расширение лексического запаса по теме «Описание внешности и характера человека». Поскольку особенностью этого лексического материала является его многогранность и разнообразие, то каждое упражнение может выполняться обучающимися как самостоятельно, с опорой на справочный материал, так и в группах, с учителем, с опорой на языковую догадку.

Материал упражнений 1–2 позволит учащимся без затруднений составить мини-рассказ о себе. Упражнения 3–7 позволят расширить лексический запас по теме.

Exercise 1

Write the details about yourself in the chart. Then choose two members of your family or two friends and write in the details about them.

	you
age			
height			
weight			
build			
hair colour			
hair length			
eye colour			

Exercise 2

Use the information from the chart in ex. 1 to write a description of yourself and of one of the other people. Use the model below.

(age and height) *I'm fourteen and I'm 1 m 70 tall*
(build and weight) *I'm quite big. I weigh about sixty-seven kilos.*
(hair length and colour) *I've got long, dark brown hair...*
(eye colour) *... and brown eyes.*
My friend Tom is ... He's ... He weighs ... He's got ...

Exercise 3

Tick the correct answer.

1. She's nice to everyone. – She's *friendly* / *unfriendly*.
2. He hates waiting for things. – He's *patient* / *impatient*.
3. He works from nine till nine. – He's *lazy* / *hard-working*.
4. She's very quiet. – She's *shy* / *extrovert*.
5. He always wants to help people. – He's *kind* / *selfish*.
6. He makes me laugh. – He's *serious* / *funny*.
7. She wants to do well and be rich. – She's *ambitious* / *easy-going*.
8. He plans things carefully. – He's *organized* / *disorganized*.

Exercise 4

Complete the sentences using the words given.

ugly / *dangerous* / *peaceful* / *polluted* / *noisy* / *lively* / *safe* / *quiet* / *clean*

- 1) There was a disco under the hotel. It was really noisy night and I couldn't sleep.
- 2) The apartment is in a very _____ grey building. It's horrible.
- 3) You can't swim in the river anymore because it's so _____.
- 4) The food in my local restaurant is fantastic, but it's always _____ in there. I never have to book a table.
- 5) I don't feel _____ if I walk through the park in the evening. I prefer to stay on the main road.
- 6) That's a _____ part of the city. Don't go there alone.
- 7) The streets there are always very _____. You never see any rubbish.
- 8) It's a _____ part of the city, especially in the evening as there are lots of clubs and bars there.

Exercise 5

Read the adjectives. Are there any new words for you on the list? Make sure you know them. Fill in the gaps.

cheerful / creative / daring / dull / energetic / entertaining / hard-working / helpful / lazy / lethargic / miserable / old-fashioned / trendy / unadventurous / unhelpful / unimaginative

- 1) Jim is quite _____ and modern, but most of his friends are _____ and conservative.
- 2) Shelley is _____ and tells some really funny jokes, but her boyfriend is a bit _____.
- 3) Jake is quite _____ and is always smiling, but Toby can be a bit _____ sometimes.
- 4) My youngest son is _____ and makes a big effort at school, but my eldest is very _____.
- 5) When the weather is fine, I feel great, really _____ and full of life, but when it's raining and cold I never want to do anything. I feel terribly _____.
- 6) Mum is very _____ and likes extreme sports such as parachuting, but Dad is really _____.
- 7) My boyfriend is _____ and enjoys writing poetry and painting, but I'm quite _____.
- 8) The first waiter was polite and _____ but the second one was rude and _____.

Exercise 6

Make negative words and complete the sentences.

credible / helpful / legible / patient / relevant / suitable / possible

1. Are you saying that dress cost less than twenty euros? That's _____!
2. The letter was full of _____ details.
3. I'll be ready soon. Don't be so _____.
4. You cannot jump onto the roof! It's _____.
5. The shop assistant was rude and _____.
6. My doctor's writing is completely _____.
7. Your clothes are totally _____ for school.

Exercise 7

Put these extreme (strong) adjectives into the correct column below.

awful / horrible / terrible / delicious / fabulous / gorgeous / disgusting / brilliant

positive	negative
wonderful	awful

LET'S DRILL THE GRAMMAR

Данный блок посвящен грамматическим особенностям употребления прилагательных и наречий. Упражнение 8–9 помогают сформулировать и закрепить правило образования прилагательных на *-ed/-ing*. Упражнения 10–12 направлены на дальнейшую актуализацию лексико-грамматического навыка в употреблении часто вызывающих трудности однокоренных прилагательных.

Упражнения 13–15 посвящены особенностям словообразования некоторых прилагательных, что также позволит расширить словарный запас обучающихся.

Упражнения 16–22 предполагают повторение и закрепление материала по теме Степени сравнения прилагательных.

Упражнения 23–30 позволяют консолидировать материал по вопросам, вызывающим отдельные трудности в употреблении прилагательных и наречий, требующих индивидуального внимания к каждому случаю.

Exercise 8

Complete the rules by writing *-ed* or *-ing*.

*I was **tired** after the journey. The journey was **tiring**.*

Rule 1. Adjectives ending in ____ describe feelings.

Rule 2. Adjectives ending in ____ describe the person or thing that causes the feeling.

Exercise 9

Complete the sentences using *be + very/ really + -ed / -ing* adjectives given below. Use the example given.

frightened/ing surprised/ing bored/ing interested/ing annoyed/ing embarrassed/ing worried/ing relaxed/ing excited/ing

*Example: I had to wait 35 minutes for the bus and then I couldn't get a seat. It was really **annoying**.*

1. I went to the job interview wearing one black and one brown shoe. I _____.
2. I had an eight-hour bus journey. It _____.
3. Carlos is going on holiday tomorrow. He _____.
4. Leila's dad's in hospital. She _____.
5. I watched a great documentary last night. It _____.
6. We were lost and it was starting to get dark. It _____.
7. My sister didn't expect to pass her exams but she did. She _____.
8. I was at the beach all day. It _____.

Exercise 10

Choose the correct word to complete the sentences.

1. a) I'm *interested* / *interesting* in clothes design.
b) I find clothes design *interested* / *interesting*.
2. a) John is *amused* / *amusing*. He makes people laugh.
b) I was *amused* / *amusing* by an article I read.
3. a) Van Gogh is a *fascinated* / *fascinating* painter.
b) I'm *fascinated* / *fascinating* by Van Gogh's paintings.
4. a) You're looking *relaxed* / *relaxing* today.
b) Green is supposed to be a *relaxed* / *relaxing* colour.
5. a) The fashion show was quite *bored* / *boring*.
b) I got *bored* / *boring* during the fashion show.

Exercise 11

Choose the right word.

1. I don't like horror films. I think they are (*frightening* / *frightened*) and (*boring* / *bored*). 2. Don't look so (*surprising* / *surprised*). Of course, it was a (*surprising* / *surprised*) decision but we had no other out. 3. It was a (*tiring* / *tired*) journey. I wish I hadn't it. I feel completely (*exhausting* / *exhausted*) after. 4. The football match was (*disappointing* / *disappointed*). Our team lost the game and we left the stadium quite (*disappointing* / *disappointed*). 5. He can't remember his pupils' names. It seemed funny at first, but now it is rather (*embarrassing* / *embarrassed*). 6. So far as Mrs. Brown was concerned she did not seem to be in the least (*embarrassing* / *embarrassed*). 7. He did not come and she looked rather (*worrying* / *worried*). 8. The rise in crime is (*depressing* / *depressed*). 9. The pictures

made a (*depressing / depressed*) impression on him. 10. She is not (*satisfying / satisfied*) with her position.

Exercise 12

Some students have written stories for a school magazine. Match the stories (1–3) and the titles (a–c).

- a. *My most embarrassing experience.*
- b. *The most exciting thing I've ever done.*
- c. *The most frightening thing that's ever happened to me.*

1 ___ Antonio, Italy

I was skiing with some friends. We were on the mountain when there was a really loud noise. It sounded like a gun. I looked up and saw a wall of snow coming towards us. It was an avalanche. Everyone was screaming and started to ski down the mountain, but the avalanche was too quick. Suddenly I was underneath snow and I couldn't see anything.

2 ___ Carina, Denmark

It was my first day as a teacher. I went to my new classroom and introduced myself. I started teaching but then a man walked into the room. I thought he was a student and I asked him to sit down. Then some of the students started laughing. The man told me that I was in the wrong classroom. This was the teacher and this was his class. My students were in the room next door!

3 ___ Jonathon, USA

I went on a three-week adventure holiday in the Himalayas. There was a group of 12 of us. We met our guide in Katmandu and then took a tiny plane up to one of the mountain villages. It was amazing. Every day we walked from village to village through the mountains. It was very tiring but the views and the people we met were fantastic.

Exercise 13

Complete the table with the adjective forms of these verbs and nouns. You will need to use some words more than once.

adapt / addict / adore / attract / care / comfort / decide / home / pain / select / use / wonder

-ful	-less	-able	-ive

Complete the sentences with adjectives from the table.

- 1) My baby sister is _____. Everyone loves her.
- 2) Be _____ not to wake anyone up when you come home tonight.
- 3) Sometimes _____ people with nowhere to go, sleep in the church at night.
- 4) These shoes are so _____ I can walk for miles and my feet never get sore.
- 5) Thanks for the map. It was very _____.
- 6) The operation was _____. I didn't feel a thing.
- 7) Computer games can be quite _____ if you play them too much.
- 8) I'm quite _____ about shoes. I only buy good quality ones.
- 9) I had a really _____ holiday in Greece. I must go there again.
- 10) Fashion designers have to be _____ to change.
- 11) You made lots of _____ mistakes in your essay. You should have checked it more carefully.
- 12) I like her new haircut. It makes her look much more _____.

Exercise 14

State the meaning of the suffixes *-ful*, *-less*. Form the adjectives from the nouns according to the model. Translate them into Russian.

care / help / hope / harm / use

Model: *thought – thoughtful – thoughtless / мысль – задумчивый – беспечный*

Exercise 15

Complete the sentences using the adjectives. Translate the sentences into Russian.

1	There could be a serious accident as a result of their _____ actions.	thoughtful
2	She had a rather _____ expression on her face.	thoughtless
3	Please be _____ with my glasses.	careful
4	Try not to be so _____ in the future.	careless
5	This information would be extremely _____ for teenagers.	helpless
6	He was left _____ and alone.	helpful
7	I feel _____ that we'll find a good house very soon.	hopeless
8	We've tried everything but the situation is _____.	hopeful
9	Most bacteria are _____ to humans.	harmful
10	Food must be heated to a high temperature to kill _____ bacteria	harmless
11	The information was old and _____ to him.	useful
12	This book is very _____ for your studies.	useless

Exercise 16

Complete the sentences with the adjectives given using the proper degree.

Busy / few / famous / convenient / well-read / kind-hearted / straight / hot

1. She is easy to deal with. I think she is ___ than her sister.
2. I suppose the works of this artist are ___ abroad than in his country.
3. This armchair is ___ of all.
4. He knows a lot. He is ___ than his schoolmates.
5. Let's take this path. It's ___.
6. The street you live in is ___ than mine.
7. Days are getting ___ in July.
8. He made ___ mistakes in his class.

Exercise 17

Match the adjectives on the left with their definitions on the right.

1. further	a) after some time
2. farther	b) the second of two things or persons already mentioned
3. last	c) the smallest
4. latter	d) coming immediately after, in space or in order
5. elder	e) additional
6. nearer	f) at a greater distance
7. next	g) least good
8. least	h) coming after all others in time or order
9. later	i) senior of members of the family
10. worst	j) closer

Exercise 18

Open the brackets and use the comparative form of the adjectives and adverbs.

1. This exercise is _____ (simple) than that one. 2. Why are you talking? Please be _____ (quiet). 3. New districts of Moscow are _____ (beautiful) than the old ones. 4. He is _____ (clever) than his brother. 5. My _____ (old) sister is 4 years _____ (old) than me. 6. There are _____ (many) customers on Saturdays than on weekdays. 7. Are expensive things _____ (good) than cheap ones? 8. Is English grammar _____ (difficult) than Russian grammar? 9. He has made _____ (few) mistakes than yesterday. 10. She had to give us _____ (far) information though she didn't want to. 11. Students from Group 3 are _____ (industrious) than those from Group 4. 12. Have you met our new colleagues, Mr. Brown, and Mr. Green? The former is an excellent economist, _____ (late) is a good lawyer. 13. They have got down to business without any _____ (far) delay. 14. This matter is _____ (urgent) than that one. 15. He plays tennis _____ (bad) than she. 16. He's got a still _____ (old) edition of this book. 17. Is there a _____ (late) train passing here? 18. _____ (far) details will be given tomorrow. 19. Motor-cycles are _____ (noisy) than cars, aren't they?

Exercise 19

Choose the right variant.

1. Martin was the (*more talented / most talented*) of the two brothers. 2. Of the three shirts I like the blue one (*better / best*). 3. My dog is the (*prettier / prettiest*) of the two. 4. This summary is the (*better / best*) of the

two presented. 5. There are nine planets in our solar system and Pluto is the (*farther / farthest*). 6. Mary is the (*tallest / taller*) of the two girls. 7. The boss likes my plan (*better / best*) of the two. 8. This is the (*less difficult t / least difficult*) of the four cases. 9. This knife is the (*sharpest / sharper*) of the two. 10. Mother was the (*more / most*) beautiful of seven daughters.

Exercise 20

Translate into English.

1. Кто из этих двух лучший ученик?
2. Она примерила (try on) свои два платья и надела самое нарядное (smart).
3. Он осмотрел все компьютеры и купил самый современный (modern).
4. Кто самый высокий ученик в классе?
5. Из двух игрушек мальчик выбрал самую яркую.

Exercise 21

Make up sentences according to the example.

*Example: life / becoming / hard – Life is becoming harder and harder.
life / becoming / difficult – Life is becoming more and more difficult.*

- 1) people / living / long
- 2) going abroad / becoming / popular
- 3) crime / becoming / common
- 4) the light in the rooms / becoming / dim
- 5) computers / becoming / expensive
- 6) factories / employing / few / workers
- 7) his heart / beating / hard
- 8) Moscow / becoming / beautiful
- 9) his voice / becoming / weak
- 10) nights in winter / becoming / long

Exercise 22

Give the superlative form of the adjectives in brackets.

1. The Pan-American Highway is (*long*) road in the world.
2. The Beatles were (*successful*) pop group.
3. Japan has (*crowded*) railways in the world.
4. This is our (*old*) national airline.
5. The Chrysler Building was

once (*tall*) in the world. 6. Is English (*useful*) language to learn? 7. This is one of (*expensive*) stores in the city. 8. The Queen must be (*rich*) woman in the world. 9. Unfortunately, I haven't heard (*late*) news. I think it was very interesting. 10. Is the Mona Lisa (*valuable*) painting in the world? 11. His house is (*far*) in the street. 12. February is (*snowy*) and (*cold*) month of the year here. 13. (*dangerous*) spider is the black widow, whose bite can kill a man in a few minutes. 14. The world's (*expensive*) perfume costs \$550 per bottle. 15. (*deep*) part of the Pacific Ocean is 11 kilometres below the sea-level. 16. I wonder what his (*near*) step is going to be. 17. Who are (*old*) members of the club? 18. It was (*late*) thing I expected of him. 19. The diamond is (*hard*) mineral in the world. 20. His house is (*far*) in our street.

Exercise 23

Read and translate. Make up short dialogues according to the model after the list of adjectives.

Gradable and extreme adjectives

<i>gradable</i>	<i>extreme</i>
<u>very, really, incredibly...</u>	<u>absolutely, really...</u>
good	wonderful/fantastic
bad	terrible/dreadful
pretty	gorgeous
small	tiny
big	huge/enormous
hot	boiling
cold	freezing
interesting	fascinating
hungry	starving
tired	exhausted

Model: A: It's really hot, isn't it?

B: Yes, it's absolutely boiling.

C: Are you tired?

D: I'm really exhausted.

Exercise 24

Complete the table with one or several words. Include negative words where possible.

verb	noun	adjective
darken		
x		friendly
		helpless
scare		

Exercise 25

Write the words to fill the gaps. Use comparatives and superlatives.

- The clothes here are _____ (good) than in my town.
- That's my (bad) _____ mark ever!
- It's (far) _____ than I thought – I think we're lost.
- That's the (disgusting) _____ meal I've ever had!
- I hope your team's (lucky) _____ today than last week.
- They're (happy) _____ in their new school than in their old one.
- It's the (good) _____ song on the album.
- Your spaghetti sauce is (tasty) _____ than my mum's.

Exercise 26

a) Underline the adjectives in the sentences below. Translate the sentences.

- We had a delicious meal.
- Where can you buy Australian wine?
- I don't like strong coffee.
- They're having a late lunch,
- This soup tastes disgusting.
- That casserole smells lovely!
- That fish looks wonderful.
- This toast is cold.

b) The words in bold below are adverbs. Adverbs often end in -ly. In these sentences, do the adverbs tell us more about the verb or the adjective? Use the model.

Model: Boil the potatoes slowly. (the verb)

The food was very nice. (the adjective)

- I always eat my lunch quickly.
- The lobster was really fantastic.
- My husband cooks well.
- The soup was incredibly salty.
- The dessert was absolutely delicious.
- She prepared everything carefully.

c) Choose the correct answers in this letter.

... it was once a small village, but it had a 1) *great / greatly* restaurant, everything on the menu was 2) *incredible / incredibly* fresh, and the service was very 3) *good / well*. My Italian is 4) *terrible / terribly*, and the waiter spoke very 5) *quick / quickly*, but I read the menu 6) *careful / carefully* and understood most of it. I had some 7) *wonderful / wonderfully* pasta. Their desserts looked 8) *delicious / deliciously*, but I was on a diet. If you ever go there, try this restaurant – it's 9) *absolute / absolutely* fantastic.

Exercise 27

Complete the sentences forming the adverbs from the adjectives given.

Can you speak more <u>slowly</u> please?	<i>slow</i>
She's very <u>quiet</u> .	<i>quiet</i>
1. Those people were incredibly _____.	a) kind
2. She plays the guitar really _____.	b) good
3. You passed the rest _____.	c) easy
4. Don't be _____. It was an accident.	d) angry
5. She always drives very _____.	e) careful
6. The film was _____ dreadful.	f) absolute
7. Danish is _____ difficult to learn.	g) incredible
8. You look _____. Is something wrong?	h) unhappy
9. Ask her _____ and she might help you.	i) nice

Exercise 28

Fill in the blanks with the words from the box.

close	pretty
right	straight
hard	fast
high	ill
deep	easy

1. They had to dig ___ to get oil. 2. His position was _____ uncertain. 3. This is the ___ way to do it. 4. When I came he was ___ asleep. 5. Please keep ___ to the subject. 6. He was walking _____. 7. His ___ ambitions are well known to everybody. 8. He dived ___ into the water and soon emerged at the opposite side of the river. 9. The baby is as ___ as a flower. 10. I saw him at a ___ distance. 11. He had to study ___ to be the first. 12. He is a ___ person to speak to. 13. We can't expect a ___ answer from him. 14. Take it ___! Everything will be all right. 15. They live ___ around the corner. 16. The engine is ___ to operate. 17. You shouldn't speak ___ about people. 18. This athlete can jump _____. 19. Tell me ___ what you think. 20. She looks quite _____.

Exercise 29

Find the appropriate Russian equivalents for the English adverbs.

1) shortly	a) вероятно
2) hardly	b) внимательно
3) nearly	c) упорно
4) late	d) весьма
5) hard	e) почти
6) lately	f) едва
7) sharp	g) недавно
8) pretty	h) поздно
9) closely	i) ровно
10) likely	j) вскоре

Exercise 30

Choose the appropriate adverb.

1. He lives quite (*nearly / near*). 2. You've come too (*lately / late*). 3. The mechanic examined the damaged car (*closely / close*). 4. It is (*prettily / pretty*) difficult to speak to her. 5. We have seen very little of you (*lately / late*). 6. She is always (*prettily / pretty*) dressed. 7. He (*nearly / near*) seized the rail. 8. I used to work (*hardly / hard*) to get everything I have got now. 9. His suggestion seemed (*highly / high*) improbable to us. 10. Her house stood (*closely / close*) to the river. 11. The wind was blowing so (*hardly / hard*) that I could (*hardly / hard*) walk. 12. The actress (*justly / just*) deserved the prize. 13. The plane flew (*highly / high*), we could (*hardly / hard*) see it. 14. (*Shortly / Short*) after graduating I moved to the capital. 15. I could see the house door which was (*widely / wide*) open.

LET'S READ AND SPEAK

Упражнения, представленные в этом блоке, предполагают определенный уровень развития языковых навыков и речевых умений и позволяют обобщить ранее изученный материал по теме с использованием умений чтения и говорения. Чтение текстов и решение подстановочных заданий, ответы на вопросы после прочтения позволяют актуализировать лексико-грамматический аспект коммуникативной компетенции наряду с решением задач по развитию общеучебных умений.

Упражнения 31–34 позволяют решать задачи обучения различным видам чтения. Упражнение 35 помогает автоматизировать речевые умения, необходимые для дальнейшего построения самостоятельных высказываний. В упражнениях 36–37 требуется поступательная проработка всех этапов заданий, представленных в виде единого плана. Предполагается, что результатом выполнения данных упражнений станет составление самостоятельного развернутого высказывания по указанной теме.

Exercise 31

Read the text carefully. Complete the statements below using one word only.

The Brave Boy and the Multicoloured Ghost

Once upon a time, a boy went on his holidays to a great castle. He ran through all the rooms and corridors, apart from one wing, which he never entered for fear of the darkness there.

In that part of the castle lived a scared multicoloured ghost. He had never left that area because he was afraid of the light.

Both the boy and the ghost tried to overcome their fear several times, but without success. That was, until one day when the boy summoned up all his courage, and started crossing the dark corridor. He managed to do this by imagining that his friends had organised a surprise party for him, and were waiting in the darkness.

The boy and the ghost met there, and soon became great friends. So friendly did they become that the boy helped the ghost overcome his fear of the light.

1. Once a boy decided to go on his holidays to a _____.
2. He was afraid to enter one _____.
3. The appearance of the ghost who lived in that wing was _____.
4. The boy suffered from his fear of the _____.
5. The ghost was afraid of the _____.
6. One day the boy decided to overcome his _____.
7. He imagined that his friends organized a surprise _____ for him.
8. The boy helped the ghost to overcome his fear of _____.

Exercise 32

Read the text. Choose the correct word or phrase. Answer the questions below.

Friend's Corner: Jack Jones

My friend Jack isn't afraid to 1) *stand away / stand out* from the crowd. Although he 2) *takes / follows* fashion quite closely, he doesn't just 3) *blend in / harmonise with* everyone else. The first time I met Jack he made a real impression on me because I could see that nothing was ever going to stop him from getting what he wants out of life. Jack 4) *comes across / gives across* as self-confident and mature, but deep down he's a bit insecure. He likes to 5) *be / have* the centre of attention and he often 6) *shows out / shows off* as a way of hiding his insecurity. He also finds it

difficult to 7) *be with / cope with* pressure and when he's nervous he 8) *sends through / sends out* the wrong signals to people by acting aggressively. But he's a great guy and we have lots of things 9) *on common / in common*.

1. Does Jack try to look the same as everyone else?
2. Does Jack look fashionable?
3. Is Jack ambitious?
4. What two different sides does the author see in Jack?
5. How does Jack hide his insecurity?
6. What does Jack do when he is nervous?
7. Why does the author think that Jack is a great guy?

Write 5–7 sentences based on the text about your friend. Do you need any other adjectives to describe your friend's character?

Exercise 33

Read a letter about Alex's best friend. Complete the table about Anton and your best friend.

Hello Patrick,

I want to tell you about my best friend. I have several friends at school. But the best among them is Anton, who is my class fellow.

He is 14. He is of my age. But he is much taller than I. Anton has a very cheerful nature. I've known him for two years but have never seen him angry. His face is always smiling. Even if any boy abuses him, Anton never loses his temper. At school he sits at the same desk with me. We are together for the greater part of the day. We learn and play together. Other boys envy our friendship. But we do not mind it.

Anton is very good at his lessons. He never neglects his studies. He never gives the teacher a chance to complain. Literature is his favourite subjects. He reads a lot and often tells me interesting stories about adventures, pirates and travels. Mathematics is his weak subject. But Anton is doing his best to make up his weakness.

My friend is active and smart. He is good at both studies and games. We often play football in the school playground. Anton never tells a lie. He helps his parents in the house. All his qualities have attracted me. I cannot find a more ideal friend than Anton.

*Best wishes,
Alex*

Name	Anton	My best friend
Age		
Character		
Favourite kind of sport		
Favourite school subject		
Difficult school subject		

Exercise 34

Read the letter carefully and ask question to the answers given below. Write a letter to Boris. In your letter answer his questions and ask him 3 questions about his best friend.

Dear Sam,

Thanks for your letter! It was great to hear from you so soon.

You asked me to tell you about Moscow. Well, it is a very beautiful city especially in autumn when all trees are of different colours. The heart of Moscow is the Kremlin. It's an ancient fortress with beautiful churches inside.

Moscow is a unique city, where history and modern life are brought together. On the one hand, you can enjoy traditional Russian festivals such as Maslenitsa. On the other hand, Moscow is a modern 24-hour city where you can visit different theaters, cinemas and exhibitions.

By the way, will you tell me about your school and school life? Do you have any clubs at school? Are you given much homework? Please write back.

I look forward to your reply.

Yours,

Boris

№	Question	Answer
1	2	3
1.	Why...	Moscow is very beautiful in autumn because all trees are of different colours
2.	What...	The heart of Moscow is the Kremlin
3.	What...	The Kremlin is an ancient fortress

1	2	3
4.	What...	You can see beautiful churches inside the Kremlin
5.	Why...	Moscow is a unique city because history and modern life are brought together in it
6.	What...	A traditional Russian festival Maslenitsa is held in Moscow
7.	What...	You can visit different theaters, cinemas and exhibitions in Moscow

Exercise 35

You are going to give a talk about your best friend. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).

Remember to say:

- what his/her name and age are
- where he/she lives
- what his/her hobby is
- what you do together
- why he/she is your best friend

You have to talk continuously.

Exercise 36

Read and follow the instructions.

Using background knowledge

Do you know what INTUITION means? Look at this dictionary definition for the word intuitive.

intuitive – (of people) able to understand something by listening to your feelings: e.g. Are women really more intuitive than men?

How intuitive are you? Put a cross (X) on the scale. Give reasons for your answer.

- not at all intuitive
- not very intuitive
- quite intuitive
- extremely intuitive

Activating vocabulary

Match the words and phrases (1-8) to the definitions (a-h).

1. appealing (adj.)	a) people who do not tell the truth
2. a panic choice	b) a doctor's note saying what medicine you need
3. upset (adj.)	c) attractive or interesting
4. tell (verb)	d) a quick decision (often a bad decision)
5. love at first sight	e) a bit ill
6. liars (noun)	f) know, understand
7. under the weather	g) fall in love the first time you see someone
8. prescription (noun)	h) worried or sad

Reading for details

Choose one answer for each question in the questionnaire about INTUITION. Intuition is supposed to be one of women's greatest gifts, so how good is yours? Our quiz will reveal all.

- At a restaurant, everything on the menu looks delicious. SO you ask the waiter:
 - to come back in five minutes because you can't decide. Eventually you choose something you've had before.
 - lots of questions about the ingredients. Then you choose the one that seems the most appealing.
 - for the dish you first noticed when you looked at the menu. You've never had it before but you know it will be good, d for the 'special' – a panic choice that you'll regret all evening.
- When the phone rings, you:
 - always wonder who it could be. often guess correctly who the caller is before picking up the receiver.
 - knew it was going to ring. You jump nervously. Who could be ringing you at this time?
- You know when your friends are UPSET:
 - because they tell you they are feeling upset and ask for your support.
 - just by looking at them and hearing their voices.
 - by reading their e-mails. They don't say they're upset but you can tell,
 - when they start crying on your shoulder.

4. With relationships, you believe:
 - a) you need to go out with someone for two years before you know them properly.
 - b) you can usually tell if things are , going to work from the first date, in love at first sight.
 - c) all men / women are liars.
5. You begin to feel UNDER THE WEATHER. You:
 - a) rush to the doctor. You never know what might be wrong,
 - b) try to work out yourself what's wrong with you.
 - c) visit the doctor. You know exactly what you're suffering from and simply need a prescription,
 - d) do nothing. Hopefully it'll go away.

Analysis

If you answered:

Mostly a): Like most people, you look at the facts before you make a decision. But this means you're not listening to your feelings. If you focus more on your intuitive side, you'll soon find yourself making better decisions and developing better relationships.

Mostly b): In many ways you are already intuitive and you know yourself very well. Learn to listen to your feelings and you'll find that your intuition will increase.

Mostly c): Your intuition is already developed to very high levels. Not only do you have a high level of intuition, you also listen to your feelings and act on them.

Mostly d): You may think you have no intuition at all, but perhaps you just don't realize you have it. When you have a sudden thought or feeling, stop for a moment and listen to what it's trying to tell you.

Exercise 37

Choose one answer for each question in the questionnaire "Are you always honest?"

- 1) A good friend has invited you to her wedding. Your ex-boyfriend / girlfriend is going to the wedding and you don't want to see them. Do you ...
 - a) accept the invitation?
 - b) refuse and say that you've already made other plans?
 - c) refuse the invitation and explain why?

- 2) You're having a party in your apartment. You have only invited three people from your office because your apartment is small. A girl at work, who you haven't invited, hears you talking on the phone about the party. Do you...
 - a) invite her to the party?
 - b) say nothing?
 - c) tell her about the party and explain why you can't invite her?
- 3) You have a job interview next week but you haven't told your boss that you are looking for a new job. Do you...
 - a) tell your boss that you have made a dentist's appointment for that day?
 - b) call work and say that you are sick on the day of the interview?
 - c) tell your boss the truth?
- 4) Your girlfriend's/boyfriend's parents want to meet your parents. Both fathers have very strong opinions and you don't think they'll like each other. Do you...
 - a) invite them for dinner at your house anyway?
 - b) book a table in a noisy restaurant where it's difficult to talk?
 - c) tell them that your parents are on holiday at the moment?
 - d) Your boss wants you to work this weekend but you don't want to. Do you...
 - e) tell him that you've already made arrangements for the weekend?
 - f) explain why you don't want to work?
 - g) go to work anyway?

This test does not have the analyses. Write it yourself based on your point of view.

Finish the sentences to write the analyses for the test.

- You are honest if you chose

Such people usually ...

- You are not always honest if you chose ...

Such people mostly ...

- You tend not to be honest if you chose ...

Such people never ...

Unit 3 AROUND THE WORLD

LET'S REMEMBER THE WORDS

Этот блок упражнений объединен тематикой путешествий и культурных особенностей различных стран мира, которая является сквозной для нескольких лет обучения английскому языку в начальной и средней школе.

Упражнения 1–3 носят повторительный и/или информативный характер и направлены на восстановление фонетического, лексического и грамматического навыков в рамках ограниченной тематики. Переводя предложения, обучающийся может пользоваться учебником/словарем, опираться на ранее изученный материал, собственные знания. Упражнение 3 предполагает соотнесение слов и их определений, что следует выполнять без справочного материала, опираясь на языковую догадку.

Exercise 1

Read and translate.

- 1) You go by car / plane / bus / train / bike / motorbike / ship / taxi / underground.
- 2) You take a bus / train / taxi / plane and you take the underground. You ride a bicycle / bike / motorbike / horse.
- 3) You drive a car / bus / train.
- 4) The pilot flies a plane.
- 5) The train arrived in Tokyo on time.
- 6) The plane arrived late at Heathrow.

Exercise 2

Read and translate.

By train

The train arriving at platform 3 is the 16:50 train to Paris.
The Edinburgh train departs/leaves from platform 6.

Is there a buffet/restaurant car on this train?

Do I have to change trains for Toulouse? (= get off one train and go onto another)

By plane

You have to check in an hour before the plane takes off (= leaves the ground).

I went through customs but nobody checked my passport.

Give your boarding card to the flight stewards when you get on the plane.

Have a good flight.

By car

We hired a car for a week. We had to fill it up with petrol. Can I give you a lift? I'm going into town.

Exercise 3

Match the words to their definitions.

1. land	a) a place to eat on a train
2. fare	b) bags and suitcases
3. buffet/cafe car	c) it says when trains depart and arrive
4. ship	d) what you must pay when you travel
5. timetable	e) planes do this at airports
6. platform	f) it travels on water e.g. the Titanic
7. luggage	g) where you stand when you are waiting for a train

LET'S DRILL SOME GRAMMAR

Выполнение упражнений данного блока посвящено грамматическому аспекту коммуникативной компетенции. Использование видо-временных форм глаголов английского языка вызывает немало трудностей у обучающихся, в связи с чем данному материалу уделяется большое количество внимания и времени на уроках и при самостоятельной подготовке. Представленные упражнения носят повторительный и обобщающий характер.

Упражнения 4–10 направлены на формирование навыков по образованию грамматических форм настоящего времени (Present Inde-

finite, Continuous, Perfect) по образцу. Следует внимательно отнестись к форме вспомогательного глагола и его соотнесенности с подлежащим и формой смыслового глагола в каждом конкретном случае. При выборе временной формы необходимо учитывать смысл предложения в целом, наличие маркеров того или иного времени и т.п. При выполнении упражнений 11–17 необходимо повторить формы прошедшего времени, а также особенности правильных и неправильных глаголов. Упражнения 18–20 направлены на обобщение материала по формам будущего времени. Упражнение 21 является упражнением повышенной трудности, поскольку предполагает работу со всеми видовременными формами активного залога. Самостоятельное выполнение упражнения потребует максимальной подготовки.

Exercise 4

Open the brackets and use the proper tense.

1. Linda and I _____ (work) for a company, which _____ (produce) automobiles. 2. We both _____ (work) at an office which _____ (be) just in front of the factory where cars are made. 3. I _____ (start) work at ten o'clock, and Linda _____ (come) to the office at nine. 4. She _____ (be) good at typing, she _____ (write) letters and reports every day. 5. She _____ (not know) French very well, so she often _____ (go) to the sixth floor where I _____ (work). 6. I sometimes _____ (help) her translate letters, as I _____ (know) French rather well. 7. Linda also _____ (answer) telephone calls, sometimes she _____ (show) visitors around the factory. 8. She _____ (do) common paperwork, she _____ (write) memos, _____ (file) reports, _____ (answer) letters. 9. She often _____ (arrange) meetings for her boss and other managers of the company. 10. You _____ (understand) what her job _____ (be)? Yes, she _____ (be) a secretary. 11. But she _____ (not like) her job and _____ (want) to be a manager.

Exercise 5

Read the dialogue with your classmate. Complete the sentences with the Present Continuous Tense. Complete the table about Jane's and her father's plans for the week.

A Busy Week

Jane: Today is Sunday. I want to talk to you about that ice-show that we wanted to see, dad. It's on this week in Aberdeen.

Father: Good. Well, we can't go on Saturday because we _____ (visit) Aunt Margaret. We planned that a long time ago. Let's go on Friday.

Jane: I _____ (have) tea at Alison's home on Friday. She invited me yesterday. And on Thursday I _____ (go) to the Youth Club. What about Wednesday?

Father: No, I _____ (work) late on Wednesday because I _____ (give) a report on Thursday. Have you got any plans for Tuesday?

Jane: On Tuesday we _____ (have) a drama practice at school.

Father: And tomorrow I _____ (go) to school. There's a parents' evening.

Jane: Oh yes. Well, _____ you _____ (do) anything this evening?

Father: No, I _____ (not do) anything special.

Jane: Let's go this evening, then.

Father: Fine, let's go.

Day of the week	Jane	Her father
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Exercise 6

Correct the verbs if the tenses are wrong.

1. The clock is striking, it's time to finish your studies. 2. They are understanding the problem now. 3. Where is John? – He prepares his lessons; he usually prepares them at that time. 4. They are glad to know that their son is coming home next week. 5. The evening is warm, but you are shivering. Is anything the matter? – Nothing serious, I am feeling cold. 6. Can I see Mr. Green? – I am sorry, you can't: he has dinner. 7. The soup is tasting delicious. 8. Now I am seeing what you are driving at. 9. He believes

in God and is always going to church on Sundays. 10. I am hating to speak to him. He is always complaining and forgetting what to do. 11. They are being so nice to me at present. I am feeling they are liking me. 12. He often changes his political views. Now he is belonging to the Conservative Party. 13. Look! Somebody tries to open your car. 14. Oh, I won't take this dish. It is smelling awful. 15. How can I recognize him? I haven't met him. – He is wearing a yellow leather jacket and green jeans. 16. She usually drinks tea in the morning, but today she drinks coffee. 17. The last train is leaving the station at 11.50. 18. He is wanting to buy a car, but first he must learn to drive, so he is taking his driving lessons. 19. I can't stand him. He is liking to mock at people. He is always laughing at us when we meet. 20. Don't laugh at lessons, you are always laughing too much and the teachers are usually complaining of you.

Exercise 7

Give news about yourself and other people to a friend of yours. Use the words given to make sentences in the Present Perfect Tense. Use the example.

Example: My sister / get married. – My sister has got married.

1. I / find / a new job. 2. My father / retire. 3. Jane and Mike / go to work / to Australia. 4. I / buy / a new motorcycle. 5. My niece / start to walk. 6. The Browns / move / to another town. 7. Jack's Grandpa / die. 8. I / join / another football club. 9. Nick and Rita / divorce. 10. John / receive / a fortune, he / become / a millionaire.

Exercise 8

Open the brackets using the Present Perfect or the Present Indefinite:

1. Helen _____ (to be) sick since last week. She _____ (to miss) her grammar test. 2. He _____ (to read) a lot and _____ (to know) a lot. 3. Bob's parents usually _____ (to stay) in the country the whole summer. 4. We _____ (to stay) here for a month, and it _____ (to rain) almost every day. 5. You _____ (to be) at home in the evening? 6. I _____ (to be) here ever since morning. 7. He _____ (to receive) letters from her every week. 8. He _____ (to receive) letters from her since last year. 9. Is it the first time he _____ (to see) a tiger? 10. That's the third time I _____ (to phone) her today.

11. How long you _____ (to know) each other? 12. I hardly _____ (to hear) anything from her since that time. 13. It long _____ (to be) my dream to visit Canada. 14. She _____ (to dream) of becoming an actress. 15. Normally I _____ (to have) breakfast at 8 in the morning. 16. I _____ (to have) just my breakfast.

Exercise 9

Choose the correct adverb.

1. I've *yet / already / so far* spoken to Peter about it.
2. We've made a lot of progress *over the past three years / since three years / during three years*.
3. We set up *two years ago / during the 1970s / over the last two years*.
4. Have you *ever / two months ago / yet* visited Beijing.
5. We've grown rapidly *over the last few years / five years ago / just now*.
6. They updated their website *a month ago / a month before / for one month*.
7. She's been vice-president *for 10 years / last year / not yet*.
8. I did a lot of work *yesterday / already / this week*.
9. Who is that woman? I've *ever / never / since* seen her before.
10. The house is dirty. They haven't cleaned it *for weeks / last week / already*.

Exercise 10

a) Open the brackets using the Present Perfect or the Present Indefinite.

Film maker David Morris **1 (be) has been** interested in the cinema since he **2 (be)** _____ a small child. He **3 (make)** _____ his first film when he **4 (be)** _____ just twelve years old. He is now almost 40 and he **5 (make)** _____ 30 films. David loves travelling. His work **6 (take)** _____ him all over the world. He **7 (be)** _____ to Africa, India, Australia, China, the USA and South America. Last year he **8 (visit)** _____ Russia for the first time. David is married to the singer, Leena Lennox. They **9 (be)** _____ married for ten years. They live with their two children on the Greek Island of Crete. They **10 (buy)** _____ a house on the island in 1987 and they **11 (live)** _____ there since then.

b) Ask and answer the questions about the text.

1. – How long has David been interested in the cinema? – Since he was a small child.
2. – When _____ his first film? – When he was 16.
3. How many films _____? – 30.
4. _____ to Russia? – Yes, he has.
6. When _____ there? – He went there last year.
6. When _____ David and Leena _____ married? – Ten years ago.
7. How long _____ on Crete? – Since 1987.

Exercise 11

Tell which countries and cities you have been to in your life. When did you go there? Use the model:

• *I've been to Cherepovets. I went there in 2009.*

Exercise 12

Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.

1. You _____ (find) the money which you _____ (lose) yesterday? – Yes, I _____ (find) it in the pocket of my coat when I _____ (come) home.
2. The rain _____ (stop) but a strong wind is still blowing.
3. You _____ (see) Nick today? – Yes, but he already _____ (leave).
4. We never _____ (see) him. We don't even know what he looks like.
5. She _____ (meet) them in the Globus theatre last afternoon.
6. How long you _____ (know) him? – We _____ (meet) in 1996, but we _____ (not see) each other since last autumn.
7. He _____ (live) in St. Petersburg for two years and then _____ (go) to Siberia.
8. When he _____ (arrive)? – He _____ (arrive) at 2 o'clock.
9. I _____ (read) this book when I was at school.
10. I can't go with you because I _____ (not finish) my lessons yet.
11. The clock is slow. – It isn't slow, it _____ (stop).
12. He _____ (leave) for Canada two years ago and I _____ (not see) him since.
13. This is the fifth cup of coffee you _____ (have) today!
14. It is the most beautiful place I _____ (visit).
- 16 I _____ (not see) Nick lately. Anything _____ (happen) to him? – Yes, he _____ (get) into an accident three weeks ago.

Since that time he _____ (be) in hospital. 16. Why you _____ (switch on) the light? It isn't dark yet. 17. He _____ (do) everything already? – Yes, he _____ (do) his part of work long ago. 18. The last post _____ (come)? – Yes, it _____ (come) half an hour ago. 19. When you _____ (meet) him last? 20. You ever _____ (be) to Japan? – Yes, I _____ (be) there the year when there was an earthquake. 21. The discussion already _____ (begin). Why are you always late? 22. Why you _____ (take) my pen while I was out? You _____ (break) it. 23. You never _____ (tell) me why you're called Tony when your name is John. 24. Her father _____ (die) when she was a small girl. 25. They _____ (not meet) since they _____ (leave) school. 26. The rain _____ (stop). Come out, I want to speak with you.

Exercise 13

Find the mistakes if any. Use the proper tense.

1. When I came, he was having breakfast. 2. When she worked there, she often made mistakes. 3. When he was phoning, she had a bath. 4. While I was ironing, he read a newspaper. 5. I cooked supper when I heard this news. 6. He was working in this company in 1997. 7. I could not answer your call, I worked in the garden then. 8. They wished to stay because they enjoyed themselves. 9. Were you quarreling all evening? 10. The train was approaching the city when it was raining heavily. 11. The secretary still typed when the boss came in and was putting some documents on the table. 12. When he came up to the square, he saw a lot of people: they sang, danced and shouted. They were celebrating New Year. 13. Just as I was coming into the room, the students discussed the first report. 14. All the time I was writing, he was annoying me with silly questions. 15. The children played while the mother put the room in order.

Exercise 14

Open the brackets and use the required past tense.

1. It was the poorest room he ever _____ (see). 2. No sooner she _____ (come) at the station than a fast London train _____ (arrive). 3. I _____ (finish) my work by afternoon and _____ (sit) quietly in my armchair, thinking of the days that _____ (pass) by. 4. The storm already _____ (die) away, but very far off the

thunder still _____ (mutter). 5. I already _____ (go) into the bed and _____ (fall asleep) when my mother _____ (knock) at the door and _____ (ask) me to get up. 6. By the time the guests _____ (come), she still _____ (not be ready). 7. I _____ (not listen)s so I missed what she _____ (say). 8. By 9 o'clock he _____ (finish) work. He _____ (go) outside. The rain _____ (stop) but it _____ (be) rather cool. 9. By the time I _____ (come) the shop already _____ (close). 10. Hardly we _____ (leave) when our bicycle _____ (break) down.

Exercise 15

Read the letter below from Alan to his friend Ethel. All the irregular verbs have the wrong ending! Underline each one. Write the letter again, using the correct past simple form of each irregular verb.

Dear Ethel,

I'm writing to tell you about something that happened yesterday. I getted up at the usual time – about 10a.m. – haved a shower and maked breakfast. I eated a big bowl of cereal and some toast and watched TV for a while. Then I goed into the kitchen where I hearded a funny noise. I thinked it comed from behind the cooker. I getted my tool box and moved the cooker out of the way.

The noise getted louder but I couldn't see anything. I ringed my uncle to ask his advice. He sayed that he thinked it could be a gas leak. When I hearded this I just panicked! I putted the phone down, runned outside, getted in my car and drived to the local police station. I telled them about my gas leak but the constable losed his patience with me. He sayed that I should have phoned the gas company. He writed his report, then ringed the gas company for me.

Then I remembered that my house doesn't have gas – only electricity! I feeled really stupid and knowed that the constable would be angry with me for wasting his time, so I runned out of the police station while he ised still on the phone. I goed home to try to find out what the noise ised. On the way I buyed a newspaper and I readed about an escaped llama that brokeed out of the city safari park last Wednesday.

When I getted home I putted my key in the door, turned it, goed inside and straight away hearded that funny noise again. I holded my breath and opened the door slowly. Guess what? I finded the llama hiding in my

cupboard! I letted him stay and he sleeped in my garden last night. The snoring ised so loud! This morning I taked him back to the safari park. They ared really pleased to see him again and gived me a reward of £50!
Hope you are well. Write soon and let me know how you are.
Your friend,
Alan

Exercise 16

Read the texts and choose the right form of the verbs in bold.

How we Met

1) I **had / was having** a day off work. 2) I **walked / was walking** down the street when a girl in front of me 3) **dropped / was dropping** her bag. All of her shopping 4) **fell / was falling** out, so I 5) **helped / was helping** her pick it up. That's how I met Rachael. I 6) **sat / was sitting** at my desk at work one day when Jakub 7) **arrived / was arriving**. It was his first day at work and he 8) **wore / was wearing** jeans which my boss hates! I liked him immediately and six months later we 9) **got / were getting** married! Charlotte and I are from the same town in France but we 10) **met / were meeting** when we 11) **studied / were studying** English in London.

Exercise 17

Complete the texts using the verbs in the box with *used to* or in the Past Simple.

move / go / make / work / eat / put / share / not speak / find / argue

Childhood Memories

a) When I was a child we used to visit my grandparents in the country nearly every weekend. My granny always 1) _____ her special chocolate cake for us. Once I 2) _____ so much of it that I was sick!

b) My dad 1) _____ for an international company. When I was about ten we 2) _____ to live in Panama for a year. I remember my first day at school because I 3) _____ Spanish and couldn't understand anything the teachers said. I learnt it very quickly!

c) My sister and I 1) _____ all the time when we were children. She never 2) _____ her toys with me so one day, when I was about eight years old I 3) _____ her favourite toy into the

rubbish bin. She never 4) _____ the toy and she still reminds me about it now!

Exercise 18

Complete each sentence using either *yesterday* or *tomorrow*:

1. Did you know I saw Steven _____?
2. What time will the lesson finish _____?
3. I was going to ring you _____, but I didn't have time.
4. Jean caught the bus to work _____ morning.
5. He would've liked to have seen you before you left _____ but never mind.
6. Both of us will be starting the new course _____ afternoon.
7. It will be almost impossible to finish this essay by _____.
8. I was in Bristol _____, visiting my old friends Raphael and Henry.
9. Are you sure you had an appointment booked for _____.
10. Jamie said that he should have finished mending the fence by _____ afternoon.
11. I couldn't ask you about the report _____ because you weren't in.
12. Samantha found out _____ that her parents are splitting up.
13. The concert starts at seven _____.
14. If I swim fifty lengths _____, my teacher said she will enter me into the competition.
15. I couldn't ring you _____ because I didn't have any credit on my phone.

Exercise 19

Open the brackets and put the Future or the Present Indefinite Tense.

1. I (accompany) you with pleasure as soon as I (finish) my report.
2. The performance (be) a great success if he (play) the leading role.
3. If this time (be) convenient for you, we (meet) tomorrow.
4. We (not complete) the work this week in case he (get) ill.
5. We (not start) till he (arrive).
6. Provided he (leave) now, he (miss) the rush hour.
7. We (not be able) to carry out the experiment unless he (help) us.
8. You may take my dictionary as long as you (give) it back on Friday.
9. As soon as he (return)

from the beach, we (have) dinner. 10. I (phone) you when she (come).
 11. Providing that he (work) hard, he will finish his work on Thursday.
 12. She has two keys in her bag in case she (lose) one. 13. Unless he
 (come), we (not go) to the country. 14. He (remind) you of your promise
 in case you (forget) it. 15. As soon as the lake (get frozen), she (go skating).
 16. When you (turn) on the right, you (see) an old oak. 17. If she (keep) her
 promise, they (be) rich. 18. Unless you (look) at the picture at some
 distance, you (not see) the details. 19. Providing that nothing (happen), I
 (return) in two weeks. 20. If the wind (blow) from the west, it (rain). 21. If
 you (get) there before me, wait till I (come). 22. Provided all (go) well, I
 (graduate) in June. 23. He (not go) for a walk until he (do) his lessons.
 24. He (not catch) the train unless he (leave) immediately. 25. We (not
 wait) till he (make up his mind).

Exercise 20

Open the brackets and put the verbs into the Future Indefinite, the
 Future Perfect, the Present Indefinite or the Present Perfect Tense.

1. By 8 o'clock they _____ (have) dinner. 2. By the end of the
 week he _____ (finish) the translation. 3. Before you _____
 _____ (come) I _____ (do) all the work. 4. She _____ (look)
 through the article by 12 o'clock. 5. They _____ (receive) our
 letter by Monday. 6. By the time we _____ (get) to the forest the
 rain _____ (stop). 7. I think he _____ (answer) the letter
 by this time. 8. We _____ (begin) to work after we _____
 (read) all the instructions. 9. We _____ (not do) anything until he
 _____ (take) necessary steps. 10. The committee _____
 (prepare) the plan by tomorrow. 11. I suppose when my letter _____
 (reach) you I already _____ (return) from your voyage. 12. He
 _____ (pass) an exam after he _____ (learn) all the material.
 13. I am afraid they _____ (not discuss) all the questions by the time
 they _____ (come). 14. We _____ (not be able) to start the
 experiment before we _____ (obtain) the necessary data. 15. The
 secretary already _____ (look) through all the papers before the boss
 _____ (come). 16. My train _____ (leave) by the time you
 (come) to the station.

Exercise 21

Complete the text with the verbs in the correct tense.

The Hare and the Tortoise

Once upon a time there _____ (live) a tortoise and a hare. The tortoise ____ (be) old and slow, but very wise. The hare _____ (be) young and fast. He was also a show-off.

One fine summer day, the hare ____ (go) up to the tortoise and _____ (say), 'You (be) old and slow. I bet you I could beat you in a race.'

The tortoise ____ (was) fed up with the hare always showing off, so he _____ (say), 'OK then, tomorrow we ____ (race).' Well, the next day _____ (come) and they _____ (go) to the starting line.

Off they went. Immediately, the hare _____ (race) off into the distance. The tortoise, on the other hand, _____ (plod) slowly along.

After a while the hare _____ (become) sleepy, so he _____ (decide) to take a quick nap. He _____ (look) back down the road and _____ (cannot) see the tortoise, so he _____ (think) it (will be) safe. He _____ (lie) down in the grass and soon he ____ (be) fast asleep.

Meanwhile the tortoise carried walking slowly on his way. He _____ (pass) the hare sleeping at the side of the road but he didn't say anything. A few hours passed and the hare _____ (wake) up.

He _____ (notice) the sun sinking over the hills. 'Oh dear!' he _____ (think) 'I (sleep) all day!' Then suddenly he _____ (remember) the race.

Quickly he ____ (run), but he _____ (be) too late. When he _____ (arrive) at the finish, he ____ (find) the tortoise already there. The tortoise _____ (win).

The moral of the story is: It ____ (be) better to be slow but steady, than to be quick but make mistakes.

LET'S READ AND SPEAK

Данный блок упражнений направлен на решение задач совершенствования речевых умений в рамках формирования коммуникативной компетенции. Умение чтения текстов разного характера, решение задач на извлечение различного вида информации и использование ее в ответах на вопросы в рамках заданной тематики являются одними из первостепенных задач данных упражнений. Задания на поиск соответствий в прочитанном тексте являются одними из ключевых заданий в государственной итоговой аттестации и требуют достаточного

уровня сформированности лексических, грамматических и фонетических навыков.

Особенную трудность для ученика составляет выявление информации, не указанной в тексте. Алгоритм работы с подобными заданиями предполагает умение учащегося задавать себе вопросы по предложенным утверждениям: упоминалось ли в тексте данное содержание? Успешное овладение такими заданиями является залогом формирования общеучебных умений по извлечению информации, как и решение тестовых заданий по прочитанному тексту. Решение заданий на словообразование предполагает самостоятельное овладение учеником данным материалом и позволяет развивать языковую догадку, грамматические навыки и расширять словарный запас.

Упражнения 31–33 являются комбинированными и требуют поэтапного выполнения всех заданий, представленных в подробном плане. Выполняя задания на чтение, письменную речь и говорение обучающийся консолидирует все имеющиеся навыки и умения в рамках представленного языкового материала и с опорой на представленное содержание продуцирует самостоятельные монологические высказывания.

Exercise 22

Read the texts carefully. Answer the questions below. Retell one of the texts.

A Mountain Climber

Did you know that more than 4,000 people have climbed Everest? Gerlinde Kaltenbrunner from Austria is one of them. She is one of the world's greatest climbers and has climbed all the world's mountains over 8,000 metres. It's very difficult to climb in cold weather and storms, but Gerlinde loves it. She started climbing as a teenager in the mountains near her home. When she left school she became a nurse but always went climbing in her free time. Now she spends her time climbing and helping a charity for poor children in Nepal.

- 1) How many people have climbed Everest?
- 2) Where does Gerlinder come from?
- 3) Why is it difficult to climb the mountains?
- 4) When and where did she start climbing?
- 5) What did she do after finishing school?
- 6) Whom does she help in Nepal?

Amazon Adventurer

Ed Stafford from the UK is the first person to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil. His amazing journey took two years and four months. There are many dangerous animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry.

Technology was very important for Ed. He used a radio to ask the people of the rainforest for food and help. Many people came to meet him and guide him through the rainforest. While he walked, Ed wrote a blog to tell the world about climate change and destruction of the rainforest.

- 1) Where does Ed Stafford come from?
- 2) What is he famous for?
- 3) How long did it take him to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil?
- 4) What dangerous animal are there in the rainforest?
- 5) Who was Ed bitten by?
- 6) What did Ed do every day on his trip?
- 7) Why was Ed often tired and hungry?
- 8) What did Ed use a radio for?
- 9) What was Ed's blog about?

Exercise 23

Read the text. Decide whether the statements 1-13 are TRUE, FALSE, NOT STATED.

Animals in the City

One night in December 2011, a bear came into the city of Vancouver in Canada. It walked through the city streets past houses, shops and offices. Then it found some food in bins outside a restaurant and started eating. In the morning, someone saw the bear and called the police. The police came with a vet from the city zoo. They put the bear in a lorry and took it to the mountains outside the city. Luckily, the bear was safe. But what happens in other countries when big animals come into cities? In Vancouver it is unusual to see a bear, but in some cities you can see big animals on the city streets every day.

Big animals usually come into cities to find food. In Cape Town in South Africa baboons come into the city when they are hungry. They go into gardens and eat fruit from trees. They even go into houses and take food from cupboards and fridges! Baboons are strong animals and they can scare people. But the city can be dangerous for baboons too. Sometimes, cars and buses kill baboons in accidents. Human food is very bad for the baboons' teeth because it has a lot of sugar. Now, there are Baboon Monitors working in Cape Town. Their job is to find baboons in the city and return them to the countryside.

In Berlin in Germany, pigs sometimes come into the city to look for food. They eat flowers and plants in parks and gardens. Sometimes they eat vegetables from gardens and they walk in the street and cause accidents. Some people like the pigs and they give them food and water to drink. Other people do not like the pigs and they want the government and the police to stop them entering the city.

In Moscow in Russia, there are 35,000 wild dogs. The dogs live in parks, old houses, markets and train stations. Some dogs live in groups and others live alone. Many people in Moscow like the dogs. They give them food and water. Some people make small houses for the dogs in their gardens. This helps the dogs in winter, when the temperature in Moscow is -10 °C and there is a lot of snow and ice.

Many animals live in cities. In some cities, you can see birds, insects, mice and squirrels every day. But sometimes, it is dangerous when big animals come into cities to find food. We need to find ways of stopping animals coming into the city without hurting them.

№	Statement	True / False / Not Stated
1	2	3
1	In winter a bear came into the city of Vancouver in Canada.	
2	The bear found some food in one of the shops.	
3	A vet from the city zoo called the police in the morning.	
4	They took the bear to the city zoo.	
5	Big animals usually come into cities when they are hungry.	
6	Baboons prefer to eat fruit and cakes from fridges.	

1	2	3
7	Cities are dangerous for big animals.	
8	Baboon Monitors work in the city zoos.	
9	Wild pigs in Berlin eat flowers, plants and vegetables in the markets.	
10	Children are usually afraid of the pigs which walk in the street and cause accidents.	
11	People in Russia always try to find owners for wild dogs.	
12	Birds, insects, mice and squirrels prefer to live in cities.	
13	Big animals come into cities because they can't live in wild	

Exercise 24

Read the text about travelling. Choose the correct answer to the questions below.

Travel is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people travelling is not fun at all. Some people suffer from travel sickness. This means that they will become very unwell each time they travel.

Travelling can be either cheap or expensive. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you use your legs only. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but they are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. It can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours before departure.

A train is another mode of transport which is ideal for travelling long distances within the same country, or between countries which are connected by land.

A number of destinations can be travelled to by using the sea. People often depart from a harbour in a ferry which is driven by a captain. If the journey is a long distance, people may choose to sleep on the ferry while they wait to arrive at their destination. Some people choose to go on a cruise for their holiday, which would involve stopping at many different city ports for a short amount of time.

People who need to travel short distances may choose not to use any transport at all. People often rely on their legs to take them to places nearby. This is often encouraged as certain modes of transport produce harmful emissions and damage the environment.

- 1) Which mode of transport does not cost money?
a) train b) car c) bus d) walking
- 2) Why do some people not enjoy travelling?
They find it a waste of time. c) It is not comfortable.
It is expensive. d) They become unwell.
- 3) Name the mode of transport which is controlled by a pilot and stops at an airport.
a) train b) airplane c) car d) bus
- 4) Name the mode of transport which is controlled by a captain and stops at a port.
a) train b) airplane c) car d) ship
- 5) Which mode of transport is ideal for travelling between countries connected by land?
a) train b) bicycle c) car d) airplane

Exercise 25

Complete the table with one or several words. Include negative words where possible.

verb	noun	adjective
fly		
	difference	
		productive
invent		

Exercise 26

Read the text. Choose the correct answer to the questions below.

A Great Summer Vacation

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight exciting days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. We enjoyed it too! The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation!

- 1) What city did they go to for their summer vacation?
a) Paris b) Latin c) Louvre d) Lyon
- 2) How long was the summer vacation?
a) two weeks b) eight days c) eight weeks d) one week
- 3) What did their hotel room have?
a) A balcony b) A bottle of wine c) A view of the metro d) A refrigerator
- 4) Who got tired walking in the Louvre museum?
a) Harry b) Steve c) Seine d) Henry
- 5) What did Steve enjoy the most?
a) The hotel breakfast and the croissants c) The Latin Quarter and the balcony
b) The cafes along the river Seine d) The wine and the food

Exercise 27

Complete the table with one or several words. Include negative words where possible.

verb	noun	adjective
taste		
x		happy
excite		
enjoy		

Exercise 28

Read the text carefully. Transform the words given to complete the sentences.

At the Seaside	
If you are going to stay in England for some time you ought to spend at least a week at the seaside. If you can stay longer, so much the better. You will have no _____ in finding a _____ hotel or a boarding house.	difficult suit
Let us go to the English seaside and watch the holiday-makers who are enjoying their rest there. You can see a lot of people in the _____ suits. They are lying in the sun or swimming. Some of them look rather sunburnt. People like swimming because a swim an hour a day will do a lot of good. If you bathe every day you'll be very _____ and strong.	bathe
Children are also enjoying their holidays at the seaside. They are playing on the beach, making _____ castles and channels in the sand. Young people are sailing and we can see some yachts far away.	health
Holidays at the seaside are _____ and wonderful. When you are tired of the city life go down to the sea for a week or a fortnight. Take your car with you if you've got one, choose a good hotel and you are sure to spend an _____ time.	wonder use
	enjoy

Exercise 29

Read the text. State whether the statements 1-13 are TRUE, FALSE, NOT STATED .

The World's Most Beautiful Islands

Islands are pieces of land surrounded by water. Some are really small and uninhabited by people, whereas others were once homes to early

civilizations, and are now independent cities or countries. Since many islands are not so industrialized, and have managed to preserve wildlife and nature, they offer a perfect escape from busy and noisy cities for millions of people.

Bora Bora

A major tourist destination, Bora Bora is a group of islands in the Pacific Ocean. These wonders of nature got their name from the local Tahitian expression which means «created by the gods» (pora pora mai te pora).

The main Bora Bora island hosts remnants of an extinct volcano which is also the highest peak. The true beauty of this island lies in the lagoon and the barrier reef which surround it. A lagoon is an area of sea water that is separated from the ocean by rocks or sand.

Many resorts are located on smaller islands around the lagoon. Because of the amazing and diverse ocean life the lagoon shelters, snorkeling and scuba diving are some of the most popular activities, where tourists can also see sharks and rays (a ray is a sea fish with a large flat body and a long tail).

There is no public transportation on the islands, so tourists need to either know how to drive or ride a bicycle.

Bali, Indonesia

Indonesia is a country consisting of a group of islands in South East Asia. Bali is the most popular holiday destination in Indonesia.

Unlike most other islands, Bali is a crowded place, with its 4 million inhabitants and many thousands of tourists coming in daily. It is also home to the most diverse coral reef population, with more than 500 species found.

Known as the Land of the Gods among the locals, Bali hosts active volcanoes, rice fields and white sand beaches. It is visited by many adventurers, as it is possible to surf and dive in the ocean, raft in white river waters, go bungee-jumping on one of the cliffs, as well as mountain climb.

Seychelles

This African country is in fact an archipelago of 115 islands. Archipelago means a group of islands and the sea surrounding them.

The main island, Victoria, is where tourists can learn about the culture of the country, and visit the main Hindu temple and Natural History Museum.

Many Seychelles' beaches are untamed and not crowded at all, which is why many turtles feel safe there, so they come ashore to lay their eggs.

Nearly 90% of the country is covered in forest, so the islands are a top destination for all lovers of wildlife and nature. You can observe some of the 275 species of birds which live on the island, or simply enjoy locally-grown exotic fruit.

No	Statement	True / False / Not Stated
1	All islands are really small and uninhabited by people	
2	An island cannot be an independent city or country	
3	Many islands have managed to preserve wildlife and nature	
4	Many islands are good places for millions of people to have a rest from busy and noisy cities	
5	Bora Bora is a group of islands in the Atlantic Ocean	
6	The main reason why people come to Bora Bora is to see the remnants of an extinct volcano	
7	Tourists can use public transportation on the islands of Bora Bora	
8	Bali is a place where many people live	
9	Nowadays you cannot see active volcanoes, rice fields and white sand beaches in Bali	
10	Bali is very attractive for many adventurers	
11	Seychelles are an archipelago of 15 islands	
12	Many turtles feel safe on Seychelles' beaches, so they come ashore to lay their eggs	
13	There are a lot of farm which grow exotic fruit in Seychelles	

Exercise 30

Read the text. Complete the sentences with the correct forms of the words.

We live on the _____ planet, Earth, which has very clean and attractive nature full of greenery. Nature ___ our best friend which _____ us with all the resources to live here. It gives us water to drink, pure air to breathe, food to eat, land to stay, animals and _____ for our other uses. We should fully _____ the nature without disturbing its ecological balance. We should care our nature, make it peaceful, keep it clean and prevent it from the destruction so that we can enjoy our nature forever. Nature is the _____ gift which _____ by the God to us to enjoy but not to harm.	beautiful be provide plant enjoy precious give
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Exercise 31

- a) Read these two versions of the same story. The meaning is similar but the underlined verbs in the second story are more descriptive.

1

A guy took my bag, quickly walked out of the cafe and ran down the street. I shouted at him to stop and the waiter ran after him. He caught him but the thief hit him and broke his glasses. Then suddenly a dog appeared and bit him so he threw my bag down on the ground.

2

A guy grabbed my bag, rushed out of the cafe and sprinted down the street. I yelled at him to stop and the waiter chased him. He caught him but the thief punched him and smashed his glasses. Then suddenly a dog appeared and attacked him so he chucked my bag down on the ground.

- b) Read the second story again and match the underlined verbs with the definitions 2 to 9.

- 1) move quickly to get somewhere or do sth rush
- 2) hit using a closed hand _____
- 3) try to hurt sb _____
- 4) take sth suddenly or quickly _____
- 5) run very quickly _____

- 6) throw sth not in a careful way _____
- 7) shout loudly _____
- 8) run after sb _____
- 9) break into many pieces _____

Test yourself!

Cover the second story. Retell the first story using the other verbs.

A guy took / grabbed my bag ...

Exercise 32

Read and follow the instructions in the bold.

Predicting

- a) The article below is about a journey that went wrong. Try to guess what happened using the title and these words from the text.

holiday / Australia/ landed / Canada / flight / the Internet

- b) Read the article. Were your predictions correct?

Greetings from Sydney, Canada!

A British couple, Emma Nunn and her boyfriend Raoul Sebastian were on their way to a three-week holiday in Australia. It's surprising that they didn't realize something was wrong when they landed at Halifax, Nova Scotia in Canada, and were transferred to a 25-seater plane for the last part of their journey.

But 19-year-old Miss Nunn was only slightly worried. 'I don't like flying and I said I was surprised to see a small plane like that going all the way to Sydney, Australia,' she said. 'On the plane, they gave us immigration forms asking how long we planned to stay in Canada. I told the stewardess we would only be there a couple of hours, and she said, «Fine, write two hours».

The couple were not concerned when they realized that their flight time from Britain was just nine hours 30 minutes instead of 22 hours.

So it was not until they landed at Sydney on Cape Breton Island, Nova Scotia – a town with a population of 26,000 – that they finally realized that they probably wouldn't be able to use their Australian dollars at the local bar.

While their friends were waiting for them at Australia's Sydney airport, the couple – who had booked their Air Canada tickets on the Internet – landed on the opposite side of the world.

They were met at the airport by Andrea Batten, a customer service agent for the regional airline, Air Canada Jazz. 'I was told, «Can somebody go to the front desk, there is a couple who think they should be in Sydney, Australia,»' she said. 'While baggage occasionally ends up at the wrong Sydney, it is the first time that passengers have found themselves in the wrong hemisphere,' she added.

Back home, the Association of British Travel Agents (ABTA) said the story was a great advertisement for using travel agents. A spokesman said: 'That is probably one of the drawbacks of the Internet – there is not a brain in the middle.'

- couple (n) – boyfriend and girlfriend
- concerned (adj) – worried
- hemisphere (n) – one half of the earth
- transferred (p) – moved to a new plane
- ends up (v) – finally arrives
- drawbacks (n) – disadvantages

Understanding the main points

Which way did Emma and Raoul go? Which way did they plan to go?

Understanding attitude

Read the article again. How did each person feel about what happened? Complete sentences (1–4) with the endings (a–d).

1. Emma Nunn
 2. The air stewardess
 3. Andrea Batten
 4. The ABTA spokesman
- a was not surprised by a passenger's comment,
 - b was surprised when some passengers landed in Canada,
 - c was pleased because the mistake advertised a personal service,
 - d was not concerned about unexpected changes to a journey.

Speaking:

Work in pairs. Interview each other about your best and worst holidays. Use the following words:

Telling a story

One night/day we ...

One summer I went to ...

When we arrived, we ...

Describing holidays

no-frills / luxury holidays

Things to do on holidays

relax / switch off / unwind

explore / go sightseeing

Exercise 33

Follow the instructions in bold and read.

Predicting

- a) The article below is about the way people spend their free time in Ecuador. Try to guess the main ideas using the title and these words from the text.

weekends / travel / sports / shops / TV / music

- b) Read the article. Were your predictions correct?

Free Time in ECUADOR

Weekends are for families in Ecuador, often with big family gatherings or celebrations: children's birthday parties – with older relatives also invited – weddings, etc. Families often travel outside the main cities to countryside farms or small towns where traditional dishes are the main attraction.

While team sports, particularly football or volleyball, are more popular with men, it is becoming more common to see women walking in parks, jogging, or cycling. Another big attraction for couples and families is going to shopping malls. However, most people are just window shopping, because everything is extremely expensive and they can't afford to buy things. These malls are more common in bigger cities.

Teenagers go out dancing at night, either to salsa or techno-latin music. Smaller cities are lively too, and the streets are usually packed with cars, and people playing loud music and drinking. One interesting thing is that some of the most popular TV shows – such as soap operas or reality shows – are not shown at weekends, so cinemas are definitely busier at the

weekends. Most films are from the US, but recently there have been several good Latin American movies.

gathering (n) a party, or meeting of people

shopping mall (n) a large building with lots of different shops

soap opera (n) a programme about a group of people which is shown several times a week

Understanding the main points

- What do families do in their free time in Ecuador?
- What do teenagers do in their free time in Ecuador?

Understanding the details

Read the article again. How do groups of people think about their free time? Complete sentences (1-4) with the endings (a-d).

1. Families in Ecuador
 2. Team sports
 3. Window shopping
 4. Teenagers
- a) spend their free time dancing and partying right in the street.
 - b) spend their time traditionally visiting relatives and friends or travelling to the countryside.
 - c) is getting more popular because things are expensive
 - d) become less popular in Ecuador

Speaking

Retell the text using the plan:

- family reunions in Ecuador
- sports in Ecuador
- the malls in Ecuador
- teenage life in Ecuador

Exercise 34

Follow the instructions in bold and read.

Predicting

- a) The article below is about the way people spend their free time in Hong Kong. Try to guess if it is different from Ecuador using these words from the text.

weekends / shopping / horseracing / nightclub / nearby islands

- b) Read the article. Were your predictions correct?

Free Time in HONG KONG

Ask anyone living in Hong Kong how they spend their weekends and most will answer 'shopping'. Young people meet friends and spend the day window shopping. The women usually go to the designer boutiques and shopping malls, while men head for the big computer centres.

Most shops stay open until 10.00 p.m., but when they close there's always the night market where you can 'haggle' for a good price. For those who don't like spending their nights shopping, particularly men, there is horseracing, which starts around 6.00 p.m. and goes on until very late.

The cinema is very popular, with long queues of people waiting to see the latest films, especially those with Jackie Chan. Afterwards, younger people go on to a bar or nightclub to dance the night away, while older people enjoy going out for a meal.

Sundays are a time to relax. If the weather is nice, many go to the beach for the day, or take a ferry to one of the nearby islands. For those who like sport, there are tennis courts and swimming pools, but the most popular sport is basketball.

Understanding the main points

- What do people do in Hong Kong at the weekend?
- Does free time on Saturdays differ from that on Sundays?

Understanding the details

- Do young people spend their free time as the families do?
- Where do women go?
- Where do men go?
- What does a teenager do on Saturday?
- What kinds of sports are popular?

Speaking

Compare the free time in Hong Kong and any other country (you may choose Ecuador from ex.7 or speak about Russia) according to the plan:

- family reunions
- shopping
- sports
- teenage life

Unit 4 SCHOOLING

LET'S REMEMBER THE WORDS

Упражнения данного блока направлены на восстановление и пополнение лексического запаса, тренировку лексического навыка во взаимосвязи с грамматическими структурами. Выполняя упражнения, обучающийся может пользоваться словарем/учебником. Могут быть использованы различные виды работы (самостоятельная, парная, групповая, фронтальная). Упражнение 3 может потребовать перевода текста, если у обучающихся возникают трудности с подбором требуемых глаголов. Упражнение 4 требует творческого подхода и может заинтересовать учеников нестандартным подходом к усвоению лексики по заданной теме.

Exercise 1

Fill in the chart with the words given.

School subjects in UK schools	People in school	After school activities	School rooms and places
library	English Literature	Geography	History
Music	Maths	classroom	cleaner
hall	staff room	pupil	swimming
laboratory	music room	basketball	IT
canteen	art room	gym	football pitch
dance	teacher	head teacher	deputy head
head of department	secretary	computer room	photography
caretaker	arts and crafts	chess	Art
choir	orchestra	homework	pottery
Information Technology (IT)	Science (Physics, Biology, Chemistry)	Modern Languages (e.g. French, German, Spanish)	Physical Education (PE)

Exercise 2

Read and translate.

1. A maths teacher teaches maths. Her students study maths.
2. After school, students do homework.
3. At primary school, children learn to read and write.
4. A university teacher gives a lecture on chemistry and the students take notes.
5. Students can do an (English) course in many colleges and schools.
6. At the end of a course, you often have to take/do an exam.
7. You hope to pass your exams. You don't want to fail your exams.
8. If you pass your final exams at university, you get a degree.

Exercise 3

Read the text. Choose a verb from the sentences in Ex. 2 to fill the gaps in the text. Put the verbs in the correct tense form.

John did well at school. He always found it easy *to learn* and he always _____ his homework. He _____ all his school exams. Now he _____ geography at university. He is also _____ a special geology course. He enjoys sitting in lectures, listening to the lecturer and _____ notes. He will _____ his final exams next year. If he _____, he will _____ a degree in geography. If he _____, he will be very sad. He would like to become a geography lecturer. He would like to _____ lectures.

Exercise 4

Imagine a typical school. Draw the plan. What rooms do you need? Use the words below, but the letters are jumbled!

lssca orom	abrolaytor	ymg	trempuco moor
afrecatie	granyploud	sicum omor	fatsf moro
rarbily	lalh		

Exercise 5

Complete the sentences with these words:

*comprehensive schools / determination / experience / luck / personality
sense of humour / terms / tutor*

1. My parents are going to get me a private Maths _____ to help me pass my exam.
2. Most teenagers in the UK go to _____ .
3. I'm working in the leisure centre to get some work _____. It'll look good on my CV.
4. Learning to speak a foreign language perfectly is not easy. It takes a lot of hard work and _____.
5. Our school year is divided into three _____.
6. With a bit of _____ I'll pass my driving test tomorrow. I hope nothing goes wrong.
7. I haven't got the right _____ to be a model. I'm too shy.
8. My boss has got a great _____. She often makes me laugh.

LET'S DRILL THE GRAMMAR

Данный блок упражнений направлен на отработку грамматических навыков по сложным грамматическим темам «Согласование времен» и «Косвенная речь», поэтому их рекомендуется выполнять в классе, когда учитель может пояснить и проконтролировать их выполнение.

Выполнение упражнений предполагается по образцу – порядок слов, видовременные формы глагола, замена местоимений и сопутствующих слов согласно логике требуют особого внимания при трансформации предложений (утвердительных, вопросительных, повелительных) из прямой речи в косвенную.

Exercise 6

Change the following special questions into indirect speech. Begin your sentences with the words *I / he wondered, we / they asked, she / he wanted to know, etc.*

Example: When did she go shopping? – He asked when she had gone shopping.

1. Why did he decide to go to Ethiopia?
2. When was she sent on business?
3. Who will fulfill this task?
4. How long has she been staying here?
5. Who was he speaking to when I came tip to him?
6. Who will play the role of Hamlet?
7. What is shown in this diagram?
8. What is he going to do on Sunday?
9. How long have they been developing this project?
10. Who was this book written by?

Exercise 7

Imagine that you have come to study to a foreign country and students are asking you questions. Report these questions later to your friend.

Example: «What country do you come from?» asked Bill. – Bill asked what country I came from.

«Do you often go to the swimming-pool?» asked Pete. – Pete asked if I often went to the swimming-pool.

1. «How long have you been here?» said Ann. 2. «Are you working as well as studying?» asked Peter. 3. «Have you got a work permit?» Bill wanted to know. 4. «What are you going to study?» asked Ann. 5. «Have you enrolled for more than one class?» said Peter. 6. «Do you want to buy any second-hand books?» said Bill. 7. «Have you seen the library?» asked Ann. 8. «Do you play rugby?» said Peter. 9. «Will you have time to play regularly?» he went on. 10. «Did you play for your school team?» asked Bill. 11. «Are you interested in acting?» asked Ann. 12. «Would you like to join our drama group?» she asked. 13. «What do you think of our canteen?» asked Pete.

Exercise 8

Change commands, requests, recommendations into indirect speech.

Example: «Close the door,» she asked me. – She asked me to close the door.

1. «Open the safe!» the raiders ordered the bank clerk. 2. «Please do as I say,» he begged me. 3. «Help your mother, Peter,» Mr. Pitt said. 4. «Don't make too much noise, children,» he said. 5. «Do whatever you like,» she said to us. 6. «Don't miss your train,» she warned them. 7. «Read the document before you sign it,» the lawyer said to his client. 8. «Fill in the blank again,» he said. 9. «Buy a new car,» I advised him. 10. «Don't drive too fast,» she begged him. 11. «Don't put your bicycle near my window,» said the shopkeeper to me. 12. «Come to the cinema with me,» he asked her. 13. «Cook it in butter,» I advised her. 14. «Send for the fire brigade,» the manager said to the porter. 15. «Please pay at the desk,» said the shop assistant to her. 16. «Don't argue with me,» said the teacher to the boy. 17. «Pull as hard as you can,» he said to her. 18. «Don't lend anything to her,» he advised us. 19. «Stand clear off the door,» a voice warned the people. 20. «Put down that gun. It's loaded,» she warned him.

Exercise 9

Change sentences with modal verbs and their equivalents into indirect speech.

1. «If what you have said is true I must go to the police,» he said. 2. «You don't need to come in tomorrow,» said my employer. «You may take a day off.» 3. «I'll be busy next week and won't be able to help you,» she said to us. «Besides this text must be typed and as for me, I cannot type, so I'll have to ask somebody to do it,» she added. 4. The official said, «This passport photo isn't like you at all. You must have another one taken.» 5. «I needn't get up till nine tomorrow,» I said. 6. «I must go to the dentist tomorrow,» she said to me. «I have an appointment.» 7. «I will go to bed. I had to get up very early today,» he said. 8. «I couldn't meet her, I was working,» he said. 9. «Ann's English is very poor. She must study very hard,» the teacher said. 10. «Something was wrong with the receiver, I could not hear you well yesterday,» she said.

Exercise 10

Change the following into indirect speech paying attention to conditional sentences.

1. «I'll put a book into your briefcase in case you want to read,» Mother said. 2. He said, «If she follows my advice, all will turn out well.» 3. «Annette will have come to Paris in an hour if there are no delays,» Pete thought. 4. «These letters must be sent immediately as soon as they are translated,» the manager said. 5. «I'll take you out for a walk after I have seen the film,» he said to his dog. 6. «I am sure she will sing to us provided we ask her,» he whispered. 7. «If she trains hard she will win the Cup,» the trainer said. 8. «If she stays in bed for a couple of days, she will be all right in a week,» the doctor said to the mother. 9. «If the train comes on time we'll be able to see the football match,» he said to me. 10. She said, «I won't come if I am not invited.»

LET'S READ AND SPEAK

Данный блок упражнений имеет своей целью совершенствование речевых умений в рамках формирования коммуникативной компетенции. Поисковое чтение, заполнение пропусков в тексте, ответы на во-

просы различной направленности позволяют консолидировать имеющиеся фонетические, лексические и грамматические навыки. Обучающиеся также получают навыки работы с текстом в плане вычленения необходимой информации, выявления верных/неверных суждений.

Данные умения могут быть использованы обучающимися в ситуациях моделируемого общения. Используя задания самостоятельно, обучающийся может читать тексты с опорой на словарь и/или учебник, составлять рассказ по заполненной с опорой на текст таблице, пересказывать опорные тексты для совершенствования умений чтения и говорения, высказывать собственное мнение по опорным вопросам, используя слова и грамматические структуры в представленных текстовых образцах.

Упражнения 15–16 выполняются последовательно и представляют особый интерес, формируя лексические навыки обучающихся с помощью нехарактерных для родного языка фразовых глаголов. Упражнения 21–22 помогут подготовить обучающихся к монологическому высказыванию в виде воспроизведения прочитанного и проработанного с помощью вопросов/ответов текста. Упражнения 24–25 предполагают использование всего языкового и речевого материала и идейного содержания предыдущих упражнений для построения собственного монологического высказывания с опорой на представленные вопросы.

Exercise 11

Read the text carefully and answer the questions below.

My name is Martina. I live in a small town near Soria, in Spain. In my country students must go to school until they are 16 years old. First they go to primary school and then to high school. I am eleven years old, so I go to high school. My high school is big and quite old. There are many classrooms for the different groups but there are also classrooms for special subjects: We have a technology classroom, a computer classroom, a music classroom, a language laboratory classroom, a gymnasium, a library and three classrooms where we can watch videos.

My favourite lesson is Computers and my favourite classroom is the computer classroom. There is a computer for every student when we go there, so we can work individually, but we can ask the teacher if we have any question. I love surfing the internet, chatting with my friends and I am even thinking of making my own website or blog.

My second favourite lesson is Music. I can play the flute and the piano and I can read scores, so this subject is easy for me. I like it when the teacher plays classical music for us. My favourite composer is Mozart.

My least favourite lesson is Sport. I am a bit clumsy and I can't run for a long time because I suffer from asthma. But I enjoy team sports such as basketball because you have fun with your classmates.

2. How old do you have to be to leave school in Spain?
3. How many special classrooms are there in Martina's school?
4. What is Martina's favourite subject?
5. What are Martina's plans on the Internet?
6. What is Martina's least favourite subject? Why?

Exercise 12

Complete Nicole's account of her school.

I go to Chadworth School. It's a s_____y school with 950 students aged eleven to eighteen. It's a mixed school, but boys and girls have separate l_____, the teachers say we get better exam r_____s that way. My favourite subjects are French and Spanish. I love l_____. I am really interested in the cinema, so I go to f_____m club every Thursday.

I'm from a large family and we live in a small flat. It's difficult to concentrate on your work there, so I sometimes go to h_____k club after school. I'm not very sporty, but we've got a great pool at the school so I go to s_____g club on Saturdays.

Exercise 13

Read the text carefully. Complete the sentences with the correct forms of the words.

<p>All Russian children at the age of six go to school. Schooling ___ free, universal and compulsory. Children leave school at the age of 17, so school becomes their _____ home.</p> <p>On the first of September millions of _____ come back to school after summer holidays to start or continue studies, to meet classmates and teachers. Traditionally the _____ day at school _____ a holiday – the Day of Knowledge. On this day the first-formers go on an excursion to get acquainted with the school.</p>	<p>be two pupil one be</p>
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Exercise 14

Read the text carefully. Transform the words given to complete the sentences.

<p style="text-align: center;">My school</p> <p>Our school is situated in Gogol Street. It's a large school. Over 1,500 pupils from 6 to 17 attend it. Our school is young. It is only five years old. It was built in 1993 on a special design. A 3-storeyed _____ consists of two wings: one for primary school and the other for secondary school. They are connected by a large light hall. There we meet our _____ and friends on the first of September and other holidays. Our school is _____ and well-planned. The classrooms are large and light. Pupils study _____ subjects there: Russian, English, Spanish, French, _____, Literature, Mathematics, History, Geography, Physics, Chemistry, Biology, Music. All the classrooms are well equipped. Besides, we have two computer classes, three gyms, a carpenter's workshop and a tool workshop, two home economics rooms – one for cooking and another for sewing. As you see we have all facilities to acquire computer and trade skills, and to go in for sports.</p> <p>Our school provides high quality _____, so that all our pupils have the opportunity to achieve their potential.</p> <p>On the ground floor one can see two canteens for junior and senior pupils and a library. In the canteens we have meals: breakfast and lunch. In the library there are not only textbooks, but there is fiction, newspapers and magazines.</p> <p>Our Assembly Hall is on the first floor. It is as large and beautiful as at the theatre. Different concerts, drama _____, _____ are held there.</p> <p>On the second floor our video-classes, art workshops, a dance hall and _____ Centre are situated. Different out-of-class activities are at our disposal.</p> <p>Our school teachers do their best to provide pupils with wide ranging _____ and skills. They aim to provide learning for the new millennium and we appreciate it.</p>	<p>teach</p> <p>beauty</p> <p>differ</p> <p>Germany</p> <p>educate</p> <p>perform</p> <p>compete</p> <p>Ecology</p> <p>know</p> <p>build</p>
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Exercise 15

Choose the correct phrasal verb to complete the sentences.

1. If you watch her, you can *pick up / brush up* some dancing techniques.
2. I must *pick up / brush up* on my English before we fly to London.
3. The other students are too clever. I can't *keep up with / fall behind* them.
4. If I don't start studying, I'll *keep up with / fall behind* the other students.
5. Let's *go over / focus on* the main points. There's no time to study everything.
6. I'll *go over / focus on* everything again to make sure you've understood.
7. My MP3 player isn't working today. I can't *work out / prepare for* what is wrong with it.
8. I have to *work out / prepare for* my Physics exam.
9. His English is better than mine at the moment, but I'll *hand in / catch up with* him.
10. Make sure you *hand in / catch up with* all the documents on time.
11. We often *come up with / specialise in* good ideas during the brainstorming sessions.
12. My dad is a vet. He *comes up with / specialises in* cats and dogs.

Exercise 16

Complete the texts with phrasal verbs from Exercise 15.

Mary

At the beginning I couldn't understand what my teachers were saying. Although the school gave me a support teacher who 1) _____ everything we'd studied in class, I had trouble 2) _____ the rest of the students. So the support teacher decided to 3) _____ improving my Greek. Once I had 4) _____ the language, I soon 5) _____ the other students. I'm now 6) _____ my Hellenic exams and I hope to get really good marks.

John

I 7) _____ on my Greek before coming to Athens', so the language wasn't a problem for me. But I was having trouble adapting to life in Greece and this affected my school work. I started to 8) _____

the rest of the class and the teachers complained that I never 9) _____ my homework on time. At first, my parents couldn't really 10) _____ how to help me, but then the 11) _____ the idea of sending me to a psychologist who 12) _____ problems of cultural adaptation. Fortunately, I've adapted now and I'm doing well at school again.

Exercise 17

Are these statements True or False?

Exams in our country

- 1) You can write your answers in pencil.
- 2) You have to take your identity card to the exam.
- 3) You can use dictionaries in an exam.
- 4) You have to wait until the end of the exam before you can leave the room.
- 5) You can take food and drink into the exam room.
- 6) You can't revise for an oral (= spoken) exam.

Exercise 18

Match the advice to sound right.

1) Read all the questions	a) don't look at the other students.
2) It's a good idea to	b) answer a difficult question first.
3) Have a good breakfast	c) finish ten minutes before the end.
4) On the day of the exam,	d) before you start writing.
5) In the exam room	e) don't arrive too early.

Exercise 19

Choose the three most important pieces of advice in Ex. 18, and one or two you don't think are important. Compare in groups. Agree on the three most important pieces of advice. Do you have any other advice?

Read the text. Does it add any ideas to your list?

How to Do Well in Exam

Before an exam, revision is very important. The reason is that when you get nearer to the exam, it's easier to remember important information. But don't do too much; sleep, exercise, and relaxation are also very important.

A good daily routine can help you through an exam period, so in the days before an exam, try to get up quite early and be ready to work by nine o'clock, because that is when exams often start.

On the day of the exam, have a good breakfast, and pack two of everything you need: two pens, two pencils, two rubbers, etc. Arrive at the exam room in good time, but not too early, because seeing other people looking nervous can make you feel more nervous.

In the exam room, sit down, close your eyes, breathe deeply, and try to relax.

When you look at the test paper, spend a short period reading all the instructions and questions. Decide which questions you want to answer, and how much time to spend on each one.

Answer your best question first, because this will give you more confidence. Always make a plan of the important points before you write your complete answer.

It's a good idea to finish ten minutes before the end of the exam, to give you time to go back and check your answers.

Remember to write clearly.

Don't look at the people around you, or at the clock. If you need something to look at, choose something in the room, such as the window.

When you finish the exam, don't wait around afterwards to talk about it. Go away and have a rest, and then prepare for your next exam.

Exercise 20

Read, think and say:

- 1) At the moment, you're studying English. Are you studying any other subjects?
- 2) If so, what and where?
- 3) Do you like studying alone? Or do you prefer to study with other people?
- 4) Where do you like studying, and why? (at home? at school? outside?)
- 5) Do you study a) because you want to? a) because you have to?
- 6) When in your life did you have to study a lot? Why?

Exercise 21

Read the text carefully and answer the questions below. Retell the story to your classmates.

A Great Painter and a Great Doctor

Joseph Turner was a great English painter. He had a dog. He liked his dog very much. One day he was playing with his dog. Suddenly the dog broke his leg. Turner sent for the best doctor in London. When the doctor came, Turner said, «Doctor, my dog has broken his leg. I know that you are not a vet and that you are too good for this work but please do it. It is so important to me.» The doctor was angry but he did not show it. The next day the doctor asked Turner to come to his place. Turner promised to come as he thought that the doctor wanted to see him about his dog. When Turner came to the doctor's house, the doctor said, «Mr. Turner, I'm so glad to see you. I'd like to ask you to paint my door. I know that you are too good for this work but, please, do it. It is so important to me».

1. What was Mr. Turner?
2. Did he have a pet?
3. Did he like his pet?
4. What happened to Mr. Turner and his pet one day?
5. Who did Mr. Turner send for? 6. What did Mr. Turner tell the doctor when he came?
7. Was the doctor pleased to do this work?
8. What did the doctor ask Mr. Turner to do the next day?

Exercise 22

Read the text carefully and answer the questions below. Retell the story to your classmates.

In a Small Town

Toscanini was a great musician. He lived in America. One day he came to a very little town. He was walking along the street when he saw a piece of paper in one of the windows. He read:

«Mrs. Smith. Music Lessons. Two Dollars a Lesson».

Then Toscanini heard the music. Somebody was playing Tchaikovsky. «Mrs. Smith is playing», he thought, «she isn't a very good musician. She doesn't play Tchaikovsky well. I must show her how to play it». He went up to the door of the house and rang. The music stopped and soon a woman opened the door. «Are you Mrs. Smith?» asked Toscanini. «My name is Toscanini and I want to show you how to play Tchaikovsky». Mrs. Smith was very glad to meet the great musician. She asked him to come in.

Toscanini played Tchaikovsky for her and went away. A year later Toscanini visited the same town again. When he went up to the house where he had played Tchaikovsky the year before he again saw a piece of paper. Now it read: «Mrs. Smith (Toscanini's pupil). Music Lessons. Four Dollars a Lesson».

1. Mrs. Smith's playing?
2. What did Toscanini decide to do when he heard Mrs. Smith playing Tchaikovsky? What was Toscanini?
3. Where did he live?
4. Where did he see a piece of paper about music lessons?
5. What did Toscanini think when he heard the music?
6. What was his opinion about?
7. Who opened the door?
8. What did Toscanini tell Mrs. Smith when she opened the door?
9. Was Mrs. Smith angry with the great musician?
10. What happened to Toscanini a year later?

Exercise 23

Working in pairs, try to find five words which can be crossed out without the joke losing its meaning.

An Englishman, an Irishman and a tall Scotsman were hiding from armed bandits up palm trees. The bandit chief called up one tree, 'Who's there?' And the Englishman went 'Cheep! Cheep!' loudly, like a bird. So the bandit chief called up the next tree, 'Who's there?' And the Scotsman went 'Eeek! Eeek!' just like a monkey. So the bandit chief called up the next tree, 'Who's there?' And the Irishman went, 'Moo-oo!'

Exercise 24

You are going to give a talk about your school. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).

Remember to say:

- where you live
- at what age children leave school in your country
- what classrooms there are in your school
- what your favourite and least favourite subjects are, and why

You have to talk continuously.

Exercise 25

You are going to give a talk about your favourite school subject. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10-12 sentences).

Remember to say:

- what school you go to
- what your favourite subject is
- how many times a week you have this subject
- why you like this subject

You have to talk continuously.

Unit 5 PASTIMES & SPORTS

LET'S REMEMBER THE WORDS

Упражнения 1–3 направлены на восстановление и пополнение лексического запаса и на развитие навыка перевода на родной язык. Упражнение 1 также предполагает реализацию умений говорения. В упражнении 2 необходимо обратить внимание на лексическую сочетаемость глаголов и существительных, выполнять его следует с опорой на словарь.

Exercise 1

Read and translate. What is true about you?

- 1) What do you do in your free time?
I sometimes go to the cinema.
I enjoy going to the cinema.
I don't do much after school.
I love the internet and e-mail.
I go to drama school on Saturdays.
- 2) What kind of music do you like?
It's got a good beat.
It's good to dance to.
It makes you feel good.
It's very dramatic.
It's relaxing.
It's good to listen to when you're working.
I don't know why I like their new single. I just do!

Exercise 2

Which verb is used with the sports kind? Fill in the table with the words given. Use the example.

I do	I go	I play
<i>I do gymnastics</i>	<i>I go canoeing</i>	<i>I play football</i>

badminton / basketball / football / golf / gymnastics / athletics / aerobics / yoga / hockey / rugby / squash / rock climbing / motor racing / tennis / weightlifting

Exercise 3

Read and translate.

I'm quite a good swimmer.

I'm quite sporty.

I'm not very fit.

I'm not very good at diving.

I can swim but I can't dive.

I'm not very keen on sport.

I like watching motor racing.

I'd like to go skiing.

I'd like to try windsurfing.

Bring your swimming gear.

Which football team do you support?

I'm an Arsenal fan.

They lost the match by two goals to one.

She won a gold medal.

LET'S DRILL THE GRAMMAR

Выполнение упражнений данного блока посвящено грамматическому аспекту коммуникативной компетенции. Представленные упражнения носят повторительный и обобщающий характер. Подстановочные упражнения 4–6, 8–10 позволяют консолидировать материал по теме «Модальные глаголы и их эквиваленты». Прежде чем выполнять упражнение 7, учителю рекомендуется пояснить ученикам правило, представленное в рамке и организовать парную или групповую работу обучающихся в классе с последующей проверкой результатов и обсуждением ошибок, если таковые имеются.

Exercise 4

Complete the sentences with the modal verbs *can, may, must*.

1. The man _____ be a foreigner. He _____ not understand Russian. 2. _____ you believe her story? It _____ be her imagination. 3. How _____ we get to the centre of London? 4. _____ you tell us where we _____ get off? 5. It's 10 o'clock, you _____ go to bed at once. 6. I _____ not do without your help now. 7. You _____ get her on the phone any time. 8. If you go through the forest you _____ lose your way. 9. _____ I use your camera? 10. Flue _____ be very dangerous. 11. The road was dirty; you _____ wipe your feet when you come in. 12. Mrs. Smith _____ be at least 60. 13. Something _____ be done to stop the criminal. 14. I _____ leave now, I'm having a lesson. 15. _____ you understand what he's speaking about? 16. I _____ admit he's very capable. 17. I _____ hear some voices outside. 18. You _____ come a little later tomorrow. 19. She _____ not be 35, she has grandchildren. 20. She _____ be very unreasonable at times. 21. _____ I apologize to him? 22. You _____ go and play now. 23. They've bought such an expensive house. They _____ be very well-off. 24. I wonder what they _____ think of the girl now. 25. _____ you speak Spanish? 26. My watch _____ be two minutes fast. It _____ be 6 sharp

Exercise 5

Read the information about a language school. Underline the correct words *can / can't, have to / don't have to*. Translate the sentences.

- 1) You have to / don't have to be in class by 8.30 a.m.
- 2) You have to / don't have to take a test every week.
- 3) You can / can't speak your own language in class.
- 4) You have to / don't have to buy a coursebook from the bookshop.
- 5) You have to / don't have to take your own paper or notebook to class.
- 6) You have to / don't have to do homework every day.
- 7) You can / can't use the computer room at lunchtime.
- 8) You have to / don't have to have 100% attendance to get a certificate.
- 9) You can / can't drink in the classrooms.

Exercise 6

Complete the sentences. Use *have to / had to / didn't have to / did you have to* in the correct present or past form with the verbs given. Use the example below.

*Example: Hiroyuki has to be (be) here at 6 if he wants to come with us.
I couldn't afford the airfare so I had to sell (sell) my car to pay for the ticket.*

- 1) When I was younger I _____ (be) home by 8 p.m.
- 2) What time _____ (you / start) work tomorrow?
- 3) We _____ (go) to school yesterday. It was a national holiday.
- 4) _____ (you / wear) a uniform when you were at school?
- 5) You _____ (buy) your ticket over the Internet to get that price.
- 6) I _____ (work) tomorrow, so shall we go out?
- 7) Robert's not coming tonight. He _____ (look after) his little sister.
- 8) He _____ (come) if he doesn't want to.
- 9) We missed the bus so we _____ (get) a taxi home.
- 10) _____ (he / speak) English at work?

Exercise 7

Read the rule in the box. Write sentences using the words given. Use the example.

In spoken and informal written English we often use **have got to** instead of **have to**. For example, *I've got to do some shopping later. He's got to help his brother. Have you got to work tomorrow?*

But it's **not** possible to use **have got to** in the past. For example: *~~I had got to go.~~ I had to go.*

Example: I / got / buy a birthday present – I've got to buy a birthday present.

- 1) I / got / study tonight.
- 2) You / got / work / this weekend?
- 3) She / got / help her sister.
- 4) You / got / be there at 8 p.m.
- 5) We / got / leave now.

Exercise 8

Translate the sentences below.

1. You must tell me the truth. 2. Must I go and see the dean now? 3. The children mustn't stay outside by themselves. 4. It's 7 o'clock, they must be at home now. 5. Soldiers must obey orders. 6. You must feel hungry. 7. Somebody has to take the responsibility for the accident. 8. I've got to do some shopping today. 9. He had to earn his living when he was 15. 10. Do we have to stay in town the whole summer? 11. You don't have to answer my question if you don't want to. 12. Students should be well prepared for every class. 13. You've eaten too much ice-cream, you should have a sore throat. 14. Teenagers shouldn't drink alcohol. 15. If you're not feeling well you should stay in bed. 16. You should stop driving so fast. 17. Do you think Paul ought to see a doctor? 18. The pills ought to be in a safe place. 19. You oughtn't to eat cakes, you're putting on weight. 20. Parents ought to take care of their small children.

Exercise 9

Use *can / could / may / might / to be able / to be allowed* in the sentences below.

1. Steve _____ speak English, French and Italian. You _____ ask him to help with the translation. 2. If we take a taxi, we _____ catch the last train. 3. It was so dark that we _____ hardly see anything in front of us. 4. Mr. Smith _____ be in his office now. You _____ call him. 5. _____ I ask you a question? – Of course, you _____. 6. _____ you find him? – Yes, I was. He was outside. 7. Who _____ it be? – It _____ be anybody. 8. Is there anything I _____ do for you? 9. Jane _____ not be at home now, she said she _____ go shopping. 10. If you try hard, you _____ pass your exam. 11. I _____ not believe you _____ cope with this difficult task. 12. Do you know if Ann likes this perfume? – I'm not sure, she _____. 13. Take your umbrella with you, it _____ rain today. 14. She _____ not be telling the truth. I don't believe a single word. 15. _____ we take pictures in the museum? – No, you _____ not. 16. Will you speak louder, please. I _____ not hear you. 17. _____ I use your telephone, Mr. Brown? – You certainly _____. 18. I _____ hear the traffic on the road and _____ not fall asleep for a long time. 19. In Britain

you not _____ drive a car until you are seventeen. 20. If your car was broken, you _____ borrow mine. 21. If you prepare for the exam, you _____ to take it in September.

Exercise 10

Choose the right modal verb.

1. He _____ (can't / couldn't) open the window as it was stuck.
2. Interpreters _____ (may / must) translate without dictionaries.
3. _____ (Can / May) I use me your bike for today?
4. _____ (May / Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she _____ (may / might) have moved to Africa.
6. Take an umbrella. It _____ (may / can) rain.
7. You _____ (could / should) stop smoking. You know you _____ (cannot / must not) buy health.
8. You _____ (may / must) finish the article as soon as possible.
9. Liz doesn't _____ (ought to / have to) keep to a diet anymore.
10. Lara _____ (can / might) get a playstation for her birthday.
11. You _____ (must not / needn't) read in the dark.
12. My grandfather is retired, so he _____ (shouldn't / doesn't have to) go to work.
13. The fridge is full, so we _____ (must not / needn't) go shopping.
14. Our employees _____ (can / must) sign this agreement.
15. We _____ (may / ought to) reserve a table in advance if we want to have dinner there.
16. I _____ (can't / needn't) believe it! You _____ (have to / must) be joking.
17. Ann _____ (must / is to) finish school next year.
18. Sorry, I'm late. I _____ (needed to / had to) wait for the plumber.
19. What time do we _____ (should / have to) be at the railway station?
20. Don't wait for me tonight. I _____ (might / must) be late.
21. I _____ (may not / can't) watch this film. It's too boring.

22. We've got a dishwasher, so you _____ (couldn't / needn't) wash-up.
23. You look very pale, I think you _____ (need / should) stay at home.
24. _____ (Could / Might) you, please, pass me the mustard?

LET'S READ AND SPEAK

Данный блок упражнений направлен на решение задач совершенствования речевых умений в рамках формирования коммуникативной компетенции. Умение чтения текстов разного характера, решение задач на извлечение различного вида информации и использование ее в ответах на вопросы в рамках данной тематики являются одними из первостепенных задач данных упражнений (упражнения 11, 18). Задания на поиск соответствий в прочитанном тексте являются ключевыми в государственной итоговой аттестации и требуют достаточного уровня сформированности лексических, грамматических и фонетических навыков. Особенную трудность для ученика составляет выявление информации, не указанной в тексте. Алгоритм работы с подобными заданиями предполагает умения учащегося задавать себе вопросы по предложенным утверждениям: упоминалось ли в тексте данное содержание? Успешное овладение такими заданиями является залогом формирования общеучебных умений по извлечению информации, как и решение тестовых заданий по прочитанному тексту (упражнение 15).

Решение заданий на словообразование (упражнение 12) предполагает самостоятельное овладение учеником данным материалом и позволяет развивать языковую догадку, грамматические навыки и расширять словарный запас. Результатом выполнения упражнений 17, 21 предполагается составление самостоятельного развернутого высказывания по теме, представленной в данном уроке.

Exercise 11

Read the text carefully. Answer the questions below.

Swimming is Great

(1) Do you know the saying 'like a duck to water'? That's me! Swimming is definitely my favourite sport. I love splashing around in the water, and I believe I'm not the only one.

(2) Swimming is a very popular sport for various reasons. To start with, swimming is good exercise because it keeps you fit and healthy. It is good fun, too, as you can play lots of games in the water with your friends. Another good thing about swimming is that it is cheap. All you need is water and a swimming-costume!

(3) On the other hand, learning to swim can be hard work because you must practice a lot. You need to spend lots of hours in the water before you learn to swim well. Also, swimming can sometimes be tiring. For example, professional swimmers need to push themselves to do their best. However, it is definitely worth it in the end.

(4) All in all, although swimming can be hard work, I think it is a great way of exercising for everyone. It's an enjoyable sport for all the family, from children to grandparents.

1. Which paragraph mentions the points for swimming?
2. Which paragraph mentions the points against swimming?
3. In which paragraphs does the writer give her opinion?
4. What is the writer's opinion?
5. Why is swimming fun?
6. Why can swimming be hard work?

Exercise 12

Complete the table with one or several words. Include negative words where possible.

verb	noun	adjective
swim		
	variety	
X		popular
X	health	
X		professional
enjoy		

Exercise 13

Complete the sentences with *when / where / why / who / which / that / whose*.

Jean Crowder, _____ is 65, has a fascinating job. She works at a leisure centre, _____ she teaches aerobics at classes _____

attract women of all ages. Jean, _____ slim figure and fashionable hairstyle make her look younger, first attended a keep-fit class 45 years ago _____ she was a student. Then she heard about a class _____ needed an instructor. That's _____ she started this particular career. Jean's classes, _____ last one hour, include dance and step exercises. Jean has some tips for those _____ wish to stay young. "Eat plenty of fruit, _____ is good for you. Try to spend time in places _____ there is fresh air. Talk to young people, _____ ideas can open your eyes". Jean will only stop teaching aerobics _____ she is too old to walk. But, as she says, "I want to delay that day. That's the reason _____ I look after my health".

Exercise 14

Read the text carefully. Transform the words given to complete the sentences.

Hobbies	
<p>The author of an article in a Polish newspaper has counted 1019 _____ interests and ways to spend one's free time. The most popular hobbies are philately, collecting view-cards, coins, stamps, badges and books. Some people are _____ in modern architecture. Others are interested in photography. A _____ hobby is collecting cassettes. You may have recordings of operas and pop music, folk music and jazz concerts. It's _____ to describe all these 1019 hobbies known in the world. The main thing is that they enrich our _____ in some particular field, broaden our outlook and help us to relax.</p>	<p>person</p> <p>interest</p> <p>use</p> <p>possible</p> <p>know</p>
<p>Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are _____ because your life becomes more interesting.</p>	<p>luck</p>
<p>Hobbies are divided into four large classes: doing things, making things, collecting things and learning things.</p> <p>The most popular of all hobby groups is doing things. It includes a wide variety of _____ from gardening to travelling and from chess to volleyball. Gardening is one of the oldest of man's hobbies. Playing computer games is a relatively new hobby.</p>	<p>active</p>
<p>Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Some hobbyists write music or play _____ instruments.</p>	<p>music</p>

<p>Almost everyone collects something at some period of his life. Some _____ have no real value. Others become so large and _____ that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items.</p> <p>No matter what kind of hobby a person has, he always has the opportunity of learning from it.</p> <p>By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most _____ aspect of a hobby.</p>	<p>collect value</p> <p>excite</p>
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Exercise 15

Read the text. Are the sentences after the text TRUE, FALSE, NOT STATED?

Music in our Life

It's difficult to speak about music in general, because it will either take a lot of time or just one sentence to explain our attitude. Music is an integral part of our life. It is varied because it reflects different human emotions. If we ask several people what kind of music they like, all of them will give different answers. Tastes differ. But the world of music is boundless and everybody can find there something that satisfies his tastes and demands. And all the people will agree that our world will be dull without music. We enjoy music because it influences our mood and imagination, reflects our inner state and character, arouses deep emotions and makes us think. It helps us to remove from tiredness and tension or find new strength, get new energy and optimism.

That's why we can say that all kinds of music are popular with public: classical and pop music, folk music and jazz, operas, musicals, orchestral performances, chamber music, rock and roll, heavy metal, rap, rock, hard rock, rave and so on. For this reason music festivals which are held annually gather large audience.

As for me, I enjoy both classical music and variety show. Some people say, it is difficult to understand classical music. But I've never been scared by the fact. I enjoy music if it appeals to me. I'm fond of P. I. Chaikovsky, Bach, Mozart. Among contemporary composers I appreciate A. Lloyd Webber and his musicals and rock operas.

If you want to know my preferences in pop music, among singers or pop groups, I won't be able to name any. For variety is variety, I like to listen to different songs, to watch different singers, to hear something new. But I prefer tuneful melodies, easy to remember, light and sometimes haunting.

№	Statement	True / False / Not Stated
1.	It's difficult to speak about music in general, because tastes differ and the world of music is boundless.	
2.	Music is an integral part of the society.	
3.	Almost all people give the same answers when they are asked about their preferences in music.	
4.	All people will agree that our world will be more enjoyable without music.	
5.	We enjoy music because it changes our everyday life.	
6.	We enjoy music because it helps us to develop.	
7.	All kinds of music are in great demand.	
8.	Some music festivals gather large audience but some festivals are not visited by people.	
9.	It is difficult to say what particular kind of music is popular nowadays.	
10.	It is difficult for all people to understand classical music.	
11.	The author attends music festivals every year.	
12.	The author enjoys both classical and contemporary composers.	
13.	The author's friends like to listen to different songs, to watch different singers, to hear something new.	

Exercise 16

Read the dialogue with your classmate. Translate the genres of films. What is your favourite kind of films?

Choosing a Film

Alice: Oh, what would you like to watch? There is a comedy *Must Love Dogs* and a drama *Pride and Prejudice*. What kinds of films do you like – action, adventure, musicals?

Brad: Films about people living in the future, on other planets.

Alice: Ah, sci-fi. I am not really into it.

Brad: Well, what about Jaws? They are showing that again here.

Alice: No, thanks. Horror films are not my thing.

Brad: OK, why don't you choose?

Alice: No, you invited me out, you choose.

Brad: All right. Don't blame me afterwards.

Alice: Agreed.

Exercise 17

You are going to give a talk about your favourite kind of films. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10-12 sentences).

Remember to say:

- what kind of films you like to watch
- why you like this genre of films
- who your favourite actor is
- where you prefer to watch films
- who you like to watch films with

You have to talk continuously.

Exercise 18

Read the text and find the English equivalents for the words and phrases below. Answer the questions.

The Internet

The Internet was invented in the late 1960s in the USA. In 1969, there was a network of just four computers. They were large, powerful computers, shared by many users. The idea of the electronic mailbox was born when users looked for a way to talk to each other electronically. By 1984, the Internet had begun to develop into the form we know today. Electronic mail is much faster than traditional mail, because once the message is typed out, it arrives in the electronic mail box of the recipient within minutes. It's better to use e-mail to contact friends rather than phone them, because e-mail is cheaper for long distances than the phone. People can share their

interests through the Internet and it makes it very easy to exchange ideas and information.

Words and phrases to find in the text:

Был изобретен, сеть всего лишь из четырех компьютеров, мощный, электронный почтовый ящик, пользователи, искали способ, электронная почта, традиционная почта, сообщение, получатель, делиться своими интересами по интернету, обмениваться мыслями и информацией.

Questions to answer:

1. When was the Internet invented?
2. Where was the Internet invented?
3. How was the idea of the electronic mailbox born?
4. Did the Internet exist in 1984?
5. Why is electronic mail much faster than traditional mail?
6. Why is it better to use e-mail to contact friends?
7. What can people share through the Internet?
8. What can people exchange through the Internet?

Exercise 19

Read the dialogue with your classmate. Answer the questions below.

A New Sports Center

Andrey: Hello, Dima!

Dima: Hello, Andrey!

Andrey: Did you know that a new sports centre is going to appear in our city?

Dima: Yes, I knew that. I am going to play volleyball there.

Andrey: I hope to play on the same team with you.

Dima: We do sports for a long time. I am glad that new sports grounds, swimming pools and sports centres appear nowadays in every town.

Andrey: Sport is very popular in Russia today, especially among young people.

Dima: That means that we will soon hear names of new world champions, who come from Russia.

Andrey: I am always very glad when our university team wins a competition. But I think most of young people do sports not for medals.

Dima: I agree with you. They just want to keep fit and be more disciplined.

Andrey: That's what I like sports for. It helps to be healthy and make new friends, who may be loyal to you for decades.

Dima: Yes, let's hope, we are friends forever. We are used to helping each other in our volleyball team.

1. Do new sports grounds, swimming pools and sports centres appear nowadays in your town/village? What are they? Do you visit them?
2. Is sport very popular in Russia today?
3. What does sport help to do?
4. Why do many people like sport?

Exercise 20

Read the dialogue with your classmate. Complete the statements below using one word only.

A Sports Talk

Julia: Suzanne, I know that you've been doing sports for a very long time.

Suzanne: Yes, that's true. I've been doing sports since my early childhood.

Julia: What sports do you love best of all?

Suzanne: I love many kinds of sports, but best of all – skiing. I first skied when I was six years old and lived in Canada.

Julia: What happened afterwards?

Suzanne: Then, for many years I wasn't able to ski again, because my parents were constantly moving to hot places on the planet. They used to be doctors for the Red Cross Organization.

Julia: That's interesting. And now you all are living in the States. Where do you ski here?

Suzanne: I ski from time to time in some local skiing centers. But the best place on earth I love to ski in is the Alps, particularly in France.

Julia: What attracts you most in skiing?

Suzanne: One of the wonderful things about skiing for me is the light and the brilliant sunshine that you find high, high up in the mountains.

Julia: Oh, I bet this is awesome.

Suzanne: It is. It enchants me for many days ahead and I feel like a bird after my mountain practice.

Julia: Well, thank you, Suzanne. It's been great talking to you. I believe there are some more fabulous stories for you to share with me.

Suzanne: Yes, you are right. There are lots of them. Thank you for this talk. I'll see you soon.

Julia: See you, bye.

1. Suzanne has been doing sports since her early _____.
2. Suzanne likes _____ best of all.
3. She first skied when I was _____ years old.
4. She first skied when lived in _____.
5. Suzanne's parents used to be doctors for the _____.
6. Now Suzanne lives in the _____.
7. Suzanne skis from time to time in some _____ skiing centers.
8. The best place on earth Suzanne loves to ski in is the _____.
9. One of the wonderful things about skiing for Suzanne is the light high up in the _____.
10. Suzanne has many fabulous stories to _____ with Julia.

Exercise 21

Read the text carefully.

a) Answer the questions below.

Sport in our Life

Almost everybody likes sport, either to play or to watch. It's common knowledge that sport is a good and healthy activity. If you watch sports like professional baseball or figure skating, you can enjoy it with your family or friends. Children will learn many good things from watching sports contests, such as patience, hard work, teamwork and fair play. Sport is an important part of society.

Everybody chooses his/her favourite kind of sport. For instance, some people like jogging. They say it is interesting to jog through the countryside, breathing the fresh air. Other people say biking is the best because you can go farther and faster. Still others think swimming is the best because it

exercises the whole body and is easier on the joints like knees. They say jogging is bad for your knees and doctors seem to agree.

As for spectator sports, there might be an even bigger variety of tastes. Lots of people think that football is the best sport. They say it is highly competitive, with lots of excitement.

Recently auto-racing sport has become very popular. Exciting racing action attracts a lot of fans. They can see racing live and on television.

Basketball is a very common sport. It can be played indoors or outdoors at any time of a year. High schools, universities, and professional teams have exciting contests, and fans come to see great talent and skill.

Tennis may be played indoors and outdoors. There are lots of tennis clubs in different countries. It is played by children and adults, by professionals and amateurs. Fitness clubs are a popular place to find good partners for playing tennis. Choose any sport and enjoy it!

If you just do your morning exercises, you know how they work. They help you to wake up, be ready to your classes, and set you into a cheerful working mood. Some students like to exercise in the evening. They go to the gym for aerobics, weight lifting, playing basketball, volleyball, or tennis. Some young people prefer jogging, or swimming. Whatever sport you play be sure you do it in a proper way. If you like to run, wear proper running shoes and dress for the weather conditions. If you prefer to ride your bicycle, ride with a helmet and wear bright clothing. Always keep safety in mind.

It's great if you exercise every day or three times a week. Remember to warm up and cool down when exercising. A proper warm up increases the blood flow to your muscles.

1. What good things will children learn from watching sports contests?
2. What kinds of sport may be played indoors and outdoors?
3. What rules is it necessary to follow when exercising and why?
4. How many kinds of sport were mentioned in the text?
5. What kinds of sport were mentioned in the text?

b) Find the translation of the following sentences in the text.

1. Спорт – важная часть общества.
2. Говорят, бег трусцой плохо действует на колени и, кажется, что доктора согласны с этим.
3. В него играют дети и взрослые, любители и профессионалы.

4. Они помогают вам проснуться, подготовиться к занятиям, погрузиться в бодрое рабочее настроение.
5. Каким бы спортом вы ни занимались, удостоверьтесь, что вы делаете это правильно.

Exercise 22

You are going to give a talk about your favourite kind of sport. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10-12 sentences).

Remember to say:

- what kind of sport you like most of all
- when and where you do / watch your favourite kind of sport
- how many times a week you do / watch your favourite kind of sport
- whom you do / watch your favourite kind of sport with
- why you like this sport

You have to talk continuously.

Unit 6 WEATHER & NATURE

LET'S REMEMBER THE WORDS

Упражнения этого блока ориентированы на повторение и расширение лексического запаса по теме «Погода и окружающая среда».

Упражнения 1–2 рекомендуется выполнять последовательно. При выполнении упражнения 1 следует обратить внимание на употребление коллокаций, имеющих фиксированный характер. Упражнение 3 направлено на актуализацию имеющихся знаний по теме, приведенные утверждения могут послужить базой для дискуссии, что предполагает реализацию умений говорения.

Exercise 1

Read and translate.

1. It's a sunny day in Tokyo today, but it's cloudy in Hong Kong.
2. It's foggy in Sydney and it's snowing / it's snowy in Moscow.
3. It's raining in Barcelona but the sun is shining in Granada.
4. It's lovely weather today, isn't it! It's a horrible day, isn't it!
5. You cannot say: It's winding / clouding / fogging / sunning.
6. It is very hot in Mexico – it is often 45 degrees there in summer.
7. It is very cold in the Arctic – it is often minus 50 degrees there.
8. It is very wet in London – carry an umbrella when you go sightseeing there.
9. It is very dry in the Sahara – it doesn't often rain there.
10. A hurricane is a very strong wind.
11. A storm is when there is a strong wind and rain together.
12. A thunderstorm is when there is thunder, lightning, rain and sometimes wind together.

Exercise 2

Complete these sentences with a word from ex. 1.

- 1) The sun _____ every day last month.
- 2) When it _____, I take my umbrella.
- 3) It is lovely _____ today, isn't it?
- 4) When it _____, we can go skiing.
- 5) You see _____ before you hear thunder.
- 6) It is 24 _____ here today.
- 7) It is dangerous to be in a small boat at sea in a _____.
- 8) It is very _____ in Siberia in winter.

Exercise 3

Are these sentences true about the weather in Russia? If not, correct them.

- 1) It often snows in December.
- 2) It is usually 40 degrees in summer and minus 20 degrees in winter.
- 3) There are thunderstorms every day in August.
- 4) It is very wet in spring.
- 5) We never have hurricanes.
- 6) Summer is my favourite season because it is usually hot and dry.

LET'S DRILL THE GRAMMAR

Выполнение упражнений данного блока посвящено грамматическому аспекту коммуникативной компетенции. Употребление видо-временных форм английских глаголов в пассивном залоге вызывает немало трудностей у обучающихся, в связи с чем данной теме уделяется особое внимание на уроках и в самостоятельной подготовке.

Представленные упражнения направлены на повторение и обобщение материала. Выполнение упражнений предполагает сформированность навыков по образованию грамматических форм как в активном, так и пассивном залоге, отвечает задачам тренировки правильного их употребления по образцу. Следует внимательно относиться к форме вспомогательного глагола и его соотнесенности с подлежащим и формой смыслового глагола. При выполнении упражнений необходимо повторить грамматические формы правильных и неправильных глаголов. Самостоятельное выполнение упражнения потребует максимальной подготовки.

Exercise 4

State the tense forms of the verbs in the Passive Voice:

1. Newspapers are delivered regularly. 2. Laws are usually discussed before they are adopted. 3. It's a good thing that the club is run by the students. 4. The notes dealt with a case which had been closed months before. 5. Miss Andrews will be observed closely while she is in hiding. 6. On a dish fresh vegetables were arranged. He was impressed. 7. He wondered what detectives would be chosen to investigate the case. 8. He dreamed that he had been caught up in a flood. 9. Fried potatoes are often eaten with fish. 10. Progress is being made all the time. 11. She said sharply that his plays had not been performed. 12. When Alex had seen Philomel Cottage she too was captivated. 13. «The lilies have been sent by one of your admirers, madam,» the servant said. 14. Lord Listerdale had been murdered in that house four days before he was reported missing. 15. He came to an abrupt pause as his eye was caught by the key of the desk itself to which a dirty envelope was affixed. 16. My aunt was the widow of a general who had been knighted for his services during the First World War. Her two sons had been killed in the war. 17. Part-time waiter is required. 18. Food can be cooked very quickly in a microwave oven. 19. Quentin was suspected of usurping his master's authority. 20. The letters are being sorted out.

Exercise 5

Make these sentences passive. Use the model below.

Example: You can do it tomorrow. – It can be done tomorrow.

1. She could book the ticket later. 2. Can I serve the tea now? 3. I can't answer this difficult question. 4. You can understand this phrase in different ways. 5. He may forget your invitation. 6. He might take us to the airport in this car. 7. You must speak only English in class. 8. Small children must know traffic rules. 9. You mustn't disturb father when he works. 10. We have to translate this text today. 11. You should remember this telephone number. 12. You ought to improve your English.

Exercise 6

Put questions to the statements:

Example: Newspapers are delivered daily. – How often are newspapers delivered?

1. Fifty students were admitted to the faculty last August. 2. I have been woken up by the noise in the street. 3. He was given a form to fill in. 4. The tea will not be served till 5 o'clock because of the conference. 5. She was greeted very warmly. 6. Two men were arrested after the robbery. 7. My colleague will be sent to London to lecture on Russian history. 8. Wait a little, your papers are being looked through. 9. French is spoken in France and Canada. 10. This television programme is watched mostly by teenagers.

Exercise 7

Change the following sentences into the Passive Voice. Use the examples given in each section.

a) Use the Indefinite Tenses (give two forms where possible).

Example: Tom gave her a book. – She was given a book. The book was given to her.

1. He broke my watch. 2. The teacher explained the rule to the students. 3. He often asks me to help them. 4. They usually do written exercises in class. 5. She will make a new discovery soon. 6. Steve will make a report at the conference. 7. They play tennis all year round. 8. His friends never forgave his betrayal. 9. The manager offers me several jobs. 10. They will promise you much, but don't imagine they will give you everything. 11. His parents regularly sent him parcels with fruit from their garden. 12. They will give me a leave in July if there is no urgent work. 13. The Spanish government offered Columbus three ships. 14. They usually send their children to camp for summer. 15. The officer charged him with a very important mission. 16. I'm sure we'll settle the matter easily. 17. The policeman fined the driver for exceeding the speed limit. 18. Somebody calls her every day. 19. We request the passengers leaving for London to register. 20. The manager will sign contracts tomorrow.

b) Use the Indefinite Tenses (pay attention to prepositions)

Example: She looks after him well. – He is well looked after (by her).

1. We sent for the police. 2. They speak much about this book. 3. They often laugh at him. 4. They listened to our conversation very attentively. 5. I think they will wait for us only in a week. 6. Nobody took notice of his late arrival. 7. We looked through all the advertisements very attentively. 8. He was a brilliant speaker, and whenever he spoke, the audience listened

to him with great attention, 9. They will look after him in hospital much better. 10. Everybody looked at her new dress with interest. 11. She sent them for a taxi. 12. People will talk much about the successful performance of the young actress. 13. They always make fun of him. 14. The teacher pointed out gross mistakes in the translation. 15. He referred to very interesting plans. 16. They agreed upon Monday as the most suitable day. 17. He did not touch upon this question unfortunately. 18. They spoke to him about his promotion yesterday.

c) Use the Continuous Tenses.

Example: They are solving a difficult problem now. – The problem is being solved now.

1. Don't come in! The professor is examining students. 2. Can I read the article? – No, the secretary is typing it. 3. We had to hurry. They were waiting for us. 4. It was noisy. Nobody was listening to him. 5. Does he realize that they are laughing at him? 6. Look at this man. I think he is following us. 7. Listen carefully! He is giving a very interesting talk. 8. The waiter is serving us rather fast. 9. The secretary was looking through morning mail. 10. The interpreter is translating their conversation rather well. 11. The briefing is in full swing. The correspondents are interviewing the participants of the conference. 12. The company was developing a new project. 13. You can't watch the film now. The mechanic is fixing the TV set.

d) Use the Perfect Tenses.

Example: They have already brought the medicine. – The medicine has already been brought.

1. You have repaired our house lately. 2. When the fire brigade came, the fire had destroyed the building. 3. The athlete has shown much better results since this coach trains him. 4. I will have answered all the business letters by noon. 5. The president of the board has signed the document. 6. Is she washing the floor? – No, she has already washed it. 7. By his arrival they had repaired his car. 8. He has booked the tickets and the clerk will have brought them by 2 o'clock. 9. They had painted the house by his arrival. 10. The police haven't found the reason for the accident yet. 11. Have you touched anything here? 12. The sociologist has interviewed a lot of students. 13. Have they tested all the machines? 14. The flood has caused considerable damage. 15. John will have received the papers by tomorrow.

e) Use modal verbs.

Example: He can do this work. – The work can be done (by him).

1. She can find a job easily. 2. The matter is urgent. They should phone her immediately. 3. The boss wants Mr. Black. You must find him. 4. I can make an interesting offer to you. 5. He's get a pay rise and low they can buy a new house. 6. You must send the document as quickly as possible. 7. The weather is warm. She may plant the flowers. 8. The document is of great importance. He must show it to us. 9. He must give back the book on Sunday. 10. Their kitchen is large and they can use it as a dining room. 11. Ecologists say that we should take care of our planet. 12. You must send for the doctor immediately. 13. The lecture is over. You may ask questions. 14. You should avoid the center of town during1 rush hours. 15. They agreed that the club should raise membership fee.

LET'S READ AND SPEAK

Данный блок упражнений направлен на совершенствование речевых умений в рамках формирования коммуникативной компетенции. Выполняя упражнения самостоятельно, обучающийся может работать с текстами с опорой на словарь и/или учебник.

Упражнения 8–9, 18 предполагают парную работу обучающихся и контроль со стороны учителя при воспроизведении вопросов, ответах на вопросы и продуцировании монологического высказывания. Упражнение 13 предлагает нестандартное задание, выполняя которое ученик привлекает знания по практической фонетике и правописанию в английском языке.

Exercise 8

Read the dialogue with your classmate. Reproduce the questions in the dialogue.

My Favourite TV Programme about Nature

Marina: Hello, Tanya!

Tanya: Hello, Marina!

Marina: _____ (what now you doing are)?

Tanya: I am watching my favourite TV programme «In the World of Animals». You know, I adore it!

Marina: I have never watched it. _____ (it is daily a programme)?

Tanya: No, it is a weekly programme. I always wait for it impatiently.

Marina: _____ (there win you may money prizes or)?

Tanya: It is not a game show, but sometimes you can become the winner of the month, if you answer 4 questions correctly. I have already won several times this year!

Marina: _____ (are questions what about the)?

Tanya: Well, the latest programme was dedicated to whales. They are the biggest creatures on the Earth!

Marina: I also find them amazing.

Tanya: The rarest are blue whales. They start to disappear.

Marina: I hope that your favourite programme will attract attention to the problems of the animals.

Tanya: I hope so too.

Exercise 9

Read the dialogue with your classmate. Answer the questions below.

Spring is the Best Season

Masha: Hello, Tanya!

Tanya: Hello, Masha!

Masha: How do you find the weather these days?

Tanya: Well, the weather has been really unsettled. When I woke up today, the day seemed to be dull and grey. But it cleared up, and now the sun is shining brightly. And it is warm!

Masha: The most pleasant thing is that spring has come. I wait for it impatiently each year.

Tanya: Spring is also my favourite season, I know many people like it most of all.

Masha: I know why. It brings first warm days. It is very pleasant to watch how the nature awakens from its winter sleep.

Tanya: It is not only because of nature. People feel younger and stronger with every day. We may have a walk in the woods or by the river, play ball-games, lie in the sun and even have a swim.

Masha: As for me, I like to have a walk in the woods. The ground is covered with fresh green grass and the first spring flowers. The white snowdrops look so lovely!

Tanya: Flowers are among the first joys that spring brings. Very soon the first fruits and vegetables will appear.

Masha: Spring is really the best time of the year! It would be nice if it were eternal!

Tanya: I agree with you!

1. What does Masha ask Tanya about?
2. How does Tanya describe the weather?
3. What does Masha wait impatiently each year for?
4. What is Tanya's favourite season?
5. Why do many people like spring?
6. How do people feel in spring?
7. What people can do in spring?
8. Why does Masha like to have a walk in the woods?

Exercise 10

Read the text. Complete the sentences with the correct forms of the words.

Nature	
<p>Our Earth is so beautiful. There are a lot of blue _____ and lakes on the Earth. Its oceans are full of wonders. There are high mountains _____ with snow and wonderful fields and forests full of different plants and animals. The sun _____ high up in the blue sky. At night we can see the moon and millions of stars. One season comes after another and brings changes in weather and nature. There _____ so many wonderful places to visit and interesting things to see. Nature gives everything to people to live and enjoy.</p>	<p>river cover shine be</p>
<p>We cannot live without fresh air, clean water, sunshine and a lot of _____ which we take from the nature. That's why we must take care of it. We must keep our rivers and lakes, forests and towns clean. We must take care of each plant and each animal. We must plant flowers – not pick them up, feed birds and animals in winter – not kill them. Then we _____ happy to live on the most beautiful planet in the Universe.</p>	<p>thing be</p>

Exercise 11

Learn the words and complete the sentences.

«Indian Summer» – **бабье лето**

to cover – **покрывать**

freshness – **свежесть**

thunder – **гром**

lightning – **молния**

a thunderstorm – **гроза**

a rainbow – **радуга**

a melon – **дыня**

1. The children were swimming in the river but when they saw _____ and heard _____ they took their clothes and ran home.
2. We enjoyed _____ with unusually settled warm weather.
3. Grandmother always _____ the table with a lace cloth.
4. The _____ was juicy and sweet.
5. The tourists enjoyed the _____ of the mountain air.
6. Yesterday we got caught in a _____ with thunder and lightning, heavy rain and even hail.
7. When the _____ appears in the sky we can see all the colours of the spectrum.

Exercise 12

Read the text carefully. Complete the sentences with the correct forms of the words.

My Favourite Season and Weather	
There are four seasons in the year: winter, spring, summer and autumn. Every season ____ its fine days and is pleasant in its own way. As for me, I try to enjoy each season of the year. I like warm and beautiful days of early autumn. People often call this period «Indian Summer». In winter the trees _____ with white snow and look beautiful. Besides, winter is a time of joy. Winter holidays are always connected with presents, good mood, parties and a lot of fun. When spring _____, the air is full of freshness and aroma of flowers. Summer brings warmth and new joys.	have cover come

My favourite season is summer. As I ____ a student, I may enjoy my summer holidays. They are always full of fun. The weather is usually fine, it is warm and the days are the ____ in the year. I may spend a lot of time with my friends. When it gets very hot, we usually go to the river, sunbathe, swim and play different _____. Sometimes, the weather gets cold. Dark clouds bring thunder and lightning and it starts raining. But I _____ summer thunderstorms, they make the air fresh and we can see a rainbow across the sky. Besides, in summer the first fruits and vegetables appear. My favourite fruit is a melon. But I also like peaches, plums and _____. Summer is a really good time for me.	be long game like cherry
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Exercise 13

Read the text below. There are twenty words spelt incorrectly. Underline each one and write the correct spelling.

I'm going on holiday to France in Argust with my famly. We are stayin on a new campsight for ten days. My bruther and sister will be comming, but my cousin can't cos he is working.

We'll have to leeve erly to get the ferry – at about seven o'clock. There will be over one hunded and forty carvans there. I'm looking forard to goin in the swimming pool because I love divving. It shud be a reelly good holeday.

Exercise 14

Read and translate the text.

Australian seasons are the opposite of those in Europe and North America. It's summer in December and winter in July and August. There are big differences in the climate in different parts of the country. The south has cold winters. Conditions can be icy and it sometimes snows, while summers are pleasant and warm. As you go north the climate gets hotter. In the far north there are just two seasons: hot and wet, and hot and dry. From October to December there are afternoon storms with thunder and showers, while very heavy rain falls through January and February. The centre of Australia is very dry and the temperature varies a lot. It can rise to above 40 degrees Celsius during the day in summer, and fall to below freezing on winter nights.

Exercise 15

Complete the sentences with suitable words. Use the example.

Example: I don't like driving in fog. It's difficult to see where you're going.

1. I'm going skiing next month. I hope there's lots of _____ .
2. My boyfriend really likes going sailing on _____ days. It's a lot more fun!
3. Bring an umbrella. It's going to _____ later.
4. If it's _____ tomorrow we can go to the beach. It's very _____ .

Exercise 16

Think and say:

- What was the weather like last week?
- What was the weather like yesterday?
- Was it the same in other parts of the country?
- What was the weather like when you got up this morning?
- Compare in small groups.

Exercise 17

Read the weather forecast. Circle the best answers.

Tonight, you'll need an umbrella in *the north / the south*. Tonight, it'll be warmer in *the north / the south*. Tomorrow, it's going to be windy in *the south / the west*. Tomorrow, you'll need a coat in *the north / the south*. Tomorrow, there will be some sunshine in *the north / the north-east*.

Do you know about the weather tomorrow? Plan a weather forecast. Write 4-5 sentences.

Exercise 18

Work with a partner.

- a) Draw a large map of your country and divide it into two or three regions. For each region, decide what the weather will be like tonight and tomorrow, and draw weather symbols on your map, like these:
 - sunny / hot
 - cloudy with some sunshine
 - driving conditions

- suggestions for leisure activities
- weather facts for the next few days

b) Comment on the weather. Use the examples below.

Examples: The roads will be very icy, so motorists will need to drive carefully. Tomorrow afternoon will be the best time for the beach because.....

This is the coldest April in the north for 20 years.

It's going to stay warm and sunny for the next two or three days.

Exercise 19

Look at the following statements. What is the weather like in each situation? Use the example.

	Talking about the weather	Good or bad?	Write the synonym
0.	<i>It's chucking it down</i>	<i>bad</i>	<i>It's raining</i>
1.	«It's a real pea-souper».		
2.	«What a lovely day».		
3.	«It's blowing a gale outside».		
4.	«I can only see a few metres in front of me».		
5.	«Wind's getting up».		
6.	«It's only spitting».		
7.	«It's all turned to slush».		
8.	«Whatever you do, don't stand under a tree».		
9.	«You might need an umbrella».		
10.	«Make sure you wrap up warm		
11.	«Stay in the shade».		
12.	«It's really freezing outside».		
13.	«It's a scorcher».		
14.	«Looks like it might be a white Christmas after all».		
15.	«I'm boiling».		

Exercise 20

Read all the texts carefully. Say in which text you can find the answers to the questions below, fill in the table. Answer the questions.

Destruction of the Tropical Forest. It's generally agreed that the destruction of the tropical forest has a major impact on the world climate. The tropical rain forest is a natural recycler, provider and protector for our planet. It recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions and supports the most diverse ecosystem in the world. Deforestation could cause one fourth of all species on earth to vanish in the next 25 years. These forests in Amazonia, South-East Asia and West and Central Africa are being destroyed at an alarming rate of 42 million acres per year.

Depletion of the Ozone Layer. The protective layer of the Earth, the ozone layer, which protects the Earth from the sun's destructive UV (ultraviolet) rays, is being damaged by CFCs (chlorofluorocarbons). They are released by the daily use of industrial and household products: refrigerators, air conditioners, foam insulation, cleaning chemicals, food packaging. In the ozone layer they attack the ozone molecules making a «hole». This «hole» allows more UV rays to penetrate to the Earth. It increases the risk of skin cancer, weakens the immune system of people. Besides, UV rays influence the oceans, the growth of plankton, an essential part of the marine-life food chain in the negative way; reduce economically important crops (rice, cotton, soy beans). The life cycle is going to be undermined by the ozone.

Acid Rain. One of the most alarming forms of air pollution is acid rain. It results from the release into the atmosphere of sulphur and nitrogen oxides that react with water droplets and return to earth in the form of acid rain, mist or snow. Acid rain is killing forests in Canada, the USA, and central and northern Europe. (Nearly every species of tree is affected.) It has acidified lakes and streams and they can't support fish, wildlife, plants or insects. (In the USA 1 in 5 lakes suffer from this type of pollution).

Animals are in Danger of Extinction. Animals are in danger all over the world. Some animals are in danger because people want to wear their fur. Others, like elephants, are killed for their tusks which become necklaces and decorations. But many animals are in danger because man is destroying their environment – cutting down forests, building roads and houses or polluting the places where these animals live.

Measures to Be Taken. We have only a few years to attempt to turn things around. We must review our wasteful, careless ways, we must consume less, recycle more, conserve wildlife and nature, act according to the dictum «think locally, think globally, act locally». We are obliged to remove factories and plants from cities, use modern technologies, redesign and modify purifying systems for cleaning and trapping harmful substances, protect and increase the greenery and broaden ecological education. These are the main practical measures, which must be taken in order to improve the ecological situation. Some progress has been already made in this direction. 159 countries-members of the UNO have set up environmental protection agencies. They hold conferences discussing ecological problems, set up environmental research centres and take practical urgent measures to avoid ecological catastrophe. There are numerous public organisations such as Greenpeace that are doing much to preserve environment. The 5th of June is proclaimed the World Environmental Day by the UNO and is celebrated every year.

Text	A	B	C	D	E
Question					

- 1) What happens to animals when the whole ecosystems are destroyed?
- 2) What ecosystems help to keep balance on earth and protect the planet?
- 3) What gases react with water in the atmosphere and cause damage to all the ecosystems on earth?
- 4) What organizations are set up to protect the Earth from ecological catastrophe?
- 5) What products lead to the destruction of the Earth's protection in the atmosphere?

Exercise 21

Complete the table with one or several words. Include negative words where possible.

verb	noun	adjective
destroy		
	provision	X
		protective
X	climate	

X	day	
X		industrial
	weakness	
grow		
pollute		
		reactive
		decorative
X		wasteful
care		
	conservation	
X	nature	
X		harmful
X	ecology	
		environmental
practice		
organise		

Exercise 22

Read the text carefully and ask questions to the answers given below.

Nature Protection

Computers project that between now and the year of 2030 we will have an increase of the average temperature between 1,5–4,5 degrees C. Sea levels will rise by several metres, flooding coastal areas and ruining vast tracts of farmland. Huge areas will be infertile and become uninhabitable. Water contamination will lead to shortages of safe drinking water. It looks like the end of civilization on the Earth.

For hundreds of thousands of years the human race has thrived in Earth's environment. But now, at the beginning of the 21st century, we are at a crucial turning point. We have upset nature's sensitive balance releasing harmful substances into the air, polluting rivers and oceans with industrial waste and tearing up the countryside to accommodate our rubbish. These are the consequences of the development of civilization. We must stop it by joint efforts of all the people of the world.

The range of environmental problems is wide. But the matters of people's great concern nowadays are atmosphere and climate changes, depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety. United Nations Environment Programme (UNEP) concentrates its activities on these issues.

№	Question	Answer
1.	When...	Computers project the temperature rise between now and the year of 2030.
2.	What...	We will have an increase of the average temperature between 1,5–4,5 degrees C.
3.	What...	Sea level rise will lead to flooding.
4.	What...	Sea level rise will ruin vast areas of farmland.
5.	Why...	Huge areas of farmland will become infertile and uninhabitable.
6.	What ...	Water contamination will lead to shortages of safe drinking water.
7.	How...	We have upset nature's sensitive balance releasing harmful substances into the air, polluting rivers and oceans with industrial waste and tearing up the countryside to accommodate our rubbish.
8.	What ...	The consequences of the development of civilization are the release of harmful substances into the air, pollution of rivers and oceans with industrial waste and others.
9.	How...	We can stop ecological catastrophe by joint efforts of all the people of the world.
10.	What...	The range of environmental problems is wide.
11.	What...	The most serious environmental problems are atmosphere and climate changes, depletion of the ozone layer, freshwater resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, health and chemical safety.
12.	What...	United Nations Environment Programme (UNEP) concentrates its activities on the most important ecological issues.

Exercise 23

You are going to give a talk about your favourite season. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10-12 sentences).

Remember to say:

- where you live
- what your favourite season is
- what weather in your favourite season is
- what you usually do in this season

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Учебное издание

FRIENDS WITH ENGLISH
Методическое пособие
для учителей английского языка 8–9-х классов
средних общеобразовательных школ

Подписано в печать 03.12.2019. Формат 60×84/16.

Печать офсетная. Гарнитура Times.

Усл. печ. л. 6,98. Тираж 600 экз. Заказ 1749

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ISBN 978-5-87590-509-4



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