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## МИР ГЛАЗАМИ СТУДЕНТА

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## STUDENT'S MIND OF THE WORLD

Учебное пособие по развитию навыков устной речи  
на английском языке

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Учебное пособие включает в себя комплекс заданий для аудиторной и самостоятельной работы по темам социально-культурной сферы общения, аудио- и видеоматериалы, грамматический справочник и банк лексических единиц. Представлены задания, ориентированные на разные уровни языковой подготовки студентов.

Для студентов всех специальностей (направлений подготовки), обучающихся по программам бакалавриата и специалитета на факультете компьютерных наук и других факультетах ОмГУ.

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## PREFACE

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Учебное пособие по развитию навыков устной речи на английском языке «Мир глазами студента» предназначено для аудиторной и самостоятельной работы студентов всех специальностей (направлений подготовки), обучающихся по программам бакалавриата и специалитета на факультете компьютерных наук и других факультетах ОмГУ. Издание подготовлено для организации аудиторной и внеаудиторной работы по дисциплине «Английский язык» с целью развития навыков говорения, аудирования, чтения и письма, а также формирования и совершенствования универсальных компетенций для решения социально-коммуникативных задач в различных областях общекультурной деятельности.

Пособие основывается на принципах интерактивного подхода к обучению иностранным языкам: используются различные учебные технологии (проблемное обучение, ролевые технологии, метод проектов, презентации и т. д.), направленные на развитие критического мышления студентов, навыков исследовательской работы, общекультурной и профессиональной компетенции, а также на повышение мотивации к изучению английского языка. При составлении заданий учитывался личностно-ориентированный подход к обучению иностранным языкам.

Учебное пособие содержит аутентичные материалы. Разнообразные задания имеют дискуссионный и творческий характер, направлены на активное усвоение лексики, развитие речевых (устных и письменных) навыков и умений, навыков работы с видео- и аудиоматериалами, что способствует формированию коммуникативной культуры в речевом повседневном общении.

Пособие состоит из четырех разделов и комплекса приложений. Каждый раздел включает темы, соответствующие содержанию программы курса «Английский язык» по темам социально-культурной сферы общения (Семья. Друзья. Хобби. Спорт. Путешествия. Культура страны изучаемого языка). Комплекс приложений состоит из видео- и аудиоматериалов и заданий к ним; банка лексических единиц как для активного усвоения, так и для формирования исследовательской деятельности; краткого грамматического справочника. Всё это направлено на формирование необходимых компетенций будущего специалиста.

Тексты и задания каждого раздела ориентированы на студентов разного уровня языковой подготовки. Учебный материал подобран таким образом, что преподаватель не ограничен жесткими рамками следования всем заданиям в строгом порядке, а, напротив, имеет возможность выбора заданий, исходя из языковых и личностных особенностей студентов каждой группы.

Данное пособие отличает контекстуальное рассмотрение грамматики и акцент на творческую самостоятельную работу студентов, особенно при выполнении заданий “Internet Research”, “Project Activity”. Использование открытых интернет-ресурсов должно стимулировать творческую активность как студентов, так и преподавателя. Ссылки на интернет-ресурсы снабжены QR-кодами, что облегчает доступ к информации через мобильные устройства. Все ссылки на момент издания были рабочими.

## STUDENT'S PERSONAL PROFILE

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*Entering a university is an exciting experience in every person's life. They say that university years are the best.*

*What are the reasons for this? Agree or disagree with the following reasons, giving your arguments. You can add your own reasons.*

- being a university student is prestigious;
- it's a completely new life style with living in a dorm, meeting new people, learning new and useful skills, and partying from time to time;
- acquiring a certain specialty is necessary in the modern world;
- you are becoming a more responsible and self-dependent young adult, a more sensible person with the sober views on life.

### INTRODUCING YOURSELF

1. *When you want to introduce yourself the first phrases concern your names: first name, middle name, second name, surname, family name.*

*Name yourself according to the example:*

*My first name is ...*

*My middle name is ...*

*My surname (second, family) name is ...*

2. *Make a 2-3-minute speech about yourself. You may choose the topic(s) from the list below (A) or use the questions as a guide (B). Also there are some helpful words and phrases (C):*

**A:**

- Meaning / Origins of your name
- Favourites / Likes and dislikes
- Friends and family / Childhood
- Health and fitness / Sports
- Hobbies / Interests
- Things you have written about / listen to / have listened to / read / have read / watch / have watched
- Routines / Habits
- Possessions / Buying habits / Spending habits
- Communities or clubs you belong to
- Previous work / Studies / Volunteering
- Hometown / Places you have lived
- Travelling
- People you have met

- Unusual experiences
- Influences on your life / ideas
- Big changes in your life
- Personal achievements
- Ambitions/ Goals
- Near future

**B:**

1. What's your name?
2. How old are you?
3. When is your birthday?
4. Where are you from?
5. What do you do?
6. What are you doing here?
7. Do you like to study?
8. Do you like having a good time? How? Where?
9. What do you think of the university you have entered?
10. Did you choose the university yourself?
11. What are your likes (preferences) and dislikes?
12. What are your habits, hobbies?
13. What are your strong and weak points?
14. What's your family? How well do you get on with the family?
15. Where do you live? How far do you live from university?
16. How do you like relaxing?
17. What clothes do you prefer to wear?
18. What food do you prefer?
19. Do you have any nearest plans? What are they?

**C:**

Prefer, like, fancy, feel like, can't stand, really good (bad) at, belong to, interested in, don't mind.

Calm, imaginative, confident, kind (to), lazy, nervous, reliable, shy, thoughtful, (im) patient (with), friendly (with), sporty, creative, have a good sense of humour, messy, a bit absent-minded, ambitious, stubborn, outgoing.

*E.g.: I'm interested in sports. I'm into computers. I'm a movie fan. I'm (not) really good at cooking. I enjoy hanging out with my friends. I'm a bit stubborn. I would like to be more outgoing.*

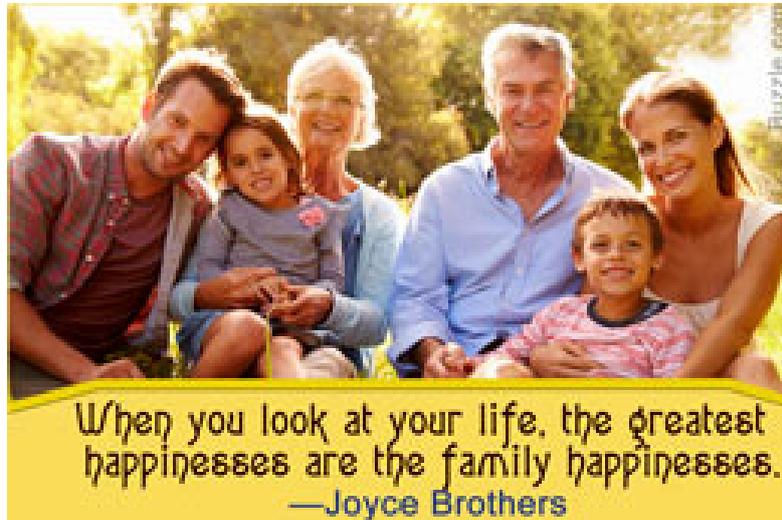
**Get to know your new group-mates and feel free to ask questions to them!**

**Break the ice (get comfortable with everyone)!**

## Unit I

### FAMILY – RELATIONS, VALUES, PROBLEMS

---



**“In time of test, family is best!”**

*Family gives a person a sense of support and security. Your family are the people with whom you can speak freely about your problems, share your joys and sorrows, they will never ignore you. We may say that a family is an emotional centre of a person’s life.*

#### 1. LEAD-IN

*Read the following quotes, choose those you agree or disagree. Give some arguments. See [Studying File № 1](#).*

1. “The strength of a family, like the strength of an army, is in its loyalty to each other.” (Mario Puzo. The Family)
2. “A family in harmony will prosper in everything.” (Chinese proverb)
3. “Family is the most important thing in the world.” (Princess Diana)
4. “All happy families resemble one another, each unhappy family is unhappy in its own way.” (Leo Tolstoy)
5. “We have to show leadership in protecting our environment so that we have a future for our children and grandchildren.” (Arnold Schwarzenegger)
6. “I don’t care how poor a man is; if he has family, he’s rich.” (Dan Wilcox and Thad Mumford)
7. “Bear in mind that the wonderful things you learn in your schools are the work of many generations. All this is put in your hands as your inheritance in order that you may receive it, honor it, add to it, and one day faithfully hand it on to your children.” (Albert Einstein)
8. “A man can’t make a place for himself in the sun if he keeps taking refuge under the family tree.” (Helen Keller)
9. “In every conceivable manner, the family is link to our past, bridge to our future.” (Alex Haley)
10. “The family is the nucleus of civilization.” (Ariel and Will Durant)

## 2. READING

**Work in pairs: 1. Read the text and headline the paragraphs.**

**For better understanding see [Vocabulary Bank, File № 1](#).**

**2. Answer the questions to the text.**

### **FAMILY RELATIONSHIPS**

How could you describe the word “family”? First of all, “family” means a close unit of parents and their children living together. But we shouldn’t forget that it is the most complex system of relationships. Family relationships are rarely as easy as we would like, and very often we have to work hard at keeping them peaceful.

When do people usually start a family? This question doesn’t have a definite answer. In the 18th, 19th and at the beginning of the 20th century people used to get married at the age of 18 or even 16. If a girl about 23 or more wasn’t married, she was said to be an old maid or a spinster. That might have turned out a real tragedy for her family which usually brought up more than three children, because in some cases a successful marriage was the only chance to provide a good life for the daughter and to help her family. Despite the fact that the girl was so young, she was already able to keep the house, take care of her husband and raise children. To feel the time, its culture and customs I advise you to read a wonderful novel or see a breathtaking film “Pride and Prejudice”. Though the story takes place at the turn of the 19th century, it retains fascination for modern readers, revealing some problems which may be urgent in the 21st century.

But life’s changing as well as people’s style of life. Nowadays we have got much more freedom in questions concerning family. It is natural to get married at the age of 20 up to 30; however, some people prefer to make a career first and only after that start a family when they are already in their forties. Moreover, there are many cases when people prefer to live together without being married. There are some reasons for this phenomenon. Firstly, it is difficult to juggle a family life with studies at school or university. But without good education it is practically impossible to find a suitable well-paid steady job. It’s a must to get a higher education, but by this moment you are already 22–24 years old. After that you seek for a well-paid job to live independently, which takes about 3–5 years. Now you see why people in the 21st century do not hurry to get married.

There is also another difference between old and modern families. Nowadays it is very unusual to find three generations living under one roof as they used to do in the past. Relatives, as a rule, live separately and don’t often meet one another. This fact sharply hurts an older generation. Our parents and grandparents usually suffer from lack of attention and respect from their children and grandchildren, although they try not to show it. They really don’t need much, just a telephone call or a visit once a week will make them happy.

There are two basic types of families. *A nuclear family* – a typical family consisting of parents and children. *An extended family* – a family consisting of the nuclear family, and their blood relatives. A single-parent family consists of one parent and children. Nowadays there are very few people who have never divorced. Today the highest divorce rate in the world has the Maldives Republic. The United States of America take the third place. Russia is at the ninth place.

What are the reasons of great numbers of divorce? Let us name some of the most common and serious ones.

• **Occurrence of adultery once or throughout the marriage.** The unfaithful attitude towards a spouse destroys the relationship and leads to a final separation.

• **Communication breakdown.** After some time of living under one roof spouses find out that they are absolutely incompatible. Constant clashes, brawls and squabbles cause serious problems. The differences grow as a snowball and can't be already settled by kisses or hugs.

• **Physical, psychological or emotional abuses.** When a person taunts, humiliates, hits the children or his spouse, it can't but end with a divorce.

• **Financial problems.** It sounds lamentably, but sometimes love alone can't guarantee well-being, whereas money can solve many of your problems. So when a couple lacks it, their relations become more and more complicated, their priorities change and the relationships end.

• **Boredom.** A lot of couples get bored of each other after 7 or more years of marriage. Boredom may become the reason of constant quarrels and adultery which inevitably leads to a divorce.

However, it goes without saying, in most cases married couples succeed in solving all the problems and keep living in peace and happiness.

Follow good advice: Spend time with your parents and siblings as much as you can. They are often all you have when times get difficult in your life. Extended family including grandparents can be a big support as well.

<http://www.buzzle.com/articles/creative-family-tree-ideas.html>

### Questions:

1. How many members are there in your family?
2. At what age did your parents get married?
3. Give your opinion of marriages of the previous centuries.
4. Do you think it is possible for a modern girl of eighteen to start a family?
5. People should not get married unless they are deeply in love, should they?
6. What can be done by both spouses to prevent a divorce?
7. What are the family roles distributed within a family? What is a "woman's place" and what is a "man's place" in the family?
8. Can the birth of children strengthen the family?
9. Do you agree with the statement that unhappy couples with children should stay together until the children are grown?

## 3. VOCABULARY

### A Match family members to their descriptions.

- |                                   |  |
|-----------------------------------|--|
| 1. brother-in-law / sister-in-law | a) your parents' brother and sister                  |
| 2. uncle / aunt                   | b) father and mother of the person you marry         |
| 3. cousin                         | c) the man you marry; the woman you marry            |
| 4. husband / wife                 | d) your uncle and aunt's child                       |
| 5. stepfather / stepmother        | e) the brother and sister of the person you marry    |
| 6. nephew / niece                 | f) your parents' parents                             |
| 7. father-in-law / mother-in-law  | g) if your mother or father remarries you have a ... |
| 8. grandfather / grandmother      | h) your brother and sister's children                |

- |                                   |   |
|-----------------------------------|---|
| 9. adopted son / adopted daughter | i) brothers or sisters  |
| 10. siblings                      | j) a child who legally becomes part of a family, but not born in it |

**B Family talk. Unscramble the sentences below.**

1. your there are in many people How family?
2. my family people in There five are.
3. you have many do brothers How?
4. are your in Who family?
5. you Are married?
6. daughter have a Do son a you or?
7. your family does live Where?
8. sisters Have got you any?
9. uncle your married Is?
10. do does wife your What?
11. Alex son your Is blood adopted or?
12. are siblings' your What names?
13. can a challenging Representing be family.
14. children of family A parents consists typical and.

**C Determine the part of speech of the words below, put: n. (noun), v. (verb), adj. (adjective), adv. (adverb), pp (past participle); then translate these words into Russian.**

Successful, relationship, impossible, happiness, complicated, consist, prefers, separately, reveal, quarrel, divorce, extended, independently, generation, well-paid.

**D Translate the following words using your dictionary and make up 14 sentences with these words:**

Bring up, turn out, consist of, attitude to (towards), suffer from, lead to, be married, be divorced, take care of, customs, to solve a problem, relatives, lack of attention, reason for.

**E Give the definition or your explanation of the phrases.**

Nuclear family, extended family, single-parent family, blood relatives.

**F Study the idioms and make up your own sentences with them.**

1. "get under someone's skin" = annoy or bother someone  
*My brother gets under my skin when he enters my room without knocking.*
2. "stay-at-home mom" = a mother who doesn't have a job outside the home  
*My sister finds satisfaction in being a stay-at-home mom.*
3. Black sheep of the family (the worst member of the family)  
*Mary is the black sheep of the family.*
4. Run in the family (to be a common feature in a particular family, a characteristic that appears in many (or all) members of a family)  
*My brothers and I have red hair. It runs in the family.*

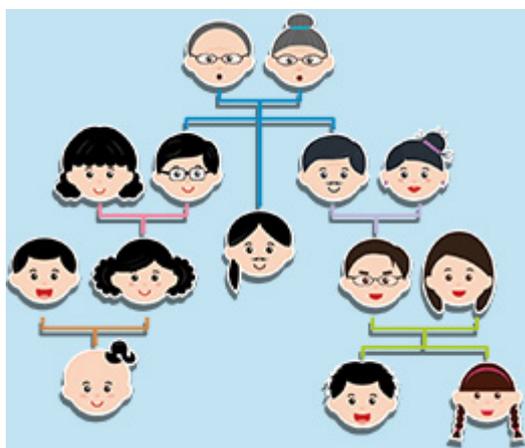
5. Blood is thicker than water (family relations are more important than all other relationships)  
*This housekeeper looked after him for many years, but he still left all his money to his only son. Blood is thicker than the water, you know.*
6. A chip off the old block (someone who is similar in character to their mother or father)  
*She enjoys joking like her mother does – she’s real chip off the old block!*

#### 4. READING AND SPEAKING

**A** Read the text and following some advice in the text draw your family tree.

See [Vocabulary Bank, File № 2.](#)

#### FAMILY TREE



Families have histories and legends, traditions and cultures that are specific to the bloodline. Most of these legends and traditions are manifestation of someone within the family. It is very interesting to know your family tree, the roots and the branches. Who knows, there could be pride facts that you may unravel!

If you decide to use a computer for making a family tree, you can be really innovative. You can provide links to descriptions of family members. You can display high-resolution pictures of the members as a part of the tree. Ready-made templates help you

systematize your data onto the family tree. You can opt for various representations of the structure of your family. And you can actually publish the tree online for it to remain there as a reference for generations to come.

Genealogy is a fascinating study. It’s kind of like a fairy tale, isn’t it? You trace your family backwards and backwards. When one has so many names, you should decide on representing this huge family in a creative manner. Think about some creative family tree ideas, and use them for ideas for various projects yourself.

##### *Creative Ideas for Family Tree*

Representing a family can be challenging, especially if you don’t have the complete data on your family history available with you. So, the first step to making a good family tree is to have the names of all the family members. If you’re missing out on a few names, postpone the project for a while and do a thorough family search. But make sure to get ALL the names. It will serve two purposes. It will avoid blank spaces in the tree and also avoid any sort of conflict within the family. (How could you forget Uncle Trevor? or My God! You didn’t put in cousin Frannie’s name! You get the idea, I’m sure!) So, the first step is done. Now let’s get to some designs.

##### *Software to the Rescue*

For those who are tech-savvy, there are various software programs that offer basic computer-generated family tree charts. To get results that are professional looking from the software, you can also opt for add-on programs. These kinds of programs work

simultaneously with the new genealogy software, to give you a chart that is eye-catching and unique.

A lot of words that convey a lot of meaning are used when talking about relationships. Sometimes, we just fail to recognize the importance of a family. You could actually change all that with just a family tree.

(from: <http://www.buzzle.com/articles/creative-family-tree-ideas.html>)

**B Be ready to have a brief talk about your relatives using the patterns below.**

**A: Who is this?**

**B: This is** my uncle.

**A: What is his name?/ What is your uncle's name?**

**B: His name/My uncle's name is** John.

**A: How old is he?**

**B: He is** 47 years old.

**A: What does he do?**

**B: He is** a doctor.

**A: What does he like?**

**B: He likes** reading.

## 5. VOCABULARY

**A Study [Vocabulary Bank, File № 3](#). Complete the exercises:**

**1. Organise these words into pairs of opposites and put them in the columns below.**

mean      clever      nice      lazy      relaxed      hard-working  
tense      cheerful      generous      unpleasant      stupid      miserable

Positive	Negative

**2. What prefix forms the opposite of each of these words? (You need three different prefixes.)**

kind      flexible      friendly      honest  
reliable      sensitive      ambitious      pleasant

**3. How would you describe the person in each of these descriptions?**

1. He never bought me a drink all the time we were together.
2. I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
3. He often promises to do things but half the time he forgets.
4. She's always here on time.

5. I don't think he's done any work since he's been here.
6. She finds it difficult to meet people and talk to strangers.
7. He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
8. One of the great things about her is that she is so aware of what other people think or feel.
9. Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
10. The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

**4. What nouns can be formed from these adjectives? Use a dictionary to help you.**

*Example: kind – kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

**5. Look at the two groups of adjectives below. Those in group A are favourable, those in group B are unfavourable. Pair the adjectives in group A with their opposites in group B.**

<b>A</b>	<b>B</b>
1 amusing	a stupid
2 calm	b disagreeable
3 cheerful	c boring
4 clever	d humourless
5 even-tempered	e hypocritical
6 generous	f lazy
7 good-looking	g mean
8 hard-working	h miserable
9 pleasant	i moody
10 polite	j narrow-minded
11 self-confident	k plain
12 sensitive	l quick-tempered
13 sincere	m rude
14 tolerant	n shy
15 witty	o unfeeling

*Which five adjectives in group A do you think are the most important in a friend? Which five adjectives in group B describe people you dislike most?*

**6. Choose three words which describe you. Is there one quality you do not have but would like to have? What, in your opinion, is the worst quality? If possible, compare your answers with a friend.**

**B Describe any member of your family (their age, occupation, appearance and features of character). Here is a model text you can follow.**

Janet, my elder sister, is 21. She does not *look like* me because she *has blue eyes* and fair hair, while *my eyes are brown* and I am *dark-haired*. She has a lovely *fresh complexion* and a beautiful mouth, with full lips, but she is *short-sighted*, so she wears contact lenses. She is *quite tall* and has a beautiful, *slim figure*. She is very *smart* and *looks really attractive* when she dresses up to go out with her boyfriend.

Janet is *studying* languages at the university and in summer she *works for* a travel agency. She can *speak French* and Spanish and now she is learning modern Greek. She always *goes abroad for her holidays*. Janet loves being with a crowd of people and when she goes abroad she *talks to* the local *people* and *makes friends easily*. She loves *going to parties* and *eating out*. She is *good at games* but never *takes them seriously* so when we *play tennis* I always win because she doesn't care if she wins or loses.

Janet is very *witty* and *amusing* and she always *cheers me up* when I am depressed because she has a wonderful *sense of humour*. I think her only fault is that she is *restless* and *easily gets bored*. She is an *intelligent, hard-working person* but she doesn't get good marks at university because she doesn't study enough. I admire her because she is so bright and energetic but I think it is a good thing that her boyfriend is a *calm, tolerant* man and when she is *impatient* with him, he just laughs and then she laughs, too.

## 6. LISTENING AND SPEAKING

### Track 1.1

**A What's your position in a family? Are you the oldest child, the middle child, the youngest child or an only child?**

**B Listen to a psychologist talking about the influence your position in the family has on your personality. Complete the chart by writing four more adjectives of personality in each column.**

Oldest children	Middle children	Youngest children	Only children
<i>Self-confident</i>	<i>Independent</i>	<i>Charming</i>	<i>Spoilt</i>

**C Look at the completed chart above. In pairs, say**

- if you think it is true for you - if not, why not?
- if you think it is true for your brothers and sisters or your friends?

## 7. WRITING AN ESSAY<sup>1</sup>

**A** *Work in pairs. Ask and answer this question.*

You could have fewer or more brothers and sisters, how many would you have? Why?

**B** *Read the strategy and the introduction to the essay.*

Which two of the techniques (a–c) does the writer use?

In the introduction to the essay, you should show that you understand the title of the essay, and what the essay needs to cover. You can do one or more of these things:

- a) make one or two general statements which relate to the topic and / or give some background information;
- b) rephrase the statement to show that you understand the main issue;
- c) give a brief introduction to both sides of the argument.

**C** *Read the essay. Which paragraph puts forward arguments a) for the statement in the title? (b) against the statement?*

### **It's better to be an only child than to come from a large family.**

In the past it was common for married couples to have a lot of children. Nowadays, couples are increasingly choosing not to have children at all or to have just one child. The question we need to answer is: is life better for children who grow up without brothers and sisters?

It is hard to deny that children with no brothers or sisters get more attention from their parents than children in large families. This can make them feel more confident and secure. It is also true that brothers and sisters in large families often argue a lot. They have to share possessions and living space, a bedroom for example, and this can lead to conflict. An only child does not face this problem. On the other hand children with no brothers or sisters may sometimes be lonely, as they have no one at home to play with. They have to find friends to play with in their free time, and this may be difficult if they do not live in a large community. It can also be argued that they are often spoiled. Their parents give them whatever they want, and so they don't need to share or to co-operate with other people.

To sum up, there are clearly some advantages to being an only child, and also some disadvantages. It depends on personal experience and individual circumstances. In my view, it's better to have brothers and sisters but I'm from a large family!

**D** *Read the phrases below and find four of the phrases in paragraphs 2 and 3 of the essay above.*

#### **Presenting an argument**

It is true / clear that ... It is hard to deny that ...

It can be argued that ... Some people argue that ...

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<sup>1</sup> Solutions 2-nd edition Intermediate. Student's Book by Tim Falla, Paul A. Davies. P. 71.

### **Presenting an opposing argument**

On the other hand, ...

However, some people argue that ...

Other people take the opposite view and claim that ...

### ***E Follow each argument in your essay with an example or a supporting statement.***

1. Argument followed by example:

Only children get more privacy. For example, they don't have to share a bedroom.

2. Argument followed by supporting statement:

Children from large families are rarely lonely. There's always someone to talk to.

### ***F Read the information given and the conclusion of the essay.***

What is the writer's opinion? Do you agree with him / her? Why? / Why not?

#### **For and against essay conclusion**

1. You can begin the conclusion with: To sum up /In summary, I would say that ...

2. You should give your opinion. This could be a balanced view, or you may agree with the statement in the title, or you may disagree with it.

### ***G You are going to write an essay entitled "Friends have more influence than family on teenagers."***

1. Plan the second and third paragraphs. Think of two arguments for the statement and two against.

2. Think of an example or a supporting statement for each of the arguments.

3. Read the strategy in exercise B and plan the introduction.

4. Read the information in exercise F again. Decide what your opinion is and plan the conclusion.

***Write the essay (200–250 words). Follow all the instructions. Check your spelling and grammar.***

## **8. READING AND SPEAKING**

### ***A Read the text and complete the tasks after the text.***

#### **FAMILY AND ITS PROBLEMS**

There is no such thing as the perfect family. Every family is unique with its own combination of strengths and weaknesses. Sometimes families get overwhelmed by what seems like an endless list of challenges when it comes to juggling work, school and individual family members' needs. And sometimes families are blindsided by a huge upheaval such as a mental or physical illness, a job loss, or an addiction. Even "joyful" events such as a wedding, a job promotion, or a financial windfall can disrupt a family with unexpected consequences.

From the child's point of view the following problems can be serious: separation; divorce; an alcoholic or drug addicted parent; an abused parent; an abusive parent; parents who nag or criticize; parents who are overprotective; a parent's remarriage. Young people can

also get really worried when they are getting bullied at school or their parents are always arguing and they don't have anyone to talk to.

Every family has problems once in a while. But sometimes family conflict becomes too much. Often, this is because of trouble understanding each other, changing expectations as you grow older or lack of trust among family members. It might also be because your parents see things differently from you since they are from a different generation, and may be also raised in a different country.

When conflicts happen you might find yourself changing your behaviour or reacting differently than usual. This is one way of showing your family that you dislike a situation. It may even make you feel like you have more control over the situation. But in the end, your reactions might confuse your family and distract them from the real problems. Try having a straight-forward talk with your family about how you are feeling.

For example, if you rebel against your overprotective parents by staying out late on a Saturday night, they will get upset and ground you. Instead, if you talked to them about why you want to go out, where you are going, who you'll be with and how they can reach you, they may learn to trust you to stay out later.

Sometimes talking to your family is too difficult. Some family problems can sometimes put you in a very upsetting or even dangerous situation. Talk to an adult you trust like a teacher, mentor, friend's parent or school counselor about your family issues.

***B Decide if these statements true or false according to the text, if false, correct them.***

1) Pleasant events such as career or financial success cannot cause any serious family problems. 2) Parents' arguments do not usually make young family members worry. 3) Parents and children often view things differently but that doesn't cause a lot of problems. 4) A straight-forward talk with your family does not help solve any problems. 5) Teenagers should discuss their family problems only with their peers.

***C Find words for the definitions. What word-combinations are used in the text?***

1) The state of not having smth or not having enough of smth; 2) All the people who were born at about the same time; 3) A big change that causes a lot of confusion, worry and problems; 4) Easy to do or to understand, not complicated; 5) To keep asking people to do smth, to irritate continuously.

***D Give English equivalents to the phrases:***

прямолинейный разговор; чрезмерно опекающие родители; взрослый; другое поколение; продвижение по службе; разрушить семью; печальная ситуация; недостаток доверия; быть предметом запугивания в школе; неожиданные последствия.

***E Work in pairs asking your partner questions on the text (6 questions); enumerate the problems mentioned in the text and think of the other possible problems.***

## 9. DISCUSSION

### USEFUL TIPS

Here are some useful things you can do if you are having family/relationship problems:

*Talk* – communication is the key and often the first step to finding solutions. Be calm and honest about your concerns when discussing your problems with a loved one.

*Accept your differences* – it can help avoid unnecessary conflict if you can recognise that people have different ideas, opinions and beliefs and you may not always be in agreement.

*Have fun together* – even when things are tough, it's important to find the time to have fun with your loved ones.

*Make a plan* – it can help reduce stress and give common goals to work towards. For example, if you are having financial problems it can help to create a budget.

*Get help* – you may not always be able to solve your problems yourself so you may need some external help.

**Discuss in groups:**

- 1. Do you think these tips can really help the family to solve their problems?**
- 2. Think of the other ways of overcoming family difficulties?**
- 3. Can you recall any real life examples when people managed to cope with their family problems?**

See [Studying File № 1](#).

## 10. RENDERING

**Render the text in English and discuss the relations between the mother and the son.**

1. What might have ruined the relations?
2. How much should parents love their children, where is the golden mean?
3. Who should be more forgiving, a parent or a child?

### СЕРДЦЕ МАТЕРИ<sup>2</sup>

Я знала ее давно, когда ее сын был еще маленьким мальчиком. Всё самое лучшее она отдавала ему, своему единственному сыну, в котором души не чаяла. Она работала в прачечной и мыла у кого-то полы, по тем временам получая хорошие деньги, которые с радостью тратила на любимого сына. Все самое лучшее, самое красивое, самое вкусненькое.

Она с гордостью вела его за руку, любясь им, ведь он был лучше всех детей на улице. Возвращаясь домой с прогулки, малыш нес воздушные шары, леденец на палочке и рассказывал, что он катался на каруселях, смотрел кино и ел много мороженого. Кто еще во дворе мог похвастаться этим? Любовь матери была настолько сильной, что она за этой любовью ничего не видела. Не видела и не хотела видеть, что он грубит старшим, не хотела верить, что он сломал лапу дворовой собаке,

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<sup>2</sup> *Мухомтов Д.С.* My Everyday English: учебное пособие по английскому языку повседневного общения. 2-е изд. М.: Книжный дом «ЛИБРОКОМ», 2013. С. 33.

оправдывала его, когда жаловались соседские старушки и учителя. Ей всегда казалось, что за такую любовь, которую она ему дала, он не может быть плохим.

Шло время, годы неумолимо делали свое дело, и здоровье, которое было потрачено на воспитание сына, стало ухудшаться. Она никогда не болела, а точнее не позволяла себе болеть, но однажды нестерпимая боль пронзила грудь и резко отдалась под лопаткой. Она стояла, облокотившись на стол, не в состоянии дойти до дивана. Мысли лихорадочно носились в голове, и в первый раз она испугалась, испугалась не за себя, а за сына, как же он без нее? Кое-как добравшись до дивана, она устало опустилась на него и задумалась.

Она увидела отчетливо, как в кино: вот, она идет из роддома и несет маленькое существо, пахнущее молоком. Детский сад, школа, институт. Как быстро пролетело время...

Сын открыл дверь, и она по привычке собралась разогреть ему поесть, но какая-то сила как будто приковала ее к дивану и не давала встать.

– Ты чего лежишь? Не видишь, я пришел? Есть хочу!

– Я сейчас сынок, сейчас.

Она собрала все силы и встала...

Скорая помощь неслась по заснеженному городу, пугая своей сиреной прохожих. Он сидел напротив матери, и в первый раз за всю жизнь увидел ее так близко. Лицо было измождено морщинами, но все еще красивое, на нем был отпечаток усталости, руки натружены, с синими выступающими жилами. За долгие годы он никогда не думал о ней, и только сейчас, когда она лежала такая тихая и беспомощная, он осознал весь свой эгоизм по отношению к ней. Он никогда не видел, когда она ложилась и когда вставала. Он всегда ел горячее, когда бы ни пришел. Белые рубашки были накрахмалены и отутюжены.

Слезы текли по его щекам, и он в первый раз подумал о ней, о маме.

Вспомнил, что, даже поздравляя ее с Днем рождения, Новым годом, Днем 8 марта, покупал цветы подешевле, а подарок – лишь бы что-то подарить. Но бывало и так, что забывал о ее Дне рождения и вспоминал лишь тогда, когда подходил к квартире, от которой вкусно пахло пирогами. Если бы можно было что-то изменить...

...Машина остановилась у подъезда больницы. Вывезли каталку, мать переложили на нее и увезли. Ему не разрешили идти за ней, и он, как когда-то в детстве, растерялся и заплакал. Может он, наконец-то, пожалел мать и опять пожалел себя.

Врачи отказались делать операцию, было слишком поздно. Мать долго уговаривала врачей, чтобы пропустили сына, ведь ей так много надо ему сказать. Видя ее упорство, они согласились, да и оставалось-то ей...

Седой профессор вышел из палаты и коротко бросил: «Три минуты, молодой человек». Сын робко переступил порог и увидел маму. На белой простыне она казалась совсем безжизненной. Страх сковал его тело, и он робко подошел к кровати. Он опустился на колени и взял ее руку, тихо произнес: «Мама, я пришел, прости меня». Он не мог больше произнести ни слова, слезы душили его, и он поцеловал руку матери.

Ресницы матери вздрогнули, и она с трудом открыла глаза. Перед ней на коленях стоял ее мальчик, любимый сын, которому она посвятила всю свою жизнь. Сын смотрел на нее с такой любовью, как никогда, и она улыбнулась ему и прошептала: «Я рада, что ты все-таки умеешь любить», и с улыбкой, полной счастья, ушла...

**Words and phrases from the story:**

- души не чаять – be dotty about sb/love sb. wholeheartedly/adore sb/worship sb.
- любимый сын – beloved son
- вести его за руку – lead him by the hand
- возвращаться домой с прогулки – come back home from an outing
- кататься на каруселях – ride on a merry-go-round/ carousel
- грубить старшим – be rude to seniors/elders; insult (sb.)
- воспитание сына – the son’s upbringing
- роддом – maternity hospital
- натруженные руки – work-weary hands
- накрахмалить и отутюжить белье и рубашки – starch and iron linen and shirts
- пожалеть мать – feel sorry for / take pity on one’s mother

**11. LANGUAGE DEVELOPMENT**

**A Match the questions with the answers.**

**B Try to answer these questions in your own way.**

<b>1. What role does family play in each person’s life?</b>	<b>A.</b> If you want to have a happy family, try to be patient and understanding.
<b>2. Do you have your own family traditions?</b>	<b>B.</b> Many marriages these days end in divorce. Besides, one parent may die. In both cases a child is brought up by one parent only. The state helps such families providing financial support.
<b>3. What will you ask your British friend about his/her family?</b>	<b>C.</b> Do you get on well with your family members? Do you talk over your problems together? Is there sometimes misunderstanding between you and your parents? Do you share your domestic chores?
<b>4. What can you advise people who want to have a close and happy family?</b>	<b>D.</b> Every person needs a place where he can feel happy and quiet. One needs people with whom he could speak freely about his problems, share his joys and his sorrows. Such place and such people are his family. We may say that a family is an emotional centre of a person’s life. Your family will never ignore you; you will always get support and understanding from your family, no matter whether you are good or bad. You can’t live without your family’s help and respect, but you should remember that your family members also need your attention and support.
<b>5. Why are there many one-parent families? How does the state help such families?</b>	<b>E.</b> Yes, we do. We have our own family traditions, but not many.

<b>6. Are there any things that you do with your parents together?</b>	<b>F.</b> If I were you, I would spend more time with my family, love, respect and obey my parents and grandparents.
<b>7. What can you advise people who want to have a good relationship with their parents and grandparents?</b>	<b>G.</b> Is your family big or small? Have you got a sister or a brother? Do you get on well with your sister/brother? What traditions have you got in your family?
<b>8. Nowadays an average family has one child. From your point of view, how many children should there be in a family?</b>	<b>H.</b> Yes, there are. We usually celebrate family holidays together and it's a tradition in our family to have dinner together and chat about the events of the day.
<b>9. What will you ask a British student about his/her family relationships?</b>	<b>I.</b> I suppose, there should be two or three children in a family. You will never feel lonely having a sister or a brother.

## 12. PROJECT ACTIVITY

*Choose a topic for your report and prepare a presentation. Present your report to the class. Follow the tips given in [Studying File № 2](#).*

- Generation gap
- Sibling rivalry
- Difficulties the young family faces
- Family of the past and present
- Child free generation
- Family of the future

## 13. QUESTIONS ON THE TOPIC

1. What is the meaning of the word "family"? What does family mean to you? Is it a significant part of your life?
2. How large is your family? How would you describe your family members (What do they do? What are they like? What do they look like? What do they like to do?)? What are the main family values for you? Do you have any family traditions?
3. Why has family life changed so much over the last forty years? What are the main problems that family faces today? Are there any ways to solve these problems?
4. Do you agree that spending time at home with your family is more important than a high salary and a challenging job? What would you choose – a high salary or more time with your family?
5. How much should parents love their children, where is the golden mean? Who should be more forgiving, a parent or a child?

## Unit II FRIENDSHIP

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### 1. LEAD-IN

*Comment on the following sayings about friends. See [Studying File № 1](#).*

1. "True happiness consists not in the multitude of friends, but in their worth and choice."  
(Samuel Johnston)
2. "A friend is one who knows us, but loves us anyway." (Jerome Cummings)
3. "A friend is a gift you give yourself." (Robert Louis Stevenson)
4. "Only your real friends tell you when your face is dirty." (Sicilian Proverb)
5. "Your friend is the man who knows all about you, and still likes you." (Elbert Hubbard)
6. "My friends are my estate." (Emily Dickinson)

### 2. READING AND SPEAKING

**A** *Read the text and say what Aristotle's ideas you agree or disagree with.*

#### **FRIENDSHIP IN THE MODERN WORLD**

People often say that our modern way of life, with its individualism and fast speed, has made the world a lonely place. So many of us live and work surrounded by people, but it is hard to find true friendship. The faces we see each day are like pictures in a gallery; the talk that we hear is just sound. Perhaps this is why the websites like 'Facebook', 'Contacts' are so popular these days. They allow people to communicate and even become close without meeting up. It seems that many people's idea of friendship has changed nowadays. But what is friendship? Aristotle was the first western philosopher to discuss friendship in a detailed way. He said that people who chose to live alone were either like animals or gods. He probably meant that it is natural to want friends. Certainly, people who choose to live without friends are frequently regarded as having problems. We either pity them or else we view them as strange.

Aristotle also said that there are three different categories of friends. In the first category, we are friends with people because of some advantage that the friendship gives us. In other words, the friendship has a practical value. Friends in this category would include bosses at work or some of our colleagues. Aristotle's second category of friendship is based on the idea of pleasure. Friends in this category enjoy doing things together and they have a lot of interests in common.

The third category of friendship is the highest form of friendship. In this category, people are friends on a deeper level. The friendship does not depend on anything other than the friends themselves. The relationship is so close that it seems that one soul belongs to two bodies, Aristotle said. Aristotle also said that close friends must have eaten salt together. In other words, they must have shared some of life's good and bad experiences. Most people today would probably agree that these are a fundamental part of true friendship.

**B Answer the questions:**

1. Is it really hard to find true friendship?
2. What are three categories of friends according to Aristotle's opinion? Do you support this view?
3. Aristotle said that people who chose to live alone were either like animals or gods. Do you agree? Why?
4. Do you think it is better to have bad friends than to have no friends? Why?
5. Do you have friends? What category of friends do you have? Are you a true friend?

### **3. LANGUAGE DEVELOPMENT**

**A Complete the text by putting words 1-7 into the correct form. Consider the text carefully and think about the part of speech needed to fill each gap. Check whether the word you need should be singular or plural.**

#### **HOW WE CHOOSE OUR FRIENDS<sup>3</sup>**

The words *friend* and *free* come from the same root word, suggesting that one aspect of friendship is the freedom to be (1) ..... in the company of another person.

Most friendships begin with shared interests or (2) ....., which gradually develop into mutual trust, openness, affection and (3) ..... . We like people who share our attitudes and values. When someone agrees with us or makes the same (4) ..... we have made, we gain confidence in our own views.

There is also a (5) ..... for people to enjoy the companionship of those of the same (6) ..... status and level of education. Friends may also share an altruistic goal, such as a concern for (7) ..... or the cultivation of the arts.

- (1) our
- (2) active
- (3) loyal
- (4) choose
- (5) tend
- (6) economy
- (7) just

**B Discuss the questions:**

1. The text suggests that we choose friends who are like us. Can you think of examples of friends who are very different from each other? Why do you think they became, and remain, friends?
2. What kind of things might bring a friendship to an end?

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<sup>3</sup> Fast Track to C.A.E. Coursebook by Alan Stanton, Susan Morris. P. 75.

**C Complete the text with the phrases below.**

argue      close friend      colleague      get on very well      known  
 have a lot in common      keep in touch      lost touch      met

**FRIENDSHIP<sup>4</sup>**

I have a close friend called Irene. I've (1) \_\_\_\_ her for about 15 years now. We (2) \_\_\_\_ at work – she was a (3) \_\_\_\_ of mine at the company where I used to work, and we used to have our coffee breaks at the same time. We (4) \_\_\_\_ although we don't (5) \_\_\_\_ – we have quite different interests. We don't work together any more, and when I changed jobs we (6) \_\_\_\_ for a couple of years. But now we (7) \_\_\_\_ regularly. We phone each other once a week, and we see each other about twice a month. We don't often (8) \_\_\_\_, only sometimes about films as we have completely different tastes!

**D Think of a close friend of yours. In pairs, ask and answer the questions.**

- How long have you known him / her?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch the rest of the time?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

**E Revise 'usually' and 'used to' in English. See [Grammar File № 6](#) (Present Simple, Past Simple).**

**Ex. 1 Make up sentences with "used to":**

*E.g.: Mrs Black used to live in a small house, but now she lives in a mansion.*

Before	Now
1. Mrs Black lived in a small house.	She lives in a mansion.
2. Mrs Black worked as a nurse.	She doesn't work at all.
3. She didn't go on holiday.	She travels every year.
4. She had an old dog.	She has a cat.
5. She spent all her evenings at home.	She goes out every evening.

**Ex. 2 Ask questions with used to:**

*E.g.: (where/ live?) – Where did you use to live **when you were a child?***

1. (where/ play?)
2. (who/ play with?)

<sup>4</sup> New English File. Intermediate. By Clive Oxenden, Christina Latham-Koenig and Paul Seligson. Oxford University Press. 2005. P.60.



completely lost touch. But I always wondered what had happened to him, and when I heard about *Friends Reunited* I decided to try to get in touch again. I'm divorced now, and I thought 'you never know...'. I remembered the name of the school that (2) \_\_\_\_\_ and I went to their web page on *Friends Reunited* and there was his name! I sent him an email and two days later I got a reply...

### **Alex, 24, from Manchester**

(3) \_\_\_\_\_ in Manchester but when I was eighteen my family moved south to London. Two years ago I had a really bad motorbike accident I was in a coma for two weeks and in hospital for six months. I completely lost my memory, not just of the crash itself but also of my past.

While I was in hospital, my family (4) \_\_\_\_\_ every day and play me my favourite music and show me photos. Little by little I began to remember who I was and who my family were. But I still couldn't remember anything about the rest of my life. Then my sister had the idea of contacting *Friends Reunited*. Through them she contacted people (5) \_\_\_\_\_ in Manchester when I was at school. She arranged a reunion in a pub near Piccadilly Station and I travelled to Manchester in search of my past.

### **Track 2.1**

**D** *Read the text about Carol again. Now listen to her talking about what happened next. Was the meeting a success?*

**E** *Listen again and answer questions 1-5.*

1. Why was Carol surprised at Robert's choice of job?
2. What happened when she got to the restaurant?
3. What do Carol and Robert look like now?
4. What did Carol realize as soon as she saw Robert?
5. How had Robert changed?

### **Track 2.2**

**F** *Read the text about Alex again. Now listen to him talking about what happened next. Was the meeting a success?*

**G** *Listen again and answer questions 6-10.*

6. Did he recognize any of the people?
7. How did he feel?
8. What did they talk to him about?
9. What did he remember when he saw the photos?
10. Who is Anna? What does he think of her now?

## 5. SPEAKING

*In pairs, tell each other about three of the following. Give as much information as you can:*

- a friend you used to have but who you've lost touch with
- a teacher at school you used to hate
- a sport you used to play but don't any more
- a singer you used to listen to a lot and who you still like
- a device you used to use a lot but don't any more
- a piece of software you used to like

## 6. READING

**A** *How often do you see your really good friends? Would you like to see them more often? Do you spend much time with people you don't really like?*

**B** *Now read the magazine article. What does 'edit your friends' mean?*

### **DO YOU NEED TO 'EDIT YOUR FRIENDS'?**

Is your mobile phone directory full of phone numbers of people you don't really want to talk to? Do you go out with people from work or university more often than with your real friends? Do you say yes to invitations because you think you should, not because you want to? If you answered yes to at least two of these questions, then perhaps it's time to 'edit your friends'?

Nowadays people tend to spend a lot of time socializing with colleagues at work or classmates at university. The result is that we don't have enough time to see our real, close friends. As our lives get busier it becomes more important to spend the little free time we have with people we really want to see, people we love and who really love us.

Who are the friends you need to edit? A few years ago I read a book about how to get rid of unnecessary possessions. It said you should ask yourself about each thing you have: Is it useful? Do I really like it? Do I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends.

What kind of friends will you probably need to edit? Sometimes it's an old friend. Somebody who you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend who you get on quite well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, 'Do I really want to see this person?' and if the answer is no, say no, and make an excuse. That way you'll have more time to spend with your real friends.

**C** *Now read the article again. Choose the best summary of each paragraph, a, b, or c.*

1. People need to 'edit' their friends if ...
  - a they have moved to a different area.
  - b all their friends are people from work or school.
  - c they are spending a lot of time with people who are not real friends.

2. People today are often very busy, so...
  - a they should see their friends less.
  - b they should think carefully about how they spend their free time.
  - c they should try to make friends with people from work / school.
3. The writer says that ...
  - a we should ask ourselves who our real friends are.
  - b most of our friends are unnecessary.
  - c we shouldn't treat friends as possessions.
4. The kind of friends we probably need to 'edit' are...
  - a old friends who don't talk very much.
  - b new friends who talk too much.
  - c friends that you don't really want to see any more.

**D** *Read the article again. Underline five new words or phrases you want to learn. Do you agree with the article? Do you need to 'edit your friends'?*

## 7. LANGUAGE DEVELOPMENT

**A** *Look at these expressions with get. Match them with their meanings A-G.*

- |   |  |                          |
|---|--|--------------------------|
| 1 | ... a book about how to <b>get rid of</b> unnecessary objects          | <input type="checkbox"/> |
| 2 | ... a new friend who you <b>get on with</b> quite well                 | <input type="checkbox"/> |
| 3 | ... I sort of relaxed and felt I was <b>getting to know</b> them again | <input type="checkbox"/> |
| 4 | ... I <b>got to</b> the pub late                                       | <input type="checkbox"/> |
| 5 | ... I decided to try to <b>get in touch</b>                            | <input type="checkbox"/> |
| 6 | ... and two days later I <b>got</b> a reply                            | <input type="checkbox"/> |
| 7 | ... I <b>got</b> really excited  | <input type="checkbox"/> |

- A make contact with somebody
- B be friendly with
- C become
- D know somebody (or something) little by little
- E receive
- F throw away
- G arrive at / in

**B** *Complete the questions with "get" from 7A. Ask and answer the questions in pairs.*

1. Who do you \_\_\_\_\_ best in your family?
2. Does it take you long to \_\_\_\_\_ new people?
3. Do you \_\_\_\_\_ more emails from friends than work-related ones?
4. How do you normally \_\_\_\_\_ with your friends (by text, phone, etc.)?
5. How often do you \_\_\_\_\_ things (e.g. clothes) that you don't use any more?

## 8. LISTENING AND SPEAKING

### Track 2.3

**A** Read sentences A–F below. Now listen to three people talking. Which sentences are they talking about? Write 1, 2, or 3 next to the sentence.

- A Men keep their friends longer than women.
- B It's more difficult to keep in touch with friends than it used to be.
- C It's impossible to stay 'good friends' with an ex-partner.
- D You should never criticize your friend's partner.
- E You should never lend money to a friend.
- F You can only have two or three close friends.

**B** Listen again. Do they agree or disagree with the statements? What are their reasons? What examples do they give?

**C** Now look at the sentences and tick (✓) the ones you agree with and cross (X) the ones you don't agree with. Think about your reasons.

**D** In groups, compare opinions. Try to give real examples from your own experience or of people you know. Use the phrases below to help you.

#### Useful language

##### **Agreeing**

- I agree with that.
- I think that's true.

##### **Disagreeing**

- I don't agree with that (at all).
- I don't think that's true.

##### **Giving examples**

- For example, I have a friend who...

## 9. GRAMMAR IN CONTEXT

**A** Read the text paying attention to the modal verbs. Why are they used in the text? See [Grammar File No 9 \(Modal Verbs\)](#).

### **IS IT NORMAL NOT TO HAVE A BEST FRIEND?**

By Cherie Burbach, *About.com Guide*

Not everyone has a best friend in life, and that's perfectly okay. Some people have several close friends that give them love and support, but none of which they would consider a *best* friend. The key is not thinking in terms of "normal", because no two friendships are alike. Some people enjoy having different friends they can go out with or talk to, while others prefer to have one person they can continually count on to be with.

It's a matter of personal preference and even, perhaps, luck. After all, you might welcome a best friend into your life, but if you simply haven't found a person that would fit the bill you cannot force a friendship into the "best" status. You should never push or hurry a friendship, so if you haven't connected with someone on a best friend level, you need to wait to see if one of the relationships currently in your life has the potential to be a BFF. If there is one, then you need to nurture and develop the friendship to see if your good friend can turn into a best friend. If you don't have anyone that comes close to being a best friend, and it is something you desire, you need to meet more friends in general to see who you might connect with on that deeper level.

However, if you are happy to have close friends (with no one that would be considered your best friend), that's okay too. The key to knowing what is right is how you feel about it personally. If you feel lacking because you don't have a best friend, work on meeting more people and you'll increase your chances of finding someone. If you feel good about the friendships in your life (no matter the number), you don't need to worry about not having a best friend.

**B Find all -ing forms in the text, put them down, practice the expressions with them using your own examples.**

*E.g.: having – enjoy having – I enjoy having different gadgets.*

*See [Grammar File № 12](#) (Gerund).*

**C Answer the question put in the title. Do you agree with the author? In pairs, share your opinion with each other.**

## **10. INTERNET RESEARCH**

*Search for the key words "toxic friendship" and make a list of toxic friendship signs and report back to the class.*

*Have you ever had toxic friends? Share your examples if you like.*

## **11. READING AND SPEAKING**

### **FRIENDSHIP AND SOCIAL MEDIA**

**A What is "social media"? (You may search for the key words "social media" to have a general understanding of the concept.)**

**B In pairs, share your experience of using social media:**

What social media do you use?

How do you use social media?

What do you like/dislike about using them?

**C OPTIONAL ACTIVITY (for Low-Intermediate Level)**

**THE GOOD AND BAD OF SOCIAL MEDIA**

*Listen to the speakers and make a list of advantages and disadvantages of social media. Follow the script if necessary.*

See [Studying File № 3](#).

**Track 2.4**

Do you think using social media improves your life, or makes it worse?

How do you feel when you use social media?

Do you think it improves or hurts your relationships?

Would you ever consider stopping using social media?

**D Read the text. What are the main points provided? Do you agree with the author? Support your idea.**

**IS SOCIAL MEDIA KILLING FRIENDSHIP?**

*Friendship is a mental connection, not a number.*

by [Steve K. Madigan Kansas State University](#) Apr 10, 2019

Social Media is everywhere. Literally everywhere. It seems impossible to avoid. Looking for a job? Try LinkedIn. Want to post the pictures from your spring break trip? Instagram is where it's at. Going out to eat? Better Snapchat it! Even the news, the way we learn about the world outside of ourselves, is heavily driven by Facebook and Twitter. And it needs to stop.

Before we begin, I'll be the first to admit that I've used various social media platforms heavily over the years. Instagram, Snapchat, Facebook, etc. If it was "big" at some point, I very likely used it. I followed the trends, and even if I saw it as pointless, I was always one of the first to join a new platform. I was also one of the first to leave. What I saw in most of them wasn't social at all, it was just the opposite. Fights in were won and lost on Twitter. Snapchat left an indelible mark on my time in high school. Facebook, well, Facebook was different. If I had to only use one app for the rest of my life, it would be Facebook.

The big issue with Social Media isn't the principle – it's the execution. With each new profile, you create comes an expectation that you will bring 10 of your friends as well. On top of those 10 friends, you'll make 10 more. And 10 more after that. Social Media is a numbers game – in order to get the most reaction, you have to fill up your friends/followers list with people you've never even met. It was always a game growing up – and someone's social status more or less hinged on the number of followers/friends/likes they could get on Social Media.

But what exactly is a "friend"? Can any of us truly have hundreds (or thousands) of friends? Whether they know it or not, Facebook and Twitter are degrading the meaning of the word friend. It's not about who you know, or who you've met, it's about who you can lure into adding you. Most people I know have only met a small fraction of the "friends" that they have accrued, and there's something wrong with that.

A friend, to me, is someone that I've met. Someone that I've gotten to know personally, rather than someone whose life I've only known through what they post. Facebook or Twitter can make up any number they want for my friendships, but I've slowly come to realize that there is no point in striving for numbers in the hundreds or thousands. There is no point in striving for any number at all. Friendship is a personal connection, not a cyber connection.

After years of conditioning, it can be hard to break the habit of cyber-friendship, but it's the best thing you can possibly do. No matter what your numbers are, true friendships are the only ones that matter. Friends who will be there for you in the best and worst times, not the best and worst posts. Surround yourself with those friends, hang out with them often, and pay no mind to the numbers. Take a step back, detach from the cyber-world, and enjoy the moment. There will always be time for pictures later.

<https://www.theodysseyonline.com/is-social-media-killing-friendship>

## 12. WATCHING

### A *ARE YOUR INTERNET FRIENDS REAL FRIENDS?*

<https://www.youtube.com/watch?v=JLlks3hL2o0>



#### **Before Watching**

##### ***I Make sure you know the following words and expressions:***

Incredibly, health, creature (social creatures), to count (Do internet friends count as real friends?), to erode over time, initially, social ties, to make sense, predictable, bias (a lot of bias against having internet friends), shared experience, self-disclosure, to be up in the air, intimate, to overcompensate, lack of physical intimacy, correlation, well-being, connectedness, anxiety, IRL friends, online pals.

#### **While watching**

##### ***II The science review presented in the video contains a lot of information from different studies. Read the statements below and put them in the order they appear in the video.***

1. 30 % of people will meet up with their online pals.
2. Sharing personal information creates strong social ties.
3. Rating systems initially create trust between strangers but once people have a lot of reviews, it's harder to build stronger social ties.
4. Those who spend more time alone have a greater risk of dying.
5. People actually share more intimate details with their friends online than in face to face.
6. Social networks provide just another way to connect with people and that this connectedness is associated with lower depression and anxiety and greater life satisfaction.
7. When people connect in online communities, they initially trust strangers but that trust erodes over time.
8. Strong relationships are "every bit as powerful as adequate sleep, a good diet, and not smoking".
9. On-line friends have zero or negative correlations with subjective well-being.
10. Shared experience is the basis of good friendships.

## After watching

### III Answer the questions:

Which statements above impressed you (any way)?

Do you have internet friends?

What do you think about internet friends: are they real friends?

## B HOW THE INTERNET IS CHANGING FRIENDSHIP

<https://www.youtube.com/watch?v=sL3Trlv2dNs>



## Before Watching

### I Make sure you know the following words and expressions:

Constant, shallow, to maintain, dormant, commemorative, to hit someone up, fondly, firmly, trophy case, fade, to be willing, disposable, lifespan, effort, to be on life support, bare minimum, maintenance, tool, expiration date, to drop, dormancy, to pick up, to leave off.

## While watching

### II For the first part the video (00.00 - 01.30) fill in the blanks:

No matter where in the world our friends are, or how long it's been since we've seen them, as long as they stay on social media, we never have to (1)\_\_\_\_\_.

According to anthropologist Robin Dunbar, the highest number of people you can maintain a (2)\_\_\_\_\_ with at one time ranges from 100 to 200, depending on how (3)\_\_\_\_\_ you are.

A friendship is active if you're regularly (4)\_\_\_\_\_ that person, if you feel you can call on them for emotional (5)\_\_\_\_\_, and if you pretty much know what's going on with their lives.

A dormant friend is someone you have history with, but whom you haven't spoken to (6)\_\_\_\_\_. But if you were in the same town as them, you'd definitely hit them up, and it wouldn't be (7)\_\_\_\_\_.

And then, a commemorative friend is someone who was important to you at an earlier time in your life, but you don't really (8)\_\_\_\_\_ to see or hear from them, maybe ever again.

You remember them fondly, but they (9)\_\_\_\_\_ firmly in the past, or they would have, before social media.

As you grow older, more and more of your active friendships will become dormant or commemorative. That's because friendships (10)\_\_\_\_\_ fade as people grow up.

***Put True or False for the statements (01.31 - 03.20):***

1. The more people move, the more things they try to keep.
2. Technology helps people to prolong their friendship.
3. The more platforms friends use to communicate, instead of seeing each other in person, the stronger their relationship.
4. Friendship is different from family or romantic relationships.
5. The Internet helps people to renew their friendship after dormancy if they are ready to.
6. Just liking a status is enough to pick right back up where you left off.

**After watching**

***III Discuss in pairs if social media is strengthening friendships or making them shallower?***

**13. QUESTIONS ON THE TOPIC**

1. Do you have friends? What category of friends do you have? Are you a true friend?
2. Do you think it is better to have bad friends than to have no friends? Why?
3. Have you ever tried to get in touch with an old friend? Why? Did you succeed?
4. Is it normal not to have a best friend? Is it normal not to have friends?
5. What are the signs of toxic friendship?
6. What is a good friend?
7. What is social networking? Have social media changed friendship? In what way?
8. What do you think about internet friends: are they real friends? Do you have internet friends?

## Unit III

### LEISURE ACTIVITIES

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#### 1. LEAD-IN

*Comment on the following sayings about leisure. See [Studying File № 1](#).*

1. "Life lived amidst tension and busyness needs leisure. Leisure that recreates and renews. Leisure should be a time to think new thoughts, not ponder old ills." (C. Neil Strait)
2. "If you are losing your leisure, look out! – It may be you are losing your soul." (Virginia Woolf)
3. "Leisure is only possible when we are at one with ourselves. We tend to overwork as a means of self-escape, as a way of trying to justify our existence." (Josef Pieper. Leisure: The Basis of Culture)
4. "If man is to be liberated to enjoy more leisure, he must also be prepared to enjoy this leisure fully and creatively." (Eleanor Roosevelt. This is My Story)
5. "To resist the social pressure now put even on one's leisure time, requires a tougher upbringing and a more obstinate willfulness about going one's own way, than ever before." (Robert Graves)
6. "Just as our view of work affects our real experience of it, so too does our view of leisure. If our mindset conceives of free time, hobby time, or family time as non-productive, then we will, in fact, make it a waste of time." (Shawn Achor)
7. "The main purpose of hobby is to promote one's self-actualization." (Sunday Adelaja)
8. "Reading is the noblest of all the hobbies, that is why people mention it so frequently in their resume even if they don't read much." (Amit Kalantri)
9. "It is in our leisure hours that we are permitted to follow our "hobbies," and it is in them that our truer selves find expression. Many of the greatest men in the world's history achieved their fame outside of their regular occupations in the spare moments of time which most people think are of no serious use." (Nixon Waterman)
10. "In their time away from work and the hassles of daily life, people tend to display their passions and personal interests. Someone's hobbies can reveal a lot about their personality." (David S. Walton. Influence: The Influence Blueprint)

## 2. WATCHING

### A VOCABULARY ABOUT HOBBIES AND LEISURE TIME

<https://www.youtube.com/watch?reload=9&v=YbmpRBqSJjw>



*Watch the video and make a list of the leisure activities mentioned.*

### B OXFORD ONLINE ENGLISH: TALKING ABOUT YOUR FREE TIME AND HOBBIES

<https://www.youtube.com/watch?v=hoyhPZDp3dE>



*Watch the video and complete the tasks:*

#### Part one

(0:36): Make a list of free time activities and hobbies.

#### Part two

(1:35): What expressions (words and patterns) are used to talk about free time activities and hobbies?

(2:44): What words can you add to make your meaning stronger or weaker?

#### Part three

(3:15): How can you add more details to your ideas? Provide examples:

- (3:20)
- (4:21)
- (5:16)

#### Part four

(6:26): How can you add descriptive words to say why you like or dislike something?

(7:28): Study the examples and talk about your free time: what you like doing; where you go and how often; when you started doing this hobby and why; why you like or dislike this activity. Try to talk for at least 30 seconds. Give lots of details.

**C HOW TO TALK ABOUT YOUR HOBBIES IN ENGLISH**

<https://www.youtube.com/watch?v=J9dE9UN6qxs>



*Watch the video from 0:10 to 2:57 and say how to talk about your hobbies naturally.*

**D WHAT DO YOU DO FOR FUN?**

<https://www.youtube.com/watch?v=0IHCemUta1w>



*Watch the video and answer the questions:*

What is a hobby?

What is the difference between “hobby” and “interest”?

What kind of hobbies or interests can a person have?

What questions can be asked to find out similar interests?

### 3. LISTENING

#### Track 3.1

*You will hear five people being interviewed about how they spend their free time. For Speakers 1-5, choose from the list of activities A-F. Use the letters only once. There is one extra letter which you do not need to use<sup>5</sup>.*

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A singing

B walking

C acting

D swimming

E drawing

F cooking

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<sup>5</sup> Cambridge Practice Tests for First Certificate 2. Student's book by Paul Carne, Louise Hashemi, Barbara Thomas . Cambridge University Press. Test 3. Part 3.

## 4. READING AND LANGUAGE DEVELOPMENT

**A** *Read the text to learn about origins of 'hobby'.*

### **HOBBY**

The definition of hobby in the dictionary is given as “regular activity or interest that is undertaken for pleasure, typically done during one’s leisure time”. But very few people know how the word hobby actually originated. In the period of 1350, wooden toys were made in England. A ‘hobby’ was a name given to a wooden horse by English people. When this toy became famous among children, they started spending a lot of time playing this toy. Parents usually scolded their children by saying ‘stop riding your hobby horse’. Soon the expression ‘riding one’s hobby horse’ started gaining usage in daily activities of the English population. With colonization of the British, this spread to all the colonies of the British. This expression became synonymous with the meaning ‘involve in some leisure activity’. This is how the word ‘hobby’ originated.

Today, hobby is used extensively in the English language and some of the most common hobbies include stamp collecting, reading, gardening, so on and so forth. But it is important to note that the aim of a hobby is personal fulfilment not any financial benefits. A hobby is simply an activity for fun which will help you develop your artistic skills and reduce your stress levels. A hobby should not be looked upon as a means to earn money or make it into a professional money making business. Although, if you are very passionate and see some financial benefits out of your hobby, make it your profession. But, a hobby is something that one gets involved in their free time.

[\(https://kalpana1617.wordpress.com/2016/08/11/role-of-hobbies-in-our-life/\)](https://kalpana1617.wordpress.com/2016/08/11/role-of-hobbies-in-our-life/)

**B** *Read the text from the blog to learn about the values of hobbies. Do you agree with the author?*

### **THE VALUE OF HOBBIES**

By [Jessica Beltran, MS](#); 24 Sep 2016

<https://blogs.psychcentral.com/thrive/2014/05/the-value-of-hobbies/>

It is well-known that eating habits, sleep, and exercise are important for physical and psychological health (information reminding us so is everywhere). Yet, we rarely hear about the value of leisure and recreation.

Although one may think that pastimes serve no other purpose than to (literally) pass time, hobbies are very beneficial and of great value. They not only add quality to our life but also contribute to our effectiveness and well-being.

Hobbies are food for the soul. They nurture our spirit, restore our physical energy, and renew our mind. Hobbies can be so stimulating, in fact, that they inspire those magical “aha!” moments.

While we may think that hobbies can interfere with our career, research has found otherwise. A recent study suggests that people who engage in hobbies, especially creative hobbies, perform better at work. It seems that having an outlet outside of work can boost productivity and even creativity.

We are at our best when we are relaxed and in tune with ourselves. Only then can we truly thrive.

So if you think hobbies are a waste of time, think again. And if you're thinking you don't have time for hobbies because you just can't afford to take time away from work even if you wanted to, then you probably need one more so than anyone else. Here's why:

### Recharge

When we engage in hobbies that we enjoy we're able to disconnect from the everyday worries and recharge our batteries.

Hobbies and interests outside of work (any type of work, either at an office or at home) help counteract the emotional and physical exhaustion that comes with stress. By engaging in leisure activities that give us pleasure we're able to recover from the demands of our busy (even hectic) lives.

Hobbies can be "therapeutic" and help us re-ignite our spark. They have a way of calming our mind and allowing us to escape from the outside world to connect with ourselves, making us feel refreshed and more energized.

When we have a passionate interest in life that helps us unwind we become happier and consequently more successful in everything that we do.

### Learn

Our hobbies say so much about who we are. When we pursue an activity just for its own sake we learn a lot about ourselves.

Hobbies give us an insight into our likes and dislikes, our strengths and weaknesses, our fears and beliefs.

For instance, through meditation I've learned how anxious my mind can be and how much it needs a soothing and peaceful break every now and then. Biking has taught me that there is nothing I find more exhilarating than the combination of adrenaline and nature, while writing has made me confront face-to-face some of my biggest fears just as it has showed me how fulfilling I find introspection to be.

As they say, if you want to know where your heart is, look to where your mind goes when it wanders.

A hobby can help you discover a whole new side of you and unleash talents you didn't even know you had.

### Perspective

Our hobbies give us a balanced perspective on life beyond work. They show us how important it is to take time for ourselves and rejuvenate our mind and spirit. When our responsibilities become overwhelming, our hobbies give us something to look forward to.

Investing our energy is just as important as finding ways to recover it.

By disengaging from the pressures of life not only are we revitalized but we get to see the big picture. Instead of focusing on the trees we are able to appreciate the forest.

Plus, you never know where a hobby may lead you (new and interesting people, the time of your life, or maybe even a whole new career!).

Channel your passion into a hobby and a new world of possibilities will open up for you to discover.

C Use the word in capitals at the end of each line to form a word that fits in the space in the same line.

### HOW A HOBBY CAN MAKE YOU ANGRY!

<p>Recently I decided to take up (1) ... as a hobby. I have always taken snapshots, but I have never been very (2) ... .</p> <p>My snaps were either a complete (3) ... for technical reasons, or were just not very (4) ... . First I decided that to be (5) ... , I would have to buy new equipment. Just then I had an (6) ... piece of good luck. A friend who works in a camera shop said she could sell me a (7) ... camera. A customer had left at the shop to be repaired, but there had been a (8) ... , and it was actually for sale.</p> <p>I thought this was a rather (9) ... explanation and so I asked her some more questions. It turned out that she had had a (10) ... with the customer and he had thrown the camera at her in anger because she had disliked his photos!</p>	<p>PHOTOGRAPH</p> <p>SKILL</p> <p>FAIL</p> <p>IMAGINE</p> <p>SUCCESS</p> <p>EXPECT</p> <p>VALUE</p> <p>UNDERSTAND</p> <p>BELIEF</p> <p>AGREE</p>
--	--

- Can a hobby make you angry?
- What is more important in a hobby: the result or the process?
- Is your hobby result-oriented or process-oriented?

D Go to <https://www.developgoodhabits.com/benefits-hobby/> and read "22 BENEFITS OF HAVING A HOBBY OR ENJOYING A LEISURE ACTIVITY".



*Make a list of the ten benefits you liked most.*

## 5. SPEAKING

### BOOKS, FILMS & MUSIC<sup>6</sup>

A Find out how many people in the class:

- are reading a novel at the moment.
- enjoy reading biographies and autobiographies.
- still listen to the first records, tapes or CDs they bought.
- have a favourite place to read.
- prefer watching a film to reading a book.
- have been to a concert recently.
- have seen a film they didn't enjoy recently.

<sup>6</sup> Inside Out Intermediate. Student's Book. By Sue Kay, Vaughan Jones (additional material by Jon Hird). Macmillan Heinemann, 2000. Pp.20-21.

## 6. LISTENING AND LANGUAGE DEVELOPMENT

### Track 3.2

- A** *Listen to seven dialogues. What are the people talking about in each one: a book, a film or a piece of music?*
- B** *Listen again. Which words and expressions helped you? Note them down under three headings: books, films, and music.*
- C** *Find words connected with books, films and music and add them to the three lists.*
- reggaestorylinepaperbackhithiphopbluesnovelopera  
shortstorypremierplotdancemusicalsciencefictionhorror  
classicalsubtitlesstereosystembandorchestrasoundtrackdirector

### Track 3.3

- D** *Listen to these extracts from film soundtracks. What type of film do you think they go with? Choose from the list below.*
- romantic comedy  
gangster  
action  
thriller  
science fiction  
horror  
western  
love story  
war  
comedy
- E** *Work in groups. Think of some more films of each of the types above. Which types of films do people in your group like best?*
- F** *Choose the correct form of the adjectives in bold in the article below.*

### A GOOD READ

We asked several people the question, 'How do you choose a book to read?'. Here are their replies:

- 1 'I judge the book by its cover. If the cover looks **interesting/interested**, I buy the book. Sometimes I'm lucky and the book is good, and sometimes I'm **disappointing/disappointed**.'
- 2 'I always read book reviews in newspapers and magazines and when I read about a book that sounds **interesting/interested**, I write it down in my diary.'

- 3 'I don't take any risks. I always read books by authors I know. I get really **exciting/excited** when one of my favourite authors brings out a new book and I buy it immediately. This way I'm never **disappointing/disappointed.**'
- 4 'I read the first page and if it's **boring/bored**, I don't buy the book. If I want to turn over the page and carry on reading, I buy the book.'
- 5 'It's easy. I never read fiction but I'm **fascinating/fascinated** by biographies of famous people. I find strong women in history particularly **inspiring/inspired.**'
- 6 'I tend to choose books written by women. They have a better feeling for characters and the relationships between them, and that's what I find **interesting/interested** in a book. Having said that, I've just finished a book by a man and it was brilliant!'

***How do you choose a book?***

**G** *Think about a film you have seen or a book you have read recently. You are going to tell a partner about it. Choose from one of the lists below the things you want to talk about. Think about what you will say and what language you will use.*

Where did you see the <b>film</b> ? (at the cinema? at home? ...)	What was the last <b>book</b> you read?
When did you see it?	When did you read it?
Why did you choose this film?	Why did you choose this book?
What did you know about it beforehand?	Who wrote it?
Who did you see it with?	What did you know about it beforehand?
Do you know who directed the film?	Have you read any other books by the same author?
Who were the actors?	Who were the main characters?
What type of film was it?	What type of book was it?
What was the main story?	What was the main story?
Did it have a happy ending?	Did it have a happy ending?
Did you enjoy the film more or less than you expected?	Did you enjoy the book more or less than you expected?
Would you recommend this film?	Would you recommend this book?

**H** *Tell your partner about the film or the book.*

## 7. LISTENING AND SPEAKING

### SPORTS<sup>7</sup>

#### Track 3.4

**A Listen and check the pronunciation. Make sure you know the words**

archery	athletics	badminton	baseball	basketball	boxing
cricket	fencing	ice hockey	karate	netball	rowing
ski jumping	snowboarding	surfing	volleyball	wrestling	weightlifting

**B Work in pairs. Put the sports from A into these groups. Some sports can go in more than one group.**

winter sports	indoor sports
combat sports	outdoor sports
team sports	

**C In pairs, add more sports to the groups in B. Then compare answers with the class. Who has added the most?**

**D Match the sports from A with the correct verb (play, go or do).**

*We normally use:*

**play** with team sports and ball sports: play badminton;

**go** with sports ending in -ing: go cycling;

**do** with individual sports not ending in -ing: do gymnastics.

*Note: We use **do** with combat sports even if they end in -ing: do karate, do boxing.*

#### Track 3.5

**E Listen to eight commentaries and identify the sports. Choose from the sports in A.**

**F Work in pairs. Ask and answer the questions:**

- Which sports do you enjoy watching?
- Who are your favourite players and teams?
- Which sports do you enjoy doing?
- When do you do them?
- Which sports do you find boring? Can you explain why?

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<sup>7</sup> Solutions 2-nd Edition Pre-Intermediate. Student's Book. By Timm Falla, Paul A Davies. P. 14–15.

## 8. TOPIC EXPANSION: LISTENING AND SPEAKING

### SPORTS<sup>8</sup>

**A Find the names of twelve sports:**

baseball boxing bungee jumping cricket football formula one  
skydiving rugby running scuba diving skiing snowboarding

#### Track 3.6

**B Listen and say which sports George, Katrina, Paul and Eva are talking about. Which key words helped you to identify the sports?**

**C Listen again. Complete these sentences to summarize what the people say about their experiences. You may need more than one word for each gap.**

A \_\_\_\_ is slightly \_\_\_\_\_ than \_\_\_\_\_. (George)

B \_\_\_\_ is just as \_\_\_\_\_ as \_\_\_\_\_. (George)

C \_\_\_\_ was one of the \_\_\_\_\_ I've ever \_\_\_\_\_. (Katrina)

D \_\_\_\_ are by far the \_\_\_\_\_. (Paul)

E \_\_\_\_ is much \_\_\_\_\_ than \_\_\_\_\_. (Eva)

F \_\_\_\_ isn't nearly as \_\_\_\_\_ as \_\_\_\_\_. (Eva)

**D Use the same structures to give your own opinions about different sports. Find other people in the class who agree with you.**

## 9. SPEAKING

**Work in groups. Imagine that these are photos from your photo album. Choose one photo and present it to your friends.**



<sup>8</sup> Inside Out Intermediate. Student's Book. By Sue Kay, Vaughan Jones (additional material by Jon Hird). Macmillan Heinemann, 2000. P. 40.

***In your talk remember to speak about:***

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friends

## **10. INTERNET RESEARCH**

***A Choose the leisure activities you like most of all***

Celebrating traditional holidays  
Swimming  
Spending time with family/kids/sweethearts  
Going to the cinema  
Walking  
Shopping  
Photography  
Reading  
Sport activities  
Playing team sports  
Socializing with friends/neighbours  
TV watching  
Travelling  
Listening to music  
Computer games  
Camping  
Net surfing

***B Compare your list with the ones of your groupmates.***

***C Find some information in the Internet about the most popular leisure activities among adults in different countries. Discuss your findings with other students.***

***You can go <https://www.statista.com/statistics/382623/most-popular-leisure-activities-among-adults-us/>***



## 11. WRITING

### HOW DO PEOPLE SPEND THEIR SPARE TIME?<sup>9</sup>

1. An English-language magazine wants you to write an article about how people of your age spend their spare time in your area.
2. Choose the three or four most popular activities. Decide why you think these are so popular.
3. Do people generally spend their spare time alone, with a group of friends or with just one friend?
4. Which activities do people choose to do when they are short of money? And when money is not a problem?
5. Complete these sentences:  
In the summer, people tend to \_\_\_\_\_ but in the winter months \_\_\_\_\_.  
Not everyone enjoys \_\_\_\_\_ so \_\_\_\_\_.  
In recent years, people have started to \_\_\_\_\_.
6. Make a short plan for your article. Organise your ideas into four paragraphs. Think about adverbs of frequency and decide which of these you could use.
7. Write an article of between 120 and 180 words.

## 12. PROJECT ACTIVITY

*Choose an unusual hobby for your report and prepare a presentation. Present your report to the class. Follow the tips given in [Studying File № 2](#).*

## 13. QUESTIONS ON THE TOPIC

1. How do you talk about your hobbies in English? What expressions, words and patterns are used to talk about free time activities and hobbies?
2. What is a hobby?
3. What is the difference between “hobby” and “interest”?
4. What are the values of hobbies?
5. What are the benefits of having a hobby or enjoying a leisure activity?
6. How do you choose a book?
7. Say some words about a film you have seen or a book you have read recently.
8. Which sports do you enjoy watching/doing?
9. Which sports do you find boring? Can you explain why?
10. What do you do in your free time?
11. How do people of your age spend their spare time in your area?

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<sup>9</sup> Inside Out Intermediate. Workbook. By Philip Kerr. Macmillan Heinemann, 2000. P. 14.

## Unit IV

# TRAVELLING ACROSS CULTURES

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### 1. LEAD-IN

*Comment on the following proverbs and sayings about travelling:*

1. "The real voyage of discovery consists not in seeking new landscapes, but in having new eyes." ( Marcel Proust)
2. "Travel brings power and love back into your life." (Rumi)
3. "All that is gold does not glitter, not all those who wander are lost." (J.R.R. Tolkien)
4. "You get educated by traveling." (Solange Knowles)
5. "Travel makes one modest, you see what a tiny place you occupy in the world." (Gustave Flaubert)
6. "Travelling is almost like talking with men of other centuries." (Rene Descartes)

### 2. SPEAKING<sup>10</sup>

**A** *Read the excerpt from a book called **The Beach** and say why the author went travelling.*

A few years ago I was going through the process of splitting up with my first serious girlfriend. She went away to Greece for the summer and when she came back she'd had a holiday romance with some Belgian guy. As if that wasn't enough, it seemed that the guy in question was going to show up in London sometime over the next few weeks. After three hellish days and nights, I realized that I was dangerously close to losing my head. I biked over to my dad's flat and emotionally blackmailed him into lending me enough cash to leave the country.

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<sup>10</sup> Inside Out Intermediate. Student's Book. By Sue Kay, Vaughan Jones (additional material by Jon Hird). Macmillan Heinemann, 2000. P. 92.

On that trip I learnt something very important. Escape through travel works. Almost from the moment I boarded my flight, life in England became meaningless. Seatbelts signs lit up, problems switched off. Broken armrests took precedence over broken hearts. By the time the plane was airborne I'd forgotten England even existed.

**B Work with a partner. Have you ever travelled for any of these reasons. Tell your partner.**

- to escape boredom
- to run away from a broken heart
- to broaden your experience of the world
- to learn languages
- to get a suntan
- to live out your dreams
- to take a break from your career (studies)
- to visit historical sites or travel along a historical route
- to raise money for charity

**Can you think of any other reasons to go travelling?**

### 3. VOCABULARY

**A These are the three emails. Complete them with one of the words below. Use each word only once.**

fascinating	sandy	peaks	jams	breathtaking
overlooking	touristy	spicy	friendly	gorgeous
palm	clear	breaking	paradise	

1) Dear Brad, this is a (1)\_\_\_\_\_ city, but you can't imagine the traffic (2)\_\_\_\_\_ and the noise. I'll never complain about the traffic at home again - or the food! The food's really (3)\_\_\_\_\_ here. It's quite a (4)\_\_\_\_\_ place but the people are very (5)\_\_\_\_\_. I've met a (6)\_\_\_\_\_ American girl who's invited me to LA.

2) Dear Paul, I'm writing to you from my hotel (7)\_\_\_\_\_ the lake. The view is (8)\_\_\_\_\_. In the distance I can see snowy mountain (9)\_\_\_\_\_ and down by the hotel pool I can see a lovely girl - must go.

3) Dear John, yes, I'm in (10)\_\_\_\_\_! (11)\_\_\_\_\_ beaches stretch as far as the eye can see and the water is (12)\_\_\_\_\_ and warm. The only sound is the wind in the (13)\_\_\_\_\_ trees and the waves (14)\_\_\_\_\_ on the beach. The women are beautiful. I'm never coming home.

**B Read the description. What kind of text is it? Choose a, b, c or d.**

- a) a newspaper report
- b) part of a geography textbook
- c) part of a tourism leaflet
- d) part of a biography

North Devon is the perfect setting for a holiday in the UK. It is situated in the south-west of England, and it takes only three hours to get there from London by train or car. But it is hard to imagine a bigger contrast – or a better place to escape from the stresses of urban life.

The North Devon Coast is an Area of Outstanding Natural Beauty, and for many visitors, it is the wide variety of breathtaking scenery which makes the region so attractive. There are tall cliffs and rocky headlands. There are wide, sandy bays and small, quiet coves. There are smooth, gentle sand dunes and steep, wooded hills. Or go inland and you can enjoy the wide open spaces of the moors, with their wild scenery and isolated villages.

North Devon is famous for its beaches, but there are plenty of other attractions for holidaymakers. A great place for families to visit is Watermouth Castle. It's a theme park as well as a historic building.

This region offers day trips to suit every taste, but for nature-lovers, a visit to Lundy Island is a must. Although it's less than five kilometers long and one kilometer wide, the island is home to a wide range of fascinating wildlife. It's a short boat trip from the coast or, if you are feeling adventurous, a thrilling helicopter ride! The place is a must-see for visitors.

**C Find these adjectives in the text. Match them to the definitions below.**

- 1. \_\_\_\_\_ : amazing; extremely beautiful
- 2. \_\_\_\_\_ : covered with trees
- 3. \_\_\_\_\_ : not neat or tidy
- 4. \_\_\_\_\_ : important and from the past
- 5. \_\_\_\_\_ : very interesting
- 6. \_\_\_\_\_ : not close together

**D Use the adjectives in exercise C to describe places in your own country or region.**

*There are lots of historic buildings in the centre of the city.*

## **4. WRITING**

***A travel magazine has asked you to write a description of a region of your own country. Write a description (200-250 words) designed to attract tourists and include information about:***

- what part of the country you are describing
- the landscape and scenery
- places to see and visit
- an interesting trip or excursion

## 5. VOCABULARY

A Study the information and do the tasks below.

### I. WHO SPEAKS? WHAT? WHERE?<sup>11</sup>

Country	Nationality	Language
Argentina	Argentinian	Spanish
Australia	Australian	English
Brazil	Brazilian	Portuguese
Britain	British	English
China	Chinese	Mandarin (also Cantonese)
Egypt	Egyptian	Arabic
France	French	French
Germany	German	German
Greece	Greek	Greek
Holland	Dutch	Dutch
Israel	Israeli	Hebrew
Italy	Italian	Italian
Japan	Japanese	Japanese
Korea	Korean	Korean
Mexico	Mexican	Spanish
Portugal	Portuguese	Portuguese
Russia	Russian	Russian
Saudi Arabia	Saudi Arabian	Arabic
Spain	Spanish	Spanish
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss-German, French, Italian
Thailand	Thai	Thai
The United States of America	American	English
Turkey	Turkish	Turkish

**Note:**

When you are talking about people in general from a particular country, there are some nationalities that you can make plural with an 's', but others can only be formed with the definite article (and no plural 's');

*Brazilians*

*Germans*

*(The) Italians are (usually very ...)*

*Russians*

*Israelis*

*The British*

*The French*

*The Swiss are (usually very ...)*

*The Dutch*

*The Japanese*

- With both groups you can also use the word 'people': *British people, German people, etc.*
- When you talk about one person from these countries, you need to add *woman/man/person* to the group on the right: *a Brazilian but a Japanese person; a German but a Swiss person, etc.*

<sup>11</sup> Vocabulary in Use. Pre-Intermediate and Intermediate by Stuart Redman. Cambridge University Press. P. 86–87.

**1) Using the vocabulary, answer these questions:**

1. Write down three countries where the first language is English.
2. What language is spoken in Brazil?
3. What are people from Holland called?
4. Write down three languages spoken in Switzerland.
5. What language is spoken in Saudi Arabia?
6. What nationality are people from Sweden?
7. What language is spoken in Mexico?
8. What are people from Egypt called?
9. What is the first language in Israel?
10. Where do people speak Mandarin?

**2) Complete these sentences with the name of the people from the country on the right.**

*Examples:* I've worked a lot with Germans.

I've spent a lot of time with the French.

1. We do a lot of business with .....
2. .... are usually hard-working.
3. I have always found ..... very friendly.
4. People often say that ..... are reserved.
5. .... are very organised.
6. I met a lot of ..... on my trip to Athens.

Germany
France
Japan
Israel
Brazil
Britain
Switzerland
Greece

**3) In groups, answer the following questions:**

- What countries have you been to?
- What nationalities have you met there?
- What language is spoken there?

**II. ON HOLIDAY<sup>12</sup>**

*Sightseeing*

You may **do a bit of sightseeing on holiday, or you may do a lot of sightseeing**, but you will probably **go to a museum or art gallery, and see or visit** some of these things: **a temple, a castle, a cathedral, a palace, a fountain, a statue, a market**. Many people **go on a sightseeing tour** of a town (usually in a bus); they can also **go on a tour of the castle / the cathedral / the art gallery**, etc. When you are **sightseeing**, it helps to buy **a guidebook** (= a book of information for tourists) and a map of the town you are in.

*Things that tourists often do on holiday:*

look round the shops/have a look round the shops  
take photographs

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<sup>12</sup> Vocabulary in Use. Pre-Intermediate and Intermediate by Stuart Redman. Cambridge University Press. P. 180.

spend a lot of/ lots of money

buy souvenirs (= typical products from the country)

get lost (= lose their way)

go out most evenings (= go to different places for social reasons, e.g. restaurant or disco)

have a good/great time (= enjoy themselves)

### Describing 'places'

Bruges is **a lovely place** (= town) and we found **a really nice place** (= hotel) to stay.

The town is **full of interesting places** (= areas/buildings).

These words are often used when we describe places:

Venice is beautiful but it's always **packed** (= very crowded/full) **with tourists** in the summer.

New York is very **cosmopolitan** (= full of people from different countries and cultures).

Vienna **has lots of historical monuments** (= places, e.g. castles, built a long time ago).

Many beautiful cities have become very **touristy** (= a negative word: 'too much tourism').

Sao Paulo is **a really lively place** (= full of life and activity) and the night-life is **fantastic**.

**Note:** If you want to ask if it is 'a good idea' to visit a place, you can use *worth + ~ing*:

A: *If I go to Scotland, is it worth spending a few days in Glasgow?*

B: *Yes definitely. And if you want to travel round a bit, it's worth renting a car.*

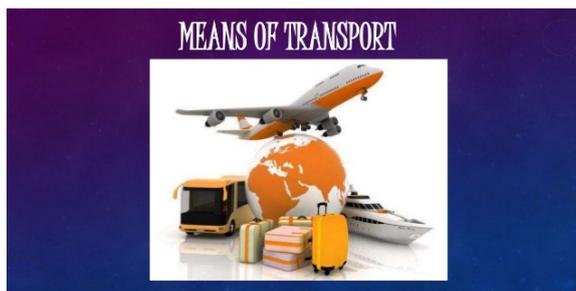
1) **Complete this postcard that John sent to his family while he was on holiday.**

**You may need a word or phrase in each space.**

Hi everyone, I've been in Paris for almost a week now and I'm having a <sup>(1)</sup> \_\_\_\_\_. I spent the first few days <sup>(2)</sup> \_\_\_\_\_ - The Eiffel Tower, Notre Dame, and all the usual tourist attractions. Most places are absolutely <sup>(3)</sup> \_\_\_\_\_ with tourists (it's the time of the year I suppose), so yesterday I decided to have <sup>(4)</sup> \_\_\_\_\_ round the shops and I bought a few <sup>(5)</sup> \_\_\_\_\_. Today I've been to a couple of very interesting art <sup>(6)</sup> \_\_\_\_\_. I got <sup>(7)</sup> \_\_\_\_\_ on my way back to the hotel but it didn't matter because I discovered a really fascinating <sup>(8)</sup> \_\_\_\_\_ with lots of little stalls selling just about everything from apples to antiques. I ate in the hotel the first night but usually I <sup>(9)</sup> \_\_\_\_\_ and have dinner in a restaurant - the food is fantastic. I'm afraid I've <sup>(10)</sup> \_\_\_\_\_ a lot of money, but it's a great place and I've <sup>(11)</sup> \_\_\_\_\_ lots of photographs so you'll be able to see for yourself when I get back home on the 24th. See you then, John



## MEANS OF TRANSPORT



### 6. LISTENING<sup>13</sup>

#### Track 4.1

*Read these announcements and guess the missing words. Then, listen to the track and fill in the gaps with the words from the box.*

*Where would you hear each announcement? Finally, close your books and say as many words as you can remember related to each announcement.*

lifebelts	cabin	captain	station	tickets
compartment	seatbelt	voyage	flight	
take off	carriages	equipment	platform	
harbor	deck	aboard	crew	

#### A

“Good afternoon ladies and gentlemen. This is your purser speaking. On behalf of our 1)\_\_\_\_ and crew I would like to welcome you all 2)\_\_\_\_ the M.S. Jubilee. We wish you a pleasant and comfortable 3)\_\_\_\_. As passengers on the 4)\_\_\_\_ can see, we are now lifting the anchor and shall be leaving the 5)\_\_\_\_ immediately. Passengers are reminded, for security reasons, that at 17.30 we shall be holding a life saving drill. Your 6)\_\_\_\_ can be found in the bottom of your wardrobes. The number of your muster station is on the back of your 7)\_\_\_\_ door.”

#### B

“On behalf of the 1)\_\_\_\_ welcome aboard TWA flight 801 from New York to Los Angeles. As we prepare for 2)\_\_\_\_ we would like to remind you to place any hand luggage in the overhead 3)\_\_\_\_. Make sure your seat is in the upright position and please fasten your 4)\_\_\_\_. Before our departure members of the crew will demonstrate the aircraft’s safety 5)\_\_\_\_ and procedures. When our cruising altitude has been reached, the crew will serve refreshments and a light snack. We wish you a pleasant 6)\_\_\_\_.”

#### C

“1)\_\_\_\_ three for all passengers travelling to Rugby, Stafford and Crewe. Those with 2)\_\_\_\_ for Manchester and the North should change at Crewe 3)\_\_\_\_. First class compartments are situated in the first two 4)\_\_\_\_. A buffet car is available for those wishing to buy refreshments during the journey.”

<sup>13</sup> Enterprise 4. Intermediate. Coursebook by Virginia Evans, Jenny Dooley. Express Publishing. 1997. P. 147.

## 7. READING AND GRAMMAR<sup>14</sup>

### A Read the text. Are these sentences true or false?

1. The Velocipede was the first bicycle ever built.
2. Bicycles with backrests are slower, but more comfortable.
3. China manufactures about 80 million bicycles a year.

In the 1860, a two-wheeled bicycle with pedals was built by a Frenchman called Ernest Michaux. Other kinds of bicycle **had been invented** earlier in the century, but Ernest Michaux's invention, the Velocipede, was easier to ride and thousands **were sold** throughout Europe from 1869. Over the next few decades, several improvements were made: tyres were fitted to the wheels and later, a chain was added to the pedals.

More recently, bicycles **have been invented** with pedals at the front and a seat with a backrest. They're comfortable to ride, and they're fast too.

Bicycles are more popular today than ever before. About 80 million new bicycles **are manufactured** every year in China alone! In cities around the world, cycle lanes are being built and cycling **is being encouraged** by governments, it's possible that in ten or twenty years' time, cars **will be banned** from city centres and only cyclists and pedestrians will be allowed.

### B Complete the table with the examples of the passive in bold in the text.

<i>The passive</i>	
Present simple	
Present continuous	
Past simple	
Present perfect	
Past perfect	
Future with will	

### C Make these sentences passive. If appropriate, write who or what performed the action.

1. Kirkpatrick MacMillan built the first bicycle in 1839.  
*The first bicycle was built by Kirkpatrick MacMillan in 1839.*
2. People ride bicycles all the time in Oxford.
3. Do they hold the Tour de France every year?
4. They've banned cars from the centre of Rome.
5. Sam Wittingham set the world record for the fastest speed on a bicycle.
6. People are designing faster bikes all the time.
7. They won't allow electric bikes to compete in races.

<sup>14</sup> Solutions 2-nd Edition Pre-Intermediate. Student's Book by Timm Falla, Paul A. Davies. P. 75.

**D Complete the text using the active or passive form of the verbs in brackets.**

The Tour de France 1)\_\_\_\_\_ (hold) almost every year in France since 1903. About twenty teams of cyclists 2)\_\_\_\_\_ (take part) with nine riders in each team. The race lasts for 21 days and in that time, about 3,200 kilometres 3)\_\_\_\_\_ (cover). A few changes 4)\_\_\_\_\_ (make) to the route every year, but the race always 5)\_\_\_\_\_ (end) on the Champs-Elysees in Paris.

The first Tour de France 6)\_\_\_\_\_ (win) by Maurice Garin. The following year, Garin 7)\_\_\_\_\_ (disqualify) because he 8)\_\_\_\_\_ (travel) part of the distance by train. In fact, in the early days, competitors often 9)\_\_\_\_\_ (cheat) and some competitors 10)\_\_\_\_\_ (attack) by fans of their rivals!

Advertising 11)\_\_\_\_\_ (allow) since 1930, when organizers 12)\_\_\_\_\_ (agree) to allow lorries to follow the cyclists for the first time. Today, about 11 million free items 13)\_\_\_\_\_ (give) to spectators each year during the race.

**E In pairs, complete the sentences with a passive form of the verb in brackets. Then choose the correct information.**

1. The world's first plane \_\_\_\_\_ (fly) by the Wright brothers in **1803 / 1903 / 1953**.
2. In 2000, the Channel Tunnel \_\_\_\_\_ (open) between **England and France / Ireland / Wales**.
3. Tickets for spaceflights \_\_\_\_\_ (sell) today by Virgin Galactic for **\$2,000 / \$20,000 / \$200,000** each.
4. The construction of Sagrada Familia in **Barcelona / Paris / Milan** \_\_\_\_\_ (not finish) until 2026.
5. Skoda cars \_\_\_\_\_ (manufacture) in **Hungary / the Czech Republic / Romania**.
6. According to US plans, a manned spacecraft \_\_\_\_\_ (send) to **Saturn / Mars / Jupiter** in around 2030.

## 8. SPEAKING

**A** Look at the pictures showing different means of transport and read the list of adjectives below. Then make sentences comparing different means of transport. See [Grammar File № 4](#) (Degrees of comparison).

Use the following expressions:

*more ... than, not as ... as, less ... than, as ... as, the most/least...*



*environmentally friendly, fast, comfortable, safe, economical, stressful, reliable, expensive, convenient, etc.*

**B** What are main advantages and disadvantages of different forms of travelling?

*Advantages:*

- cheap, quick, convenient, etc.
- fresh sea air, beautiful scenery, more comfortable than cars and trains, etc.
- beautiful scenery, one of the safest ways to travel, easy to plan, possibility to travel overnight and long distances, etc.
- takes you door to door, easy with luggage, can travel wherever and whenever you want, etc.

*Disadvantages:*

- cramped, difficult to get to airports, expensive, etc.
- can feel seasick, slow, etc.
- noisy, frequent delays, poor catering, etc.
- traffic jams, tiring for drivers, slow for long distances, accidents, etc.

## 9. INTERNET RESEARCH

Choose any weird and extraordinary way of travelling we have / will have in future and present your report to your fellow-students.



## 10. SPEAKING

**Think back to a journey you have been on. You are going to tell a partner about it. Give as much detail as possible.**

1. Where was the journey from and where was it to?
2. What form of transport did you use? Why?
3. Who did you go with?
4. How much time did you spend preparing for it?
5. What did you take with you?
6. What was the weather like?
7. How long did it take you?
8. How many times did you stop on route? What for?
9. Did anything unusual or unexpected happen?
10. Would you go on the same journey again? Why / Why not?

## 11. REFRESH YOUR GRAMMAR

**Revise Present Continuous for future. See [Grammar File № 6](#) and do the task:**

**Pair work**

**A Choose a country you would like to visit on holiday. See [Studying File № 4](#).**

**B Write questions about plans for holiday and answer your questions.**

**C Ask your partner about his or her plans for holiday and fill in the table.**

Plans for holiday	You	Partner
Where to go		
How to get		
Who with		
When to go		
Where to stay		
How long		
What to do		
What to see		
How much to spend		

*Example:*

*A: Where are you going to spend your holiday?*

*B: I'm going to Hawaii.*

*A: How are you going to get there?*

*B: I'm going there by plane.*

**D Now tell the class about your partner's plans for holiday.**

## 12. LANGUAGE DEVELOPMENT<sup>15</sup>

**A** *Work in pairs. Look at the titles of some hotel reviews on a travel website. How serious are the complaints, in your opinion? Put them in order from 1 (most serious) to 6 (least serious).*

- ✓ The rudest staff ever!
- ✓ Freezing cold swimming pool
- ✓ 5-star hotel? No way! Only 3-star
- ✓ Disco kept me awake all night
- ✓ Tiny bathroom, no shower
- ✓ Warning: hidden extras add 50 % to bill!

**B** *In pairs, think of three more possible problems with hotels. Write titles following the style in exercise A.*

### Track 4.2

**C** *Listen to five dialogues. Match the problems (a-g) with the dialogues (1-5). There are two problems that you do not need.*

- a) Some of the facilities they were expecting are not there.
- b) The passenger is going to have problems completing his journey.
- c) They have to pay extra for some of the facilities.
- d) The view is disappointing.
- e) The passenger is physically uncomfortable.
- f) The accommodation gets very cold when the weather is bad.
- g) Some of the facilities are very dirty.

**D** *Read the phrases from the dialogues. Who said them, the person making the complaint or the person dealing with it?*

- 1. I'd like to make a complaint.
- 2. That's just not acceptable.
- 3. There's really nothing I can do about it.
- 4. I'm very sorry to hear that.
- 5. It's a disgrace.
- 6. I'm running out of patience.
- 7. I'm sorry to hear there's a problem.
- 8. I'm really not happy about this.
- 9. I'll sort it out immediately.
- 10. I must apologize.

**E** *Add the phrases from exercise D to the chart below.*

- 1. Starting a complaint  
I want to complain about ...  
\_\_\_\_\_

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<sup>15</sup> Solutions 2-nd Edition Intermediate. Student's Book by Timm Falla, Paul A Davies. P. 80.

2. Sympathising with a complaint

*I do understand why you're unhappy about this.*

---

---

---

3. Emphasising your discontent

*Something needs to be done about this.*

*I'm sorry, it 's just not good enough.*

---

---

---

---

4. Agreeing to act

*I'll see what I can do.*

*I'll do everything I can to sort this out.*

---

5. Declining to act

*That's really beyond our control, I'm afraid.*

---

## 13. SPEAKING

- A** *In pairs. Practice making and dealing with complaints. Use phrases from exercise 12 (E). Choose a problem and prepare a dialogue following the guide below. Then swap roles.*

Accommodation problems:

- dirty room
- mosquitoes
- no clean towels
- no hot water
- noise
- room too hot / cold
- room too small
- TV / telephone / Wi-Fi not working
- uncomfortable bed
- unhelpful staff

.....

Student A: Start a complaint. Say what it is.

Student B: Sympathise with the complaint.

Student A: Emphasise your discontent.

Student B: Agree or decline to act.

**B Do the speaking task below in pairs, taking turns to be A and B. Use phrases from exercise 12 (E) and your own ideas.**

Student A: You are a tourist. While staying at a hotel, you have to complain about the accommodation. Include these issues:

- There are too many noisy children.
- The restaurant closes early and the entertainment is terrible.
- Explain how the problems are affecting your stay.

Student B: You are the hotel receptionist. It is very late at night. Deal with the tourist's complaints politely. Apologize and / or suggest solutions.

## **FOOD AND COOKING**

### **14. VOCABULARY<sup>16</sup>**

**A Study the information and do the tasks below.**

Fruit: apple, orange, lemon, strawberry, peach, melon, pear, banana, grapes, pineapple, cherry

Vegetables: potato, green beans, peas, carrot, cauliflower, pepper, cabbage, aubergine, mushrooms, courgette

Salad: A salad is a mixture of uncooked vegetables. The main ingredient in a salad is lettuce, but it may also contain tomato, cucumber, vinegar, oil

Meat, fish and shellfish: beef, veal, lamb, pork, shrimp, salmon, oyster, lobster, mussels

Ways of cooking food:

boil: in water, e.g. carrots

fry: in oil or butter above the heat, e.g. sausages

grill: under the heat, e.g. toast or meat

roast: in the oven using oil, e.g. meat

bake: in the oven without oil, e.g. cakes

Food which is not cooked is raw.

Cooking steak: If you have steak you can eat it **rare** (= cooked very quickly and still red); **medium-rare** (cooked a bit longer and just red in the middle); **medium** (cooked a bit more and just pink); or **well-done** (cooked even longer and not pink at all).

Describing food:

tasty: has lots of taste: a positive word; (tasteless: a negative word)

bland: without a strong taste; neutral in flavour, e.g. boiled rice

sweet: lots of sugar; (op: bitter)

salty: lots of salt

hot/spicy: lots of spice, e.g. curry

fresh: recently produced, e.g. fresh bread; recently picked, e.g. fresh fruit

tender: easy to cut; a positive word used to describe meat; (op: tough)

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<sup>16</sup> Vocabulary in Use. Pre-Intermediate and Intermediate by Stuart Redman. Cambridge University Press. P. 120.

fatty: meat with a lot of fat; (op: lean)

fattening: food which makes you put on weight / get fat, e.g. cream, biscuits, etc.

Eating in restaurants: In Britain you often have three **courses**: a **starter** (e.g. soup), a **main course** (e.g. steak or chicken), and a **dessert** (e.g. strawberries or ice cream). You may also have an **aperitif** (e.g. gin and tonic), and coffee after the meal. When you pay the **bill** (AmEng = **check**), you sometimes also leave a **tip** for the waiter if **service is not included** in the price (10 % is a normal tip.) If it is a popular restaurant, you may also need to **book** a table **in advance**.

**1) Which is the odd one out in each group, and why?**

- |   |         |           |          |           |
|---|---------|-----------|----------|-----------|
| 1 | pork    | veal      | salmon   | beef      |
| 2 | salmon  | shrimp    | oyster   | lobster   |
| 3 | lettuce | aubergine | tomato   | cucumber  |
| 4 | peach   | onion     | mushroom | courgette |
| 5 | chicken | lamb      | beef     | mussels   |

**2) Do you eat the skin (= the outside) of these fruits - always, usually, or never?**

apples, pineapples, cherries, grapes, pears, bananas, peaches, mangoes, oranges, lemons, melons, strawberries

**3) Complete these sentences about yourself and your country. If possible, compare your answers with someone else who has done this exercise.**

1. In my country \_\_\_\_\_ is/are more common than \_\_\_\_\_.
2. In my country \_\_\_\_\_ is/are more expensive than \_\_\_\_\_.
3. In my country a mixed salad usually contains \_\_\_\_\_.
4. In my country we don't grow \_\_\_\_\_.
5. And we don't often eat \_\_\_\_\_.
6. Personally, I prefer \_\_\_\_\_ to \_\_\_\_\_.
7. I love \_\_\_\_\_ but I don't really like \_\_\_\_\_.
8. My favourite meat is \_\_\_\_\_.

**4) Do you often eat the following food in your country? If so, do you eat it in the same way?**

*Example:* In Britain, we often eat 'fish' but not usually 'raw fish'.

raw fish	fried rice
fried eggs	grilled sausages
baked potatoes	roast beef
raw spinach	roast peppers
fried bread	boiled eggs
grilled cheese	baked bananas

**5) Choose a possible adjective to describe each of these foods.**

lemon _____	ice cream _____
chicken _____	filler steak _____

honey \_\_\_\_\_  
bacon \_\_\_\_\_

chilies \_\_\_\_\_  
avocado \_\_\_\_\_

**6) What about restaurants in your country, and your own taste in food? Answer these questions about yourself and your country. Ask another person the same questions.**

1. Do you normally need to book a restaurant in advance?
2. Is it common to give the waiter a tip? If so, how much?
3. Do you normally eat three courses in a restaurant? If not, how many courses do you normally have?
4. How many of these do you normally find on the table in a restaurant in your country?  
Salt (yes/no) pepper (yes/no) oil (yes/no) vinegar (yes/no) napkins (yes/no)
5. Generally, do you add more salt to your food when you eat in restaurants?
6. Do you like steak? If so, how do you like it cooked?
7. Would you say that food in your country is very spicy?
8. Would you say that food in your country is generally quite fattening?

**B Write 100–150 words about your eating habits (what, where, how).**

## 15. READING AND SPEAKING<sup>17</sup>

**A Read the interviews with Alice and Jacqueline. Match the questions (1–6) with their answers (A–F).**

1. Is food a pleasure for you?
2. What do you normally eat in a typical day?
3. Do you ever cook?
4. Do you ever eat 'unhealthy' food? How do you feel about it?
5. Are you trying to cut down on anything at the moment?
6. Are people's diets in your country getting better or worse?

### **FOOD: FUEL OR PLEASURE?**

#### **THE UNITED STATES**

**Alice Freeman** is a lawyer from San Francisco.

**A**  I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.

**B**  Not very often. I don't have the time or talent to cook full meals. I usually heat up a frozen meal or order a takeaway.

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<sup>17</sup> New English File. Intermediate. By Clive Oxenden, Christina Latham-Koenig and Paul Seligson. Oxford University Press. 2005. P. 4.

**C**  Sometimes I get fast food for lunch, I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.

**D**  I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, soup or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.

**E**  I am trying to cut down on the amount of fat I eat. I'm also trying to eat more wholemeal bread.

**F**  Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

## **FRANCE**

**Jacqueline Fabre** is an IT consultant from Lyons.

**A**  Yes, I cook every evening for my family. I often make soup or traditional French dishes like 'boeuf bourguignon', which is a kind of beef and red wine stew, and then we have cheese and salad. It may seem a lot but we don't eat big portions. What's important for me is quality, not quantity.

**B**  Yes, I'm trying to eat less chocolate.

**C**  I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.

**D**  Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn't worry me.

**E**  Yes, definitely. For me good meals with the family make me happy!

**F**  I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with honey or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

**B** *Read the interviews again and answer the questions below. Write A (Alice), J (Jacqueline), or B (both of them).*

**Who...?**

1. often eats in restaurants
2. eats quite a lot of sweet things
3. eats ready-prepared food

4. cooks big meals at home
5. enjoys eating
6. feels bad when she eats unhealthily
7. is trying to eat less of something
8. prefers having good food to having a lot of food
9. is negative about eating habits in her country

**C Match the underlined words or phrases from the text with the definitions.**

1. to have a meal in a restaurant, not at home
2. a sweet food made by bees, which people often eat on bread
3. the quantity you eat of a kind of food during a meal
4. to make cold food hot
5. food you buy from a restaurant to eat at home
6. food from animals or plants used for cooking, e.g. oil, butter, etc.
7. food prepared in a particular way, e.g. sushi, lasagne, etc.
8. made from brown flour
9. a liquid food, often made of vegetables, e.g. tomatoes, onions
10. meat cooked for a long time in liquid, usually with vegetables

**D Which of the two women do you think has the healthier diet? Why?**

**E Now interview each other with the questions from 15A. How similar are your eating habits?**

*E.g. Is food a pleasure for you? – Yes, definitely, I love eating.*

## 16. LISTENING AND SPEAKING

### Track 4.3

*Rumiko Yasuda is a magazine editor from Tokyo, Japan.*

**A Listen to Rumiko answering questions 2–6 from the interviews. Do you think food for her is fuel or pleasure? Why?**

**B Listen again and answer the questions.**

1. What does she usually have in the morning?
2. Where does she usually have lunch and dinner?
3. Why doesn't she often cook?
4. Does she eat or drink anything unhealthy?
5. Is she cutting down on anything at the moment? Why (not)?
6. What's happening to the Japanese diet at the moment?
7. Does she think this is a completely bad thing?

**C** Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong. See [Grammar File № 6 \(Present Simple / Present Continuous\)](#).

1. *I don't usually have / I'm not having* breakfast at work.
2. I used to go to fast food restaurants, but now I *prefer / am preferring* eating something healthier.
3. *I am drinking / I drink* a lot of coffee every day.
4. I think Japanese people *get / are getting* fatter.
5. *I like / I'm liking* the fact that there are more different kinds of food and restaurants now.

**D** Make questions to ask your partner with the present simple or continuous. Ask for more information.

What / usually have for breakfast?

How many cups of coffee / drink a day?

Where / usually have lunch?

How often / eat out a week?

/ prefer eating at home or eating out?

/ need to buy any food today?

/ you hungry? / want something to eat?

/ take any vitamins or food supplements at the moment?

/ try to eat healthily at the moment?

## MODERN MANNERS<sup>18</sup>

### 17. SPEAKING

**A** *Mobile phone questionnaire:*

1. What make is your mobile?
2. How long have you had your mobile?
3. Are you thinking of getting another one soon?
4. What ring tone do you have?
5. Do you ever use it 'hands free'?
6. What do you use it for (apart from talking)?
7. Where and when do you normally switch off your mobile?
8. How often do you text?
9. Do you use a voice mail / message?
10. Have you ever...?
  - ... lost your mobile
  - ... sent a text to the wrong person
  - ... forgotten to turn your phone off (with embarrassing consequences)



<sup>18</sup> New English File. Intermediate. By Clive Oxenden, Christina Latham-Koenig and Paul Seligson. Oxford University Press. 2005. P. 36.

**B** *In pairs, answer the questions.*

1. Does it annoy you when people speak loudly on their mobiles?
2. Does this happen a lot in your country?
3. What other things do people do with mobiles that annoy you?

## 18. LISTENING

### Track 4.4

**A** *Listen to five people talking about things that annoy them about mobiles. Match the speakers with what they say.*

*Who...?*

- A says talking on your mobile can be dangerous
- B complains about people who are very impatient to use their mobiles
- C complains about people using mobiles on social occasions
- D hates having to listen to other people's conversations
- E complains about people who interrupt a conversation to answer the phone

**B** *Match these sentences (1–5) from the dialogues with their meaning (a–e).*

1. **You shouldn't** answer the phone if you're talking to a shop assistant.
  2. **You have to** switch off your mobile when you fly.
  3. **You mustn't** use your phone until you get off the plane.
  4. **You don't have to** shout – the other person can hear you.
  5. **You should** talk really quietly if you are in a public place.
- 
- a You don't need to do this. It isn't necessary.
  - b Don't do this. It isn't allowed / permitted.
  - c Do this because it's a rule or the law.
  - d I think it's a bad thing to do this.
  - e I think it's a good thing to do this.

## 19. READING

**A** *Read the definition of manners. Then look at phrases 1–8. Are these laws (or against the law) or just good / bad manners? Mark M (manners) or L (law).*

*manners* [pl noun] a way of behaving that is considered to be polite in a society or culture

### MANNERS OR THE LAW?

1. Play noisy games on a mobile phone in public
2. Send text messages when your car is stopped at traffic lights
3. Switch off your mobile phone on a plane
4. Switch off your mobile phone in class

5. Talk loudly on a mobile on public transport
6. Use a hand-held mobile while driving a car
7. Make very personal calls in public
8. Use your mobile at a petrol station

**B Compare with a partner. Then make sentences with...**

*You should / shouldn't ... (for manners)*

*You have to / mustn't ... (for the law)*

**C Read Culture Shock and tick (✓) the sentence which says what the article is about.**

*The English have very good manners.*

*The English and Russian idea of good manners is different.*

*The English are polite but insincere.*

*The Russians are very rude and unfriendly.*

### **CULTURE SHOCK**

*Good manners are always good manners. That's what Miranda Ingram, who is English, thought, until she married Alexander, who is Russian.*

When I first met Alexander and he said to me, in Russian, '*Nalei mnye chai* – pour me some tea' I got angry and answered, 'Pour it yourself'. Translated into English, without a '*Could you...?*' and a '*please*', it sounded really rude to me. But in Russian it was fine – you don't have to add any polite words.

However, when I took Alexander home to meet my parents in the UK, I had to give him an intensive course in *pleases* and *thank yous* (which he thought were completely unnecessary), and to teach him to say *sorry* even if someone else stepped on his toe, and to smile, smile, smile.

Another thing that Alexander just couldn't understand was why people said things like, 'Would you mind passing me the salt, please?' He said, 'It's only the salt; for goodness sake! What do you say in English if you want a *real* favour?'

He also watched in amazement when, at a dinner party in England, we swallowed some really disgusting food and I said, 'Mmm... delicious'. In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner in Moscow, she told me that my soup needed more flavouring. Afterwards when we argued about it my husband said, 'Do you prefer your dinner guests to lie?'

Alexander complained that in England he felt 'like the village idiot' because in Russia if you smile all the time people think that you are mad. In fact, this is exactly what my husband's friends thought of me the first time I went to Russia because I smiled at everyone, and translated every '*please*' and '*thank you*' from English into Russian!

At home we now have an agreement.

If we're speaking Russian, he can say 'Pour me some tea', and just make a noise like a grunt when I give it to him. But when we're speaking English, he has to add a '*please*', a '*thank you*', and a smile.

**D** *Read the article again and mark the sentences T (true) or F (false). Correct the wrong sentences.*

1. Miranda got angry because her husband asked her to make the tea.
2. Miranda had to teach him to say sorry when something wasn't his fault.
3. Her husband thinks English people are too polite.
4. Alexander wasn't surprised when people said they liked the food at the dinner party.
5. The food was delicious.
6. Miranda didn't mind when her mother-in-law criticized her cooking.
7. Alexander thought his mother was right.
8. In Russia it isn't normal to smile all the time when you speak to someone.
9. His Russian friends thought Miranda was very friendly because she smiled a lot.
10. Alexander never says thank you for his tea when he and Miranda are speaking in Russian.

**E** *Now cover the text. Can you complete the phrases with the missing verbs?*

1. \_\_\_\_\_ on someone's foot or toe (by accident)
2. \_\_\_\_\_ some wine into a glass or tea into a cup
3. \_\_\_\_\_ a noise, like a grunt
4. \_\_\_\_\_ food (so that it goes from your mouth to your stomach)
5. \_\_\_\_\_ a word from English into Russian

**F** *Do you agree that people in your country behave like that? How do you behave?*

## 20. SPEAKING

### GOOD MANNERS? BAD MANNERS? DOES IT MATTER?

**A** *Consider the following situations. In groups, discuss if people do these things in your country. Do you think it's good or bad manners to do these things, or doesn't it matter?*

*E.g. In my country, we don't kiss people when we meet them for the first time.*

#### **Greeting people**

- kiss people on both cheeks when you meet them for the first time
- call older people by their first names
- use more formal language when speaking to an older person

#### **In a restaurant**

- let your children run around and be noisy
- be very affectionate to your partner
- talk on your mobile

#### **Men and women – a man's role**

- pay for a woman on the first date

- wait for a woman to go through the door first
- make sure a woman gets home safely at night

### **Driving**

- always stop at a pedestrian crossing
- hoot at someone who's driving slowly
- drive with the window down and your music playing

### **Visiting people**

- take a present if you're invited to dinner at someone's house
- arrive more than 10 minutes late for a lunch or dinner
- smoke in a house where the owners don't smoke

**B** *Read the text and say what manners of other nations you have learnt about.*

## **A WORLD GUIDE TO GOOD MANNERS**

### **How not to behave badly abroad**

*Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn't mean that we all behave in the same way.*

#### ***Greetings***

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia there's no physical contact at all. In Japan you should bow, and the more respect you want to show, the deeper you should bow. In Thailand the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

#### ***Clothes***

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body especially women, who should wear long-sleeved blouses and skirts below the knee. In Japan you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand and Iran.

#### ***Food and drink***

In Italy, Spain, and Latin America lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain you might have a business lunch and do business as you eat. In Mexico and Japan lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the USA it is not unusual to have a business meeting over breakfast, and in China it's common to have business banquets, but you shouldn't discuss business during the meal.

#### ***Doing business***

In most countries the exchange of business cards is essential for all introductions. You should include your company name and your position. In Japan you must present your card with both hands, with the writing facing the person you are giving it to. In many countries business hours are from 9.00 or 10.00 a.m. to 5.00 or 6.00 p.m.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, nightclubs. If you are invited, you shouldn't refuse even if you don't feel like staying out late.

**EXTRA TIPS:**

1. In many Asian countries it is acceptable to smack your lips when you eat. It means that the food is good.

2. In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.

3. In Afghanistan you should spend at least 5 minutes saying hello.

4. In Pakistan you mustn't wink. It is offensive.

5. In China your host will keep refilling your dish unless you lay your chopsticks across your bowl.

6. Most South Americans and Mexicans like to stand very close to the person they are talking to. You shouldn't back away.

7. In Ireland social events sometimes end with singing and dancing. You may be asked to sing.

8. In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try a conversation until it is eaten.

**C Work in pairs, make up a dialogue using the pattern:**

A: *Did you know that ... ?*

B: *No, I didn't. / Yes, I did. I also have learnt that ...*

**D Split up into groups of three or four and describe our nation's manners to a person from a foreign country. What must he know if he wants to visit Russia?**

**Revise Modal Verbs, Conditional I to make up correct sentences**

**([Grammar Files № 9](#), [Grammar Files № 10](#)).**

## **21. PROJECT ACTIVITY**

**Choose a country for your report and prepare a presentation. Speak about peculiarities of the chosen culture. Present your report to the class. Follow the plan below and tips given in [Studying File № 2](#).**

1. Manners
2. Festivals and holidays
3. Sights and interesting places
4. Cuisine
5. Reasons for visiting

## **22. QUESTIONS ON THE TOPIC**

1. Do you like travelling? How often do you travel?
2. Where have you been so far? What countries (cities, towns) did you like most? Why?
3. Do you like to go sightseeing? What places have you seen?
4. Tell about your wonderful holiday.
5. What places would you like to visit? What cities are (not) worth visiting?
6. What are the main advantages and disadvantages of different forms of travelling?
7. Is food a pleasure for you? Do you ever cook? What are your eating habits?
8. What pieces of advice can you give to people if they want to visit a different country?

# SUPPLEMENTARY

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## 1. STUDYING FILES

### ***FILE № 1. Discussion***

*If you are having a debate, use different speaking strategies to sound more convincing. While debating you are supposed to listen to the speakers carefully. Using different speaking strategies you should agree or disagree with the opinions and develop the ideas expressing your point of view.*

### **SPEAKING STRATEGIES**

#### *Giving a presentation*

First and foremost, ...  
First of all, ...  
I'd like to begin by... Secondly, / Then, ... Finally, ...  
Before we go any further, let's look at...  
Last but not least...  
Compared to...

#### *Emphasizing*

In contrast, ...  
Most importantly, we must...  
Let me point out that...  
Don't forget that...

#### *Giving opinions*

In my opinion...  
In my view...  
To my mind...  
Some might think that... but I disagree. ...  
Some... while others...  
It can be said that...  
What I'm saying is we should...

#### *Summarizing and Generalizing*

Generally speaking, ...  
In short, ...  
In brief, ...  
In other words, ...  
To sum up...  
In conclusion, we can say that...  
What needs to be done now is that...  
The solution would be...

#### *Clarifying a Point*

If you want my opinion...  
What I really mean is...

What I'm trying to say is...  
 My point is that...  
 The point I'm trying to make is...

Agreeing

I totally agree with you.  
 I think that's generally true.  
 That's what I think!

Agreeing in part

You may be right there. However, ...  
 I agree with you up to a point, but...  
 I see what you mean, but...

Disagreeing

I don't think that's quite right.  
 I'm not sure I agree with you.  
 I really can't accept that.  
 I totally disagree with what you said.  
 That's not how I see it.

Challenging an argument

Prove it!  
 I'm not convinced by that.  
 It wouldn't work in practice.  
 Where are the facts?  
 What do you mean exactly?

**FILE № 2**

**PRESENTATIONS**

**Useful Phrases**

Preparation is essential for an effective presentation. When giving a presentation, certain **keywords** are used to **signpost** the different stages. It's a good idea to memorize them and practice using them, so that they come to mind easily during a presentation.

<p>▶ <b>Starting the presentation</b></p>	<ul style="list-style-type: none"> <li>• Good morning / Good afternoon, ladies and gentlemen.</li> <li>• The <b>topic</b> of my presentation today is ...</li> <li>• What I'm going to talk about today is ...</li> </ul>
<p>▶ <b>Why you are giving this presentation</b></p>	<ul style="list-style-type: none"> <li>• The <b>purpose</b> of this presentation is ...</li> <li>• This is important because ...</li> <li>• My <b>objective</b> is to ...</li> </ul>
<p>▶ <b>Stating the main points</b></p>	<ul style="list-style-type: none"> <li>• The <b>main points</b> I will be talking about are ...</li> <li>firstly ...</li> <li>secondly ...</li> <li>next, finally ...</li> <li>we're going to look at ...</li> </ul>
<p>▶ <b>Introducing the first point</b></p>	<ul style="list-style-type: none"> <li>• Let's start/begin with ...</li> </ul>

▶ <b>Showing graphics, transparencies, slides, etc.</b>	• I'd like <b>to illustrate</b> this by showing you ...
▶ <b>Moving on to the next point</b>	• Now let's <b>move on to</b> ...
▶ <b>Giving more details</b>	• I'd like <b>to expand on</b> this aspect/problem/point. ... • Let me <b>elaborate on</b> that. ... • Would you like me to expand on/elaborate on that?
▶ <b>Changing to a different topic</b>	• I'd like <b>to turn to</b> something completely different. ...
▶ <b>Referring to something which is off the topic</b>	• I'd like <b>to digress</b> here for a moment and just mention that ...
▶ <b>Referring back to an earlier point</b>	• Let me <b>go back</b> to what I said earlier about ...
▶ <b>Summarizing or repeating the main points</b>	• I'd like <b>to recap</b> the main points of my presentation. – first, I covered ... – then, we talked about ... – finally, we looked at ... • I'd now like to <b>sum up</b> the main points which were: ...
▶ <b>Conclusion</b>	• I'm going <b>to conclude by</b> ... saying that/inviting you to/ quoting ... • <b>In conclusion</b> , let me... leave you with this thought/invite you to ...
▶ <b>Questions</b>	• Finally, <b>I'll be happy to answer</b> your questions. • Now <b>I'd like to invite</b> any questions you may have. • Do you have any questions?

### FILE № 3

#### Track 2.4

## THE GOOD AND BAD OF SOCIAL MEDIA

### *Transcript*

*Voice 1*

Welcome to Spotlight. I'm Robin Basselin.

*Voice 2*

And I'm Ryan Geerstma. Spotlight uses a special English method of broadcasting. It is easier for people to understand, no matter where in the world they live.

*Voice 1*

Every day, more than one billion people connect with each other using social media. People post pictures on websites like Facebook. They like and share videos that they have watched on YouTube. And they send messages to friends using programs like QQ Messenger. In just the last 10 years, social media has completely changed the way we communicate. And it has let us communicate with people around the world. But how does using social media affect us?

*Voice 2*

Scientists from many different countries have studied this question. They have looked particularly at its effects on human emotions and relationships. Some studies show that using social media can cause depression. And other studies suggest that it can negatively affect our relationships. Today's Spotlight is on the positive and negative effects of social media.

*Voice 1*

The main positive effect of social media is also its purpose: connection. Modern life can be very busy. Many people work long hours. Other people live far away from family and friends in different cities or countries. Today, many things separate people. And it can be difficult to stay connected with the people that are important to us. Zeynep Tufekci is a scientist who studies social media and human behavior. In *The Atlantic* magazine, she wrote,

*Voice 3*

"Social media's very fast rise is a loud and growing attempt by people everywhere to connect with each other. They are connecting even with all the barriers that the modern world forces on our lives."

*Voice 2*

Social media can also help people make new friends. Often, these are friends they would not have met without social media. For example, imagine you have a very particular interest. You love the science of soil! Usually, you would not meet very many people who are also interested in soil. But through social media, you can find people all over the world who share your interest in soil science.

*Voice 1*

Social media can also help people spread news about major world events. This lets people all over the world react more quickly and even help. For example, in January of 2010, the small country of Haiti experienced a major earthquake. More than 100,000 people died. Millions more people needed food and shelter. Soon after the earthquake, the International Red Cross started an appeal for aid on social media. Very quickly, they raised many millions of dollars to help the earthquake victims. Wendy Harman, the Red Cross social media manager, told Mashable:

*Voice 4*

"The result was huge. I am sure that it would not have spread so widely without social media."

*Voice 2*

It is clear that social media has many positive effects. But some scientists warn that social media can also harm people. The Public Library of Science published a major study in 2013. This study looked at people from the United States who used the social media website Facebook. The study found that the more these individuals used Facebook, the less they were satisfied with their life. And scientists observed that this could cause feelings of depression. Another major study in Germany found similar results. Scientist studies how 600 German Facebook users felt while they used Facebook. They found that the most common emotion people experienced while using Facebook was envy.

*Voice 1*

So, why would using Facebook cause depression and envy? Well, often, when people put things on social media, they only post the best things about their lives. They talk about the fun things they are doing. Or they post pictures that make them look particularly good. So, when

people look at Facebook, they are only seeing the best things in their friends' lives. This can make them feel less satisfied about their own lives. And, they can begin to feel envy because their friends' lives look so perfect.

*Voice 2*

Researchers also noted that Facebook relationships are different than normal relationships. When someone sees a friend regularly, they see both the good and bad in that person's life. But if someone only sees a friend on social media, they will probably only see *part* of their friend's life. This makes social media relationships very different than normal relationships.

*Voice 1*

Sherry Turkle is a technology expert that teaches at MIT in the United States. Turkle claims that social media is decreasing the quality of our relationships. When people use social media, they do not talk deeply or for very long. And being someone's Facebook friends demands very little effort. Turkle wrote about social media relationships in the New York Times. She said,

*Voice 5*

"We expect more from technology and less from one another. More and more, we desire technologies that provide a false idea of relationship without the demands of relationship."

*Voice 2*

Many people have begun to notice the negative effects of social media themselves. Ashleigh Elser is a young woman from the United States. In 2011, she began to notice that Facebook was affecting her relationships. She told the New York Times,

*Voice 6*

"I was not calling my friends any more. I was just seeing their pictures and comments on Facebook and I felt like that was really connecting to them."

*Voice 1*

But Elser began to recognize that she was not truly connecting with her friends. So, she decided to stop using Facebook. She knew she would miss some things. But she felt that stopping Facebook would improve her relationships with her closest friends.

*Voice 2*

Sam Laird is a writer for the internet company Mashable. Like Elser, he also decided to stop using Facebook. For him, it was an experiment. He wanted to see what would happen. After 5 months, he found that he concentrated more on his life and relationships. However, he also found that he missed shared memories and fun events on Facebook. Laird enjoyed being off Facebook. But he said he would probably return to Facebook one day. He wrote,

*Voice 7*

"My experiment has shown me that social media has become a part of human life. You can use it or not use it as much as you like, but it is not going anywhere."

*Voice 1*

Laird is probably right. Social media is not going anywhere. But we may need to think more carefully about how we use it and how it makes us feel. So, how do you feel when you use social media? Do you think it improves or hurts your relationships? Would you ever consider stopping using social media? Tell us what you think. You can leave your comments on our website. Or email us at [radio@radioenglish.net](mailto:radio@radioenglish.net).

### Voice 2

The writer of this program was Jen Hawkins. The producer was Mark Drenth. The voices you heard were from the United States. All quotes were adapted and voiced by Spotlight. You can listen to this program again, and read it, on the internet at [www.radioenglish.net](http://www.radioenglish.net). This program is called, "The Good and Bad of Social Media."

### Voice 1

We hope you can join us again for the next Spotlight program. Goodbye!

(Get our app for [Android](#) or for [Apple](#) devices. Let us know how you like it and write a review!)

## FILE № 4

### ON HOLIDAY

<b>Sydney</b> By plane Alone In January At my pen friend's Ten days To go sailing, to go surfing, to visit museums, to go to the theatres, cinemas, to meet new friends, to see some places of interest, to learn about local culture and traditions About \$4,000	<b>Paris</b> By plane With my girlfriend In May In a hotel One week To go sightseeing, to visit museums, exhibitions, to try French wine To see parks, Elysian Fields (The Champs-Elysees), Louvre, Notre Dame, Eiffel Tower About \$4000	<b>Germany</b> By bus Alone In June At my uncle's One month To visit my relatives, to learn more about local culture and traditions, to go shopping, to visit museums, to meet new friends, to go to the theatres, cinemas To visit Museum of Chocolate in Cologne About 3000 euros
<b>Spain</b> By plane With my family In July In a hotel One week To go sightseeing, to visit museums, to eat in restaurants, to go walking, to learn more about local culture and traditions To see corrida About 2000 euros	<b>In the country</b> By car With my family In June At my parent's Three weeks To play with my children, to ride a bike, to go swimming, to go walking, to go camping, to go fishing, to have picnics, to relax, to read books, to lie in the sun About 10 000 roubles	<b>Hawaii</b> By plane With my wife In November In a hotel One week To spend most days on the beach, to lie in the sun, to try scuba diving, to learn more about local culture and traditions About \$2000

<p><b>Egypt</b>  By plane  With my boyfriend  In October  In a hotel  Ten days  To relax, to lie in the sun, to try scuba diving, to go safari,  To see camels, desert  About \$1600</p>	<p><b>London</b>  By plane  Alone  In August  With a host family  Three weeks  To study English, to go sightseeing, to visit museums, to learn about traditions and culture, to try English food  To see the British Museum, the Tower and other places of interest  About \$12000</p>	<p><b>Turkey</b>  By plane  Alone  In September  In a hotel  Two weeks  To spend most days on the beach, to lie in the sun, to try scuba diving, to go sightseeing, to go shopping  About \$600</p>
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## 2. VOCABULARY BANK

### **FILE № 1. Family relationships**

- relationship — родство, отношение
- unit — единство
- old maid — старая дева
- spinster — старая дева
- to turn out — оказываться
- to bring up — воспитывать, растить
- to keep the house — вести домашнее хозяйство
- to raise children — растить детей
- custom — обычай
- breathhtaking — захватывающий
- “Pride and Prejudice” — «Гордость и предубеждение» (роман Джейн Остин)
- to retain — сохранять, удерживать
- fascination — очарование, обаяние, привлекательность
- to reveal — открывать, раскрывать, обнажать
- urgent — насущный, актуальный
- to concern — касаться, иметь отношение к
- to be in one’s forties — быть в возрасте от 40 до 50 лет
- to juggle — совмещать
- steady — постоянный
- to seek — искать
- generation — поколение
- to suffer from — страдать от
- lack of attention — недостаток внимания
- nuclear family — полная семья
- single-parent family — неполная семья

to consist of — состоять из  
divorce rate — уровень разводов  
occurrence — возникновение, случай  
adultery — измена  
unfaithful attitude towards — предательское отношение к  
spouse — супруг, супруга  
separation — расставание  
communication breakdown — невозможность общения  
to be incompatible — быть несовместимыми  
clash — конфликт  
brawl — перебранка, скандал  
squabble — спор, мелкая ссора  
difference — разногласие  
to resolve — улаживать, решать  
hug — крепкое объятие  
abuse — оскорбление, надругательство  
to taunt — насмехаться, говорить колкости  
to humiliate — унижать  
to hit — бить, ударять  
lamentably — печально, грустно  
wellbeing — благополучие  
boredom — скука

## ***FILE № 2. Family tree***

### *Family*

husband, wife, spouse;  
father, mother, parents;  
son, daughter, child, children;  
brother, sister, siblings, twins;  
grandfather, grandmother, grandparents;  
grandson, granddaughter, grandchild, grandchildren;  
great-grandfather, great-grandmother, great-grandchild;  
stepfather, stepmother, stepbrother, stepsister;  
half-brother, half-sister (единокровные – брат/сестра по одному родителю);  
adopted son, adopted daughter, adopted child;  
foster family, foster father, foster mother, foster parents,  
foster son, foster daughter, foster child;

### *Relatives*

uncle, aunt; nephew, niece;  
cousin, first cousin, second cousin (троюродный (ая));  
close relatives, distant relatives;  
my family, my relatives, my folks, my kin;

### *Relatives by marriage*

in-laws, father-in-law, mother-in-law;  
son-in-law, sons-in-law, daughter-in-law, daughters-in-law;  
brother-in-law, brothers-in-law, sister-in-law, sisters-in-law;

### *Age groups*

child, baby, infant;  
teenager, adolescent; adult, grownup;  
young man, young woman, old man, old woman;

### *Marital status and related words*

single, married, engaged, separated, divorced; widower, widow;  
fiance, engagement, engagement ring;  
bride, bridegroom, wedding;  
divorce, ex-husband, ex-wife; alimony, child support;  
girlfriend, boyfriend;  
lover, paramour, beau, mistress;

### *Other related words*

pregnancy, birth; the baby is due in June; child care, kindergarten, babysitter.

## ***FILE № 3. Describing a person***

### **APPEARANCE**

#### **I am / You are / He is / She is ...**

tall, short, overweight, fat, slim, young, old;  
... years old, about 25, in his(her) forties;  
beautiful / pretty (women), handsome (men);  
sun-tanned, pale, attractive, good-looking, cute, nice;  
plain, plain-looking, unattractive, ugly...

#### **I have / You have / He has / She has (got) ...**

blue / green / grey / brown eyes, freckles, a beard, a full beard, a moustache, a goatee,  
a stubby beard, blond hair, red hair, brown hair, black hair, dyed hair,  
blond highlights, short hair, long hair, straight hair, curly hair / curls, a bald head,  
a square / round / triangular / oval face, a big / small / long nose, big / small ears...

#### **I wear / You wear / He wears / She wears ...**

glasses, contact lenses, earrings, a necklace, a wristband, a bracelet, jeans, a tie...

He takes after his father in appearance, but he is like his mother in character.

She looks like her mother, but she takes after her father in character.

She is average height, dark-haired, quite thin, and wears glasses. She's about fifty.

He is old, short, medium-build, with gray hair and a beard.

He is a handsome middle-aged man.

## CHARACTER<sup>19</sup>

Many positive words describing character have clear opposites with a negative meaning.

### Positive

warm and friendly  
kind  
nice, pleasant  
generous (= happy to give/share)  
optimistic (= thinks positively)  
cheerful (= happy and smiling)  
relaxed and easy-going  
strong  
sensitive  
honest (= always tells the truth)

### Negative

cold and unfriendly  
unkind  
horrible, unpleasant  
mean (= never gives to others)  
pessimistic (= thinks negatively)  
miserable (= always seems unhappy)  
tense (= nervous; worries a lot; not calm)  
weak  
insensitive (= does not think about others' feelings)  
dishonest

*Jane is very **tense** at the moment because of her exams, but she's usually quite **relaxed** and **easy-going** about most things. I think the weather influences me a lot: when it's sunny I feel more **cheerful** and **optimistic**, but when it's cold and raining I get very **miserable**. He seemed a bit **unfriendly** at first, but now I've got to know him I realise he's very **warm** and **kind**. The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very **insensitive** of her, but at least she was being **honest**, I suppose.*

### Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

### Positive

hard-working  
punctual (=always on time)  
reliable  
clever, bright (infml)  
flexible  
ambitious

### Negative

lazy (= never does any work)  
not very punctual; always late  
unreliable (= you cannot trust / depend on someone like this)  
stupid, thick (infml)  
inflexible (= a very fixed way of thinking; unable to change)  
unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

*He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.*

*People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.*

### Using nouns

Some important qualities are expressed through nouns.

*One of her great qualities is that she **uses her initiative** (= she can think for herself and take the necessary action; she does not need to wait for orders all the time).*

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<sup>19</sup> Vocabulary in Use. Pre-Intermediate and Intermediate by Stuart Redman. Cambridge University Press. Unit 44.

That boy **has got no common sense** (= he does stupid things and doesn't think what he is doing). His sister, on the other hand, **is very sensible** (= has lots of common sense).

### Related words

a bookworm, a history buff, a sports fan, a music fan, a movie fan, a TV addict;  
a computer whiz kid, a computer freak, a dandy; a junk collector, a homebody, a couch potato, lazybones, a workaholic, a Jack of all trades; an adventurer, a thrill seeker.

### Idioms

<b>life and soul of the party</b>	The life and soul of the party is the most lively and amusing person present at an event. <i>I'm so glad we invited Emily. She was the life and soul of the party.</i>
<b>mouse potato</b>	This term refers to a person who spends a lot of time in front of the computer. <i>My son and his friends are all mouse potatoes – constantly glued to the computer!</i>
<b>tough cookie</b>	A person who is a tough cookie is one who is self-confident and ambitious and will do what is necessary to get what they want. <i>I'm not worried about Jason's future – he's a tough cookie!</i>
<b>wet blanket</b>	A person who is a wet blanket is so boring or unenthusiastic that they prevent others from enjoying themselves. <i>Come on! Relax! Don't be such a wet blanket!</i>

### FILE № 4. Friendship

Friendship — дружба  
close friend — близкий друг  
classmate — одноклассник  
colleague — коллега  
healthy friendship — здоровая дружба  
toxic friendship — токсичная дружба  
to have a lot in common — иметь много общего  
to get on very well — хорошо ладить  
to keep in touch — поддерживать отношения, связь  
to get in touch  
to get rid of — избавиться  
to lose touch — потерять связь  
soul — душа  
freedom — свобода  
mutual trust — взаимное доверие  
openness — открытость  
affection — привязанность  
honest — честный  
value — ценность  
to share — делить, разделять (например, ценности, взгляды)

to argue — спорить  
to count — считать, полагать  
to count on — рассчитывать на  
to respect — уважать  
to nurture — питать, возвращать, выращивать  
boundaries — границы  
social media — социальные сети  
quality of relationships — качество отношений  
effort — попытка  
to improve — улучшать  
to hurt — причинять вред, ущерб; портить  
to erode (over time) — разрушаться (с течением времени)  
social ties — социальные связи  
to make sense — иметь смысл  
self-disclosure — самораскрытие  
IRL friends — In Real Life friends  
online pals — онлайн приятели, друзья  
shallow — мелкий, поверхностный  
to maintain — поддерживать, сохранять  
maintenance — поддержка, сохранение  
dormant — спящий, дремлющий, находящийся в спячке, нереализованный  
lifespan — продолжительность, срок жизни

### ***FILE № 5. Leisure Activity***

Leisure — свободное время, досуг  
pleasure  
to enjoy  
personal fulfilment — реализация своих способностей, самореализация  
recreation — отдых, восстановление сил, развлечение  
to relax  
to recover — восстанавливаться  
to pursue — заниматься чем-либо  
to appreciate — ценить  
passion — страсть, страстное увлечение  
exciting — волнующий, увлекательный, захватывающий  
fascinating — захватывающий, увлекательный  
inspiring — вдохновляющий  
disappointing — разочаровывающий  
boring — скучный, наводящий скуку  
tiring — утомительный

#### *Hobbies and Leisure Activities:*

DIY — “Do It Yourself”  
to have a green thumb — to like gardening  
knitting  
painting

drawing  
hiking  
jogging  
bird-watching  
doing crosswords  
surfing the web  
hanging out with your friends  
relaxing with your family  
going shopping  
writing a blog

### *Books*

cover — обложка  
bestseller  
novel — роман  
short story — короткий рассказ, новелла  
plot — сюжет  
fiction — художественная литература  
science fiction — научная фантастика

### *Films*

subtitles  
tearjerker — душщипательная история, слезливый фильм  
soap opera — мыльная опера  
series — сериал  
romantic comedy  
gangster film  
action film  
thriller  
western  
musical  
horror

### *Music*

hit  
track  
album  
lyrics  
performing live  
techno  
reggae  
hiphop  
blues  
opera  
classical  
orchestra  
band

## *Sports*

indoor sports

outdoor sports

team sports

combat sports — спортивные единоборства

athletics

weightlifting

karate

judo

rugby

rowing — гребля

climbing — восхождение, покорение горных высот

bungee jumping — прыжки с высоты с эластичным канатом

skydiving

scuba diving

skiing

snowboarding

**play** with team sports and ball sports: *play badminton*

**go** with sports ending in -ing: *go cycling*

**do** with individual sports not ending in -ing: *do gymnastics*

*Note: We use **do** with **combat sports** even if they end in -ing: *do karate, do boxing.**

## ***FILE № 6. Travelling***

to escape boredom

to run away from a broken heart

to broaden your experience of the world

to learn languages

to get a suntan

to live out your dreams

to take a break from your career (studies)

to visit historical sites or travel along a historical route

to raise money for charity

fascinating

breathtaking

touristy

gorgeous

paradise

to do a bit (a lot) of sightseeing on holiday

to go to a museum or art gallery

to see or visit a temple, a castle, a cathedral, a palace, a fountain, a statue, a market

to go on a tour of the castle / the cathedral / the art gallery, etc.

to look round the shops/have a look round the shops

to take photographs

to spend a lot of/ lots of money  
 to buy souvenirs  
 to get lost  
 to go out most evenings  
 to have a good/great time (= enjoy themselves)  
*Ways of cooking food:* boil, fry, grill, roast, bake  
*Describing food:* tasty, tasteless, bland, sweet, bitter, salty, hot/spicy, fresh, tender,  
 tough, fatty, lean, fattening  
 three courses: a starter, a main course, a dessert  
 to have an aperitif  
 to pay the bill (AmEng = check)  
 to leave a tip  
 cuisine  
 to book a table  
 to annoy  
 to speak loudly on a mobile  
 to wear headphones on  
 to greet each other

### 3. GRAMMAR FILES

#### FILE № 1. Phonetic symbols

## Phonetic symbols

used in the dictionary

### Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/'vɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

### Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
i	happy	/'hæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/'fɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/'æktʃʊəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

(<http://eng4me.ru/fonetika/transkripcij>)

## FILE № 2. Word Order, to be, to have, there + to be

### Word Order in the English sentence / Порядок слов

Обстоятельство времени	Подлежащее	Сказуемое	Дополнение	Обстоятельство образа действия	Обстоятельство места	Обстоятельство времени
------------------------	------------	-----------	------------	--------------------------------	----------------------	------------------------

### Глагол "to be" (быть, являться, существовать, значить)

Present	Past	Future
(I) <b>am</b>	(ед.ч.) <b>was</b>	<b>will be*</b>
(he, she, it) <b>is</b>		
(we, you, they) <b>are</b>	(мн.ч.) <b>were</b>	

\* shall be (I, we) — устар.

### Глагол "to have" в английском языке

Present	Past	Future
(I, we, you, they) <b>have</b>	<b>had</b>	<b>will have*</b>
(he, she, it) <b>has</b>		

\* shall have (I, we) — устар.

Для образования вопросительной и отрицательной формы с глаголом **to have** используется вспомогательный глагол **do/don't (does/doesn't, did/ didn't)**.

He has three brothers.

**Do you have** a brother?

I **don't have** a brother, but I **have** two sisters.

We had a meeting yesterday.

**Did you have** a car when you lived in London?

### Оборот there is/are

**there is/are; there was/were; there will be; there have/has been; there had been**

Русский	Английский	
В этой комнате есть (имеется) зеркало.	There is a mirror in this room.	Is there a mirror in your room? – No, there isn't (a mirror in my room). – No, there is no mirror in my room.
В саду (имеется) много яблонь.	There are many apple-trees in the garden.	Are there many apple-trees in the garden? – Yes, there are.
В 9.45 была лекция.	There was a lecture at 9.45.	Was there a lecture at 13.00? – No, there wasn't.
Там будет много людей.	There will be many people there.	Will there be many people there? – No, there won't. No, there won't be any people there.

## FILE № 3. Pronouns

### Pronouns / Местоимения

Личные местоимения			Притяжательные местоимения	
	Именительный падеж	Объектный падеж	Первая форма	Абсолютная форма
	<i>Употребляется в роли подлежащего</i>	<i>Является дополнением</i>	<i>Употребляется перед существительными</i>	<i>Употребляется самостоятельно без существительных</i>
Ед. число	I — я you — ты, вы he — он she — она it — он, она, оно	me — мне, меня you — тебя, тебе, вас, вам him — его, ему her — ее, ей it — его, ему, ее, ей	my — мой your — твой, ваш his — его her — ее its — его, ее	mine yours his hers its
	It — обозначает любой предмет. (В английском языке неодушевленные предметы не имеют рода.)			
Мн. число	we — мы they — они	us — нас, нам them — их, им	our — наш their — их	ours theirs
	Местоимения <i>they/them</i> обозначают одушевленные и неодушевленные предметы.			

## FILE № 4. Degrees of Comparison

### Degrees of Comparison / Степени сравнения

Имена прилагательные и наречия образуют, как и в русском языке, две степени сравнения: сравнительную и превосходную.

The Volga is longer than the Dnieper (longer — сравнительная степень).

The Volga is the longest river in Europe (longest — превосходная степень).

Односложные прилагательные (а также двусложные прилагательные, оканчивающиеся на -y, -er, -ow) образуют сравнительную степень путем прибавления суффикса **-er**. Превосходная степень образуется путем прибавления суффикса **-est**.

Положительная степень		Сравнительная степень		Превосходная степень	
sharp	острый	sharper	более острый, острее	sharpest	самый острый, острейший
busy	занятый	busier	более занятый	busiest	самый занятый
clever	умный	cleverer	более умный, умнее	cleverest	самый умный, умнейший
narrow	узкий	narrower	более узкий, уже	narrowest	самый узкий
polite	вежливый	politer	более вежливый, вежливее	politest	самый вежливый
simple	простой	simpler	более простой, проще	simplest	самый простой, простейший

Большинство двусложных прилагательных, а также прилагательные, состоящие из трех или более слогов, образуют сравнительную степень при помощи слова **more**, а превосходную — **most**.

Положительная степень		Сравнительная степень		Превосходная степень	
important	важный	more important	более важный	most important	самый важный

Некоторые прилагательные образуют степени сравнения от другого корня:

Положительная степень		Сравнительная степень		Превосходная степень	
good	хороший	better	лучше	best	лучший
bad	плохой	worse	хуже	worst	худший
little	мало	less	меньше	least	меньше всего
much, many	много	more	больше	most	больше всего
far	дальний, далекий	farther	(о расстоянии)	farthest	
old	(старший)	further	(о времени и расстоянии)	furthest	
		older	(о возрасте)	elder	
		elder	(о старшинстве)	eldest	

Для сравнения качества предметов используют также следующие формулы:

<b>than</b> — чем	Moscow is <b>larger than</b> St.Petersburg.
<b>as ... as</b> — такой же ... как	He works <b>as hard as</b> you.
<b>not so ... as</b> — не так(ой) ... как	She is <b>not so beautiful as</b> her mother.
<b>the more ... , the better</b> — чем ... тем	<b>The more</b> you work, <b>the better</b> you know the language.
<b>much, far</b> — намного, гораздо, значительно	The husband was <b>much older</b> than the wife.
<b>a bit, a little</b> — немного	Could you speak a <b>bit louder</b> ?

**Запомните следующие примеры:**

Ваша комната **в два раза больше** моей. — Your room is **twice as large as** mine.

Этот ящик **в три раза тяжелее** того. — This box is **three times as heavy as** that one.

Он **в два раза старше**. — He is **twice as old**.

Моя комната **в два раза меньше** вашей. — My room is **half the size** of yours.

Мой чемодан **в два раза легче** вашего. — My case is **half the weight** of yours.

## **FILE № 5. Plurals**

### **Plurals / Множественное число имен существительных**

Имена существительные образуют множественное число при помощи окончания -s или -es :  
map – maps, bag – bags, rose – roses, class – classes, potato – potatoes, shelf – shelves, city – cities.

В английском языке есть ряд существительных, которые сохранили старое образование множественного числа путем изменения корневой гласной: a man – men [men], a woman – women ['wɪmɪn], a child – children, a mouse – mice, a tooth – teeth; а также существительные, которые имеют одинаковые формы единственного и множественного чисел: a fish – fish, a sheep – sheep.

Некоторые существительные, заимствованные из латинского и греческого языков, сохраняют свои формы множественного числа:

analysis – analyses, axis – axes, basis – bases, crisis – crises, focus – foci, phenomenon – phenomena, criterion – criteria, datum – data, formula – formulae.

Существительные, имеющие одну форму числа (согласуются с глаголом в ед. числе):

knowledge – знание(я)

means – средство(а), способ(ы)

evidence – доказательство(а)

advice – совет(ы)

news – новость(и)

**FILE № 6. English Tenses. Active Voice**

**English Tenses. Active Voice / Времена английского глагола. Действительный залог**

	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple Indefinite</b>	<p><b>(I, we, you, they) dance (he, she, it) dances</b></p> <ul style="list-style-type: none"> <li>повторяющееся, регулярное действие;</li> <li>констатация факта;</li> <li>характеристика способностей, привычек, взглядов, ...;</li> <li>с глаголами восприятия, желания, владения (to see, hear, to want, to like...)</li> </ul> <p>usually, every day/night/morning/month/week/year often, always, seldom, rarely once/twice/three times a week/day/year...</p>	<p><b>danced / knew</b></p> <ul style="list-style-type: none"> <li>повторяющееся, регулярное действие в прошлом;</li> <li>факты – достояние истории;</li> <li>действие, не связанное с настоящим</li> </ul> <p>yesterday, last week/month/year/ ... in 1998/... on Monday, ago, the other day ...</p>	<p><b>(I, we) shall dance (you, she, he, it, they) will dance</b></p> <ul style="list-style-type: none"> <li>незапланированное будущее;</li> <li>обещания, предположения, относящиеся к будущему</li> </ul> <p>tomorrow, next week/year in ... days/weeks...</p>
<b>Continuous to be + PI (V-ing)</b>	<p><b>am, is, are dancing</b></p> <ul style="list-style-type: none"> <li>действие совершается, ситуация развивается;</li> <li>подчеркивается незавершенный, длительный (длящийся) или временный характер действия;</li> <li>запланированное будущее (Я собираюсь, ...)</li> </ul> <p>Now, these days...</p>	<p><b>was, were dancing</b></p> <ul style="list-style-type: none"> <li>действие совершалось в какой-то момент (период) времени;</li> <li>подчеркивается незавершенный, длительный (длящийся) или временный характер действия в прошлом;</li> <li>два соотнесенных (одновременных, но разной продолжительности) действия</li> </ul> <p>When I came/she saw..., yesterday at 3 o'clock, from ... till ... o'clock, at that moment, all day yesterday, all the time, the whole evening...</p>	<p><b>shall/will be dancing</b></p> <ul style="list-style-type: none"> <li>будущее действие в развитии, в процессе совершения в какой-то определенный момент (отрезок времени) в будущем</li> </ul> <p>When you phone..., tomorrow at 3 o'clock, from ... till ... o'clock, ...the whole evening..., all day tomorrow</p>
<b>Perfect to have + PII (V-ed / III ф.)</b>	<p><b>have, has danced</b></p> <ul style="list-style-type: none"> <li>действие произошло, но оно связано с настоящим, что <u>подчеркивается</u> указанием на <u>результат</u>, итог;</li> <li>важность на данный момент;</li> <li>настоящий (не оконченный) период времени (сегодня, а не вчера);</li> <li>описание, оценка опыта</li> </ul> <p>often, always, rarely, seldom, ever, never</p>	<p><b>had danced</b> предпрошедшее</p> <ul style="list-style-type: none"> <li>подчеркивает действие, которое произошло, завершилось ранее другого действия или момента в прошлом</li> </ul> <p>When I came ...by Saturday, by the end of the year, before, after, ...</p>	<p><b>shall/will have danced</b> подытоженное будущее</p> <ul style="list-style-type: none"> <li>действие закончится к определенному моменту в будущем</li> </ul> <p>by ... o'clock tomorrow...</p>

	Present	Past	Future
	recently, lately, for, since, this morning, this year..., today just already (+) yet (-, ?) so far (+, ?) How long...?		
<b>Perfect Continuous to have been + PI</b>	<b>have, has been dancing</b> • при имеющемся результате <u>подчеркивается длительность</u> , процесс  since, for, for a long time, all day long, all the morning, the whole evening...	<b>had been dancing</b> • <u>длительное</u> действие в прошлом, начавшееся ранее другого действия (момента) в прошлом  for a long time, for ... hours,	<b>shall/will have been dancing</b> длительное будущее • действие, которое начнется ранее другого будущего действия (момента) и будет еще совершаться в момент его наступления

	Present	Past	Future
<b>Simple Indefinite</b>	They <b>clean</b> the room every week. She <b>cleans</b> the room every day.  They <b>don't clean</b> the room every week. She <b>doesn't clean</b> the room every day.  <b>Do</b> they <b>clean</b> the room every week? Yes, they do. No, they don't <b>Does</b> she <b>clean</b> the room every day? Yes, she does. No, she doesn't.	They <b>cleaned</b> the room yesterday. She <b>cleaned</b> the room yesterday.  They <b>didn't clean</b> the room yesterday. She <b>didn't clean</b> the room yesterday.  <b>Did</b> they <b>clean</b> the room yesterday? Yes, they did. No, they didn't. <b>Did</b> she <b>clean</b> the room yesterday? Yes, she did. No, she didn't.	They <b>will clean</b> the room next week. She <b>will clean</b> the room next week.  They <b>will not clean</b> the room next week. She <b>will not clean</b> the room next week.  <b>Will</b> they <b>clean</b> the room next week? Yes, they will. No, they won't. <b>Will</b> she <b>clean</b> the room next week? Yes, she will. No, she won't.
<b>Continuous to be + PI (V-ing)</b>	She <b>is cleaning</b> the room now.  She <b>is not cleaning</b> the room now.  <b>Is</b> she <b>cleaning</b> the room now? Yes, she is. No, she isn't.	When I came she <b>was cleaning</b> the room.  When I came she <b>was not cleaning</b> the room.  <b>Was</b> she <b>cleaning</b> the room when you came? Yes, she was. No, she wasn't.	Tomorrow from 11 till 12 she <b>will be cleaning</b> the room.  Tomorrow from 11 till 12 she <b>will not be cleaning</b> the room.  <b>Will</b> she <b>be cleaning</b> the room from 11 till 12 ? Yes, she will. No, she won't.
<b>Perfect to have + PII (V-ed/ III ф.)</b>	She <b>has</b> already <b>cleaned</b> the room.  She <b>hasn't cleaned</b> the room yet.  <b>Has</b> she <b>cleaned</b> the room so far? Yes, she has. No, she hasn't.	When I came she <b>had</b> already <b>cleaned</b> the room.  When I came she <b>hadn't cleaned</b> the room yet.  <b>Had</b> she <b>cleaned</b> the room when you came? Yes, she had. No, she hadn't.	She <b>will have cleaned</b> the room by 2 o'clock.  She <b>will not have cleaned</b> the room by 2 o'clock.  <b>Will</b> she <b>have cleaned</b> the room by 2 o'clock? Yes, she will. No, she won't.

	Present	Past	Future
<b>Perfect Continuous to have been + PI</b>	She <b>has been cleaning</b> the room all the morning.	When I came she <b>had been cleaning</b> the room for two hours.	When I phone her in 20 minutes she <b>will have been cleaning</b> the room for two hours.
	She <b>hasn't been cleaning</b> the room all the morning.	She <b>hadn't been cleaning</b> the room for two hours when I came.	She <b>will not have been cleaning</b> the room for two hours...
	<b>Has she been cleaning</b> the room all the morning? Yes, she has. No, she hasn't.	<b>Had she been cleaning</b> the room for two hours when I came? Yes, she had. No, she hadn't.	<b>Will she have been cleaning</b> the room for two hours ...? Yes, she will. No, she won't.

**Примечания:**

**1. Глаголы, не употребляющиеся в Continuous:**

(ментальная деятельность): *to know, to think, to believe, to mean, to remember, to understand...*

(отношения): *to love, to like, to adore, to hate, to have, to own, to need...*

(чувства, ощущения): *to see, to hear, to smell, to taste...*

(абстрактные отношения): *to be, to involve, to contain, to cost...*

**НО:**

- *What **are** you **thinking** about?* (значение 'думать', а не 'считать, полагать', сам процесс)
- *Who **is** she **seeing** now?* (значение 'встречаться')
- *You **are being** selfish.* (значение 'вести себя')
- *We **are having** dinner.* (в составе устойчивых выражений)

***be always doing** обозначает, что действие происходит настолько часто, что сам говорящий считает это не совсем нормальным.*

***I am always losing** my keys. – Я постоянно теряю свои ключи.*

**2. Выражение будущего:**

Present Simple – для действия, происходящего по расписанию

*The train leaves at 3.30 tomorrow.*

Present Continuous

**Be doing** – для запланированного (и организованного) действия:

*We **are having** a party tomorrow.*

**Be going to do** – для запланированного (и еще не организованного) действия, только намерение:

*We **are going to buy** a new car.*

**Something is going to happen in the future** – вся ситуация сейчас заставляет нас поверить, что это произойдет.

*He **is going to fall** into the hole. (Мы видим, что перед ним колодец, который он не видит; он наверняка в него упадет).*

***It's going to rain.** – Похоже, будет дождь.*

Future Simple

(Помимо обозначения действия, которое произойдет в будущем по объективным причинам):

1. Решение выполнить действие принято в момент речи:

*Let's have a party. – Oh, it's a great idea. We'll invite a lot of people.*

2. Обещание выполнить действие:

*I won't tell anybody what happened.*

3. Предложение выполнить действие:

*That bag looks heavy. I'll help you with it.*

4. С выражениями: **probably, (I) think, (I) expect, (I'm) sure:**

*I'm sure you'll pass the exam.*

**3. Оборот used to do** – регулярное действие в прошлом. (В настоящее время действие не происходит).

*He used to smoke a lot. – Раньше он много курил (сейчас не курит).*

**would do** – регулярное действие в прошлом. В отличие от **used to do** употребляется только с динамическими глаголами (т. е. глаголами активного действия).

*He would run a lot. – Раньше он много бегал.*

Соответственно, с глаголами типа want, think, be .... употребляется только **used to do**.

#### **4. Past Indefinite – Present Perfect**

Present Perfect	Past Indefinite
ever, never	
recently, lately	the other day
for, since	on Monday...
this morning, this year...	in 19...
today	ago
just	last year...
already (+)	yesterday
yet (-, ?)	
so far (+, ?)	
How long...?	When ...?

### **FILE № 7. Passive Voice**

#### **Passive Voice / Страдательный залог**

	Present	Past	Future
<b>Simple Indefinite to be + PII</b>	The room <b>is cleaned</b> every day.  <b>Is</b> the room <b>cleaned</b> every day? Yes, it is. No, it isn't.	The room <b>was cleaned</b> yesterday.  <b>Was</b> the room <b>cleaned</b> yesterday? Yes, it was. No, it wasn't.	The room <b>will be cleaned</b> next week.  <b>Will</b> the room <b>be cleaned</b> next week? Yes, it will. No, it won't.
<b>Continuous to be being+ PII (V-ed/III)</b>	The room <b>is being cleaned</b> now.  <b>Is</b> the room <b>being cleaned</b> now? Yes, it is. No, it isn't.	When I came the room <b>was being cleaned</b> .  <b>Was</b> the room <b>being cleaned</b> when you came? Yes, it was. No, it wasn't.	
<b>Perfect to have been+ PII (V-ed/ III ф.)</b>	The room <b>has just been cleaned</b> .  <b>Has</b> the room <b>been cleaned</b> ? Yes, it has. No, it hasn't.	When I came the room <b>had been cleaned</b> .  <b>Had</b> the room <b>been cleaned</b> when you came? Yes, it had. No, it hadn't.	The room <b>will have been cleaned</b> by 5 o'clock.  <b>Will</b> the room <b>have been cleaned</b> by 5 o'clock? Yes, it will. No, it won't.
<b>Perfect Continuous</b>	↑	↑	↑

## FILE № 8. Reported (Indirect Speech)

### Reported (Indirect Speech) / Косвенная речь

Прямая речь (Direct speech)	Непрямая / Косвенная речь (Indirect speech)
I. 1. Tom says, "I am happy." 2. She says, "I don't know this man." 3. They say, "Close the window, please." 4. They say, "Don't close the window, please." 5. The manager asks me, "Do you live in Omsk?" 6. I ask them, "Where is John?"	I. 1. Tom says (that) he is happy. 2. She says (that) she doesn't know this man. 3. They ask me to close the window. 4. They ask not to close the window. 5. The manager asks me if I live in Omsk. 6. I ask them where John is.
II. 1. Tom said, "I am happy." (Present Simple) 2. Tom said, "I was happy." (Past Simple) 3. Tom said, "I will be happy." (Future Simple)  4. Tom said, "I can be happy." (can) 5. Tom said, "I am working till six today." (Present Continuous) 6. Tom said, "I have done this work." (Present Perfect) 7. She said to him, "Come at 3 o'clock." 8. She said to him, "Don't come at 3 o'clock." 9. She asked him, "Have you done this work?" 10. She asked him, "Where do you live?"	II. 1. Tom said that he was happy. (Past Simple) 2. Tom said (that) he had been happy. (Past Perfect) 3. Tom said (that) he would be happy. (Future in the Past Simple) 4. Tom said (that) he could be happy. (could) 5. Tom said (that) he was working till six. (Past Continuous) 6. Tom said that he had done his work. (Past Perfect) 7. She asked him to come at 3 o'clock. 8. She asked him not to come at 3 o'clock. 9. She asked him if he had done that work. 10. She asked him where he lived.
This (these) Now Here Today Yesterday Tomorrow Ago Next week	That (those) Then There That day The day before The next day Before The following week

## FILE № 9. Modal Verbs

### Modal Verbs / Модальные глаголы can, may, must, should, ought to, need

Не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола. Не обозначают действия, а *выражают возможность, способность, вероятность, необходимость* совершения действия, выраженного смысловым глаголом (тем, что следует за модальным).

Модальные глаголы

- не имеют формы инфинитива
- не изменяются по лицам и числам: *I can run. – She can run.*
- отрицательные и вопросительные предложения конструируют сами (без вспомогательных глаголов): *She can't run. Can she run?*
- инфинитив смыслового глагола следует за модальным без частицы **to** (искл. **ought to**): *She began to read. – She can read.*

Значение	Глагол		Эквивалент
	(в наст. вр)	(в прош. вр)	
Возможность, способность <i>могу, умею</i>	can	could	to be able to
Разрешение	may, can		to be allowed to
Предположение: <i>может быть, возможно</i> <i>должно быть, наверняка</i> <i>не может быть</i>	may / might		
	must		
	can't		
Обязательство (должен)	must		to have to (вынужден) to be to (должен по расписанию, по договоренности)
Совет (следует)	should ought to		had better would rather
Нужно	need		have to
Нет необходимости	needn't		don't/doesn't/didn't have to

## FILE № 10. Conditionals

### Conditionals / Условные предложения

Тип	Придаточное предложение	Главное предложение	Перевод на русский язык
<b>I</b> <b>Реальное условие.</b> Относится к настоящему и будущему времени	If the weather <b>is</b> clear, <b>Present Indefinite / Present Continuous</b>	we <b>will go</b> for a walk. <b>will + глагол</b>	Если погода <u>улучшится</u> , мы <u>пойдем</u> на прогулку.
<b>II</b> <b>Маловероятное условие.</b> Относится к настоящему и будущему времени	If you <b>moved</b> to the country, <b>Past Indefinite / Past Continuous</b>	you <b>would (could) buy</b> a bigger house. <b>would could + глагол might</b>	Если <u>бы</u> вы переехали за город, вы <u>бы</u> могли купить больший дом.
<b>III</b> <b>Нереальное условие.</b> Относится к прошедшему времени. Выражает сожаление.	If he <b>had known</b> the facts, <b>Past Perfect</b>	he <b>would have told</b> us what to do. <b>would could + have + IIIф might</b>	Если <u>бы</u> он <u>тогда</u> знал эти факты, он <u>бы</u> сказал нам, что делать.

- Союзы: **if** – если, **in case** – в случае, **provided** – при условии, если, **unless** – если **не**.  
*You **won't** pass the exam **unless** you **work** hard.*
- Во втором типе условных предложений глагол **“to be”** всегда имеет форму **“were”** в британском варианте; в современном американском возможен вариант **“was”**.  
*If I **were** a millionaire, I **would** buy you a palace.*
- Существуют предложения смешанного типа: одна часть относится ко II, а другая – к III типу условия.  
*If I **had taken** the medicine **yesterday**, I **would be** well **now**.*  
“На вашем месте” – If I were you... If I were in your position....

**I wish/wished I were** beautiful. – Как бы мне хотелось быть красивой.

... we **knew** her address. – Как жаль, что мы не знаем ее адреса.

... I **had brought** my camera. – Жаль, что я не взял в собой фотоаппарат.

... the hotel **had been** better. – Жаль, что гостиница была такой плохой.

... they **could come** to see us tomorrow. – Как жаль, что они не смогут зайти к нам завтра.

## FILE № 11. Participles I, II

### Participles I, II / Причастия I, II

**Причастие I (Participle I)** – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Соответствует формам причастия и деепричастия в русском языке.

#### Формы причастия I

	Active	Passive
<b>Indefinite</b>	asking – спрашивающий; спрашивая	being asked – будучи спрошенным
<b>Perfect</b>	having asked – спросив; после того, как спросил	having been asked – будучи спрошенным; после того, как его спросили

**Participle I Indefinite** обозначает действие, одновременное с действием глагола-сказуемого.

*While translating difficult texts we use a dictionary.* – **Переводя** трудные тексты, мы пользуемся словарём.

**Participle I Perfect** обозначает действие, предшествующее действию, выраженному глаголом-сказуемым.

*Having read the book I returned it to the library.* – **Прочитав** книгу, я вернул её в библиотеку.

#### Причастие II

**Причастие II (Participle II)** – неличная форма глагола (III основная форма глагола), имеет одну неизменяемую форму со страдательным значением и обозначает действие, которое испытывает на себе лицо или предмет. Оно соответствует в русском языке причастию страдательного залога.

Причастие II правильных глаголов имеет ту же форму, что и **Past Indefinite**, и образуется при помощи прибавления суффикса **-ed** к основе глагола: *to ask – asked, to help – helped*.

Подобно причастию I, причастие II обладает свойствами глагола, прилагательного и наречия. Как и глагол, оно обозначает действие.

*The books **discussed** at the lessons are always interesting.* – Книги, **обсуждаемые** на уроках, всегда интересны.

#### Функции причастия II

В предложении причастие II может быть:

a. **Определением.**

*A **written** letter lay on the table.* – **Написанное** письмо лежало на столе.

*They are reconstructing the house **built** in the 18<sup>th</sup> century.* – Они реставрируют здание, **построенное** в 18 веке.

b. **Обстоятельством.** Перед причастием II в функции обстоятельства могут стоять союзы if, unless, when.

***If built** of the local stone, the road will serve for years.* – **Построенная** из местного камня, дорога будет служить долгие годы.

## FILE № 12. Gerund

### Gerund / Герундий

#### Формы герундия

Герундий – неличная форма глагола, которая имеет признаки глагола и существительного. Герундий можно переводить существительным, инфинитивом, деепричастием или глагольной формой в придаточном предложении.

Герундий сочетается с

- предлогом (He is interested **in** computing.)
- притяжательным местоимением (I'm thinking of **his** going to the south.)
- существительным в притяжательном падеже (I'm thinking of our **group's** going to the south.)

	Active	Passive
Indefinite	asking	being asked
Perfect	having asked	having been asked

## FILE № 13. Infinitive, Complex Object, Complex Subject

### Infinitive / Инфинитив

#### Формы инфинитива

	Active	Passive
Indefinite	to ask	to be asked
Continuous	to be asking	—
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	—

#### Complex Object / Сложное дополнение

Это сочетание существительного в общем падеже (brother, device) или местоимения в объектном падеже (me, you, him, her, it, us, them) с инфинитивом или причастием, выступающим в предложении как сложное дополнение.

*I'd like to dance.* – Мне бы хотелось потанцевать.

*I'd like her to dance.* – Мне бы хотелось, чтобы она (с)танцевала.

Переводится придаточным предложением с союзами **что, как, чтобы**, причем существительное (местоимение) переводится подлежащим придаточного предложения, а инфинитив – сказуемым.

1. want, would like, consider, suppose, assume, believe, know, expect...

*I want your group to study better.* – Я хочу, чтобы ваша группа училась лучше.

2. see, feel (felt), hear (heard), watch – инфинитив следует без частицы to

*I heard him play the guitar.* – Я слышал, что он играет на гитаре.

*I saw her crossing the street.* – Я видел, как она переходила улицу.

3. let, make “заставлять” – инфинитив следует без частицы to

*He made him tell the truth.* – Он заставил его сказать правду.

### **Complex Subject / Сложное подлежащее**

Это сочетание подлежащего (существительного в общем падеже или местоимения в именительном падеже) с инфинитивом глагола, указывающим на действие данного подлежащего.

*He is known to work here. – Известно, что он работает здесь.*

Переводится придаточным предложением с союзом «что». Перевод начинают со сказуемого (is known), которое становится сказуемым главного предложения и переводится неопределенно-личным предложением (известно, говорят, полагают, ...). Подлежащее (he, they, ...) становится подлежащим придаточного предложения, а инфинитив (to work, to test, ...) – его сказуемым.

1. Глаголы в страдательном залоге:

is/are/was/were	said	говорят
	known	известно
	supposed	предполагают (полагают)
	considered	полагают
	assumed	предполагают (полагают)
	believed	полагают, считают
	expected	ожидают
	found	обнаружено
	seen	видно
	reported	сообщают

*He is supposed to be working on his report. – Предполагают, что он работает над докладом.*

2. Глаголы в действительном залоге:

to seem, to appear	казаться
to prove, to turn out	оказываться
to happen	случаться

*He happened to be ill at that time. – Случилось так, что он был болен в то время.*

3. Словосочетания (глагол to be + прилагательное):

to be likely	вероятно, скорее всего
to be unlikely	маловероятно
to be certain, to be sure	несомненно, безусловно, конечно, наверняка

*He is likely to pass the exam. – Вероятно, он сдаст этот экзамен.*

**FILE № 14. Irregular verbs****Irregular verbs / Список неправильных глаголов для заучивания**

be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
become [bi:kʌm]	became [bi:keɪm]	become [bi:kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
break [breɪk]	broke [brəʊk]	broken ['brəʊk(ə)n]	(с)ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	принести
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купить
choose [tʃu:z]	chose [ʃəʊz]	chosen [tʃəʊz(ə)n]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [dɪd]	done [dʌn]	делать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drəʊv]	driven ['drɪvɪn]	ехать (приводить в движение)
eat [i:t]	ate [et/eɪt]	eaten ['i:tn]	есть (кушать)
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given [gɪvɪn]	давать
go [gəʊ]	went [went]	gone [gɒn]	идти
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти
have [hæv]	had [hæd]	had [hæd]	иметь
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинить боль
keep [ki:p]	kept [kept]	kept [kept]	хранить
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить (познавать)
leave [li:v]	left [left]	left [left]	оставить
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать
meet [mi:t]	met [met]	met [met]	встретить
pay [peɪ]	paid [peɪd]	paid [peɪd]	платить
put [pʊt]	put [pʊt]	put [pʊt]	класть

read [ri:d]	read [red]	read [red]	читать
rise [raɪz]	rose [rouz]	risen ['rɪzn]	подниматься (расти)
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	бежать (течь, управлять)
say [seɪ]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показывать
sleep [sli:p]	slept [slept]	slept [slept]	спать
speak [spi:k]	spoke [spouk]	spoken ['spouk(ə)n]	говорить
spend [spend]	spent [spent]	spent [spent]	тратить
take [teɪk]	took [tuk]	taken ['teɪk(ə)n]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tell [tel]	told [tould]	told [tould]	рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	понимать
win [wɪn]	won [wʌn]	won [wʌn]	выиграть
write [raɪt]	wrote [rɔut]	written ['rɪtn]	писать

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