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***ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ  
АНГЛИЙСКОЙ РЕЧИ***

**ПРАКТИЧЕСКОЕ ПОСОБИЕ для слушателей  
ИПК и ПК специальности 1-02 03 71  
«Иностранный язык (английский)»**

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Целью подготовки практического пособия является развитие навы-  
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сту использовать английский язык в качестве инструмента профессио-  
нальной деятельности, в коммуникативной, когнитивной, экспрессивной  
и других функциях и позволит использовать полученные навыки для  
адекватного понимания английской речи в ее культурном и социальном  
контекстах.

Практическое пособие адресовано слушателям ИПК и ПК специ-  
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## Введение

Целью подготовки практического пособия является развитие навыков и умений всех видов речевой деятельности, что позволит специалисту использовать английский язык в качестве инструмента профессиональной деятельности, в коммуникативной, когнитивной, экспрессивной и других функциях и позволит использовать полученные навыки для адекватного понимания английской речи в ее культурном и социальном контекстах.

Практическое пособие состоит из двух частей. Первая часть включает три раздела: “Daily Routine”, “House and flat”, и “City Life”. Каждый тематический раздел имеет одинаковую структуру и включает: упражнения для семантизации и активизации лексических единиц по изучаемой теме, предтекстовые упражнения, снимающие лексические трудности и подготавливающие к работе с текстом, текст и упражнения для послетекстовой работы. Все упражнения располагаются по принципу возрастающей сложности и в конечном итоге подготавливают к устному и/или письменному высказыванию по данной ситуации.

В практическом пособии предусмотрены задания для развития всех видов речевой деятельности: чтения, письма, восприятия речи на слух, говорения в рамках основных сфер общения: социально-бытовой, социально-культурной, профессионально-трудовой, социально-познавательной.

При составлении практического пособия авторы использовали аутентичные тексты из современных учебных пособий, изданных в последние годы в нашей стране и за рубежом.

Практическое пособие адресовано слушателям ИПК и ПК специальности 1-02 03 71 «Иностранный язык (английский)».

## Part I Daily routine

### Unit 1 The way of designating time

#### *Lexical exercises*

**Ex.1 Study the picture of a watch, find the parts corresponding to the following words.**

A face, hands, a small hand, a big hand, a watch band, a stem, hour markings, figures on the face, a dial, a strap, a ribbon, a digital (quartz, mechanical) watch, watch-case, watch-chain.

Describe your watch, make use of the following expressions:

My watch is right (wrong)

fast (slow)

5 minutes fast (slow)

gains (loses) ... 5 minutes a day

**Ex.2 Say what time it is a) in words, b) in figures**

a) 9.30, 7.10, 5.00, 10.20, 4.05, 5.45, 11.15, 2.34, 3.52, 8.02.

b) a quarter past three, half past five, a quarter to six, twenty-five to nine, twenty

to eleven, ten to four, five to nine, twenty-three minutes to six, twenty-five to two.

**Ex.3 Supply the missing words by choosing from the list below.**

*Slow, fast, watch, hands, by, midnight, hour, clocks, midday, exact, o'clock, seconds, noon, minute.*

- 1 Harry, what time is it ... the school clock?
- 2 A ... is small; we can put one in our pocket or wear it on the wrist.
- 3 The right time is seven p.m., Harry's clock says ten minutes past 7. It's 10 minutes ...
- 4 There are 60 seconds in a ... .
- 5 The film is very long, it lasts ... .
- 6 Excuse me, could you tell me the ... time?
- 7 When it's 12 o'clock at night it's ... .
- 8 It's 2 p.m. now, my watch says 5 minutes to 2. It's five minutes ... .

9 Hurry up, please. We are late. It's 3 ... now.

10 Some ... are very big; for instance, Big Ben on the Houses of Parliament in the British capital.

11 12 o'clock in the day time is ... or ... .

12 Some clocks have three ... ; a short one and two long ones (one of them points to the ...).

#### **Ex.4 Answer the following questions according to the pattern.**

Pattern: The small hand is between twelve and one. The big hand is at three. What's the time? *If the small hand is between twelve and one and the big hand is at three it is a quarter past twelve.*

1 The small hand is between twelve and one. The big hand is at six. What's the time? 2 The small hand is between two and three. The big hand is at five. What's the time? 3 The small hand is between four and five. The big hand is at nine. What's the time? 4 The small hand is between nine and ten. The big hand is at six. What's the time? 5 The small hand is between eight and nine. The big hand is at eleven. What's the time? 6 The small hand is between eleven and twelve. The big hand is at nine. What's the time? 7 The small hand is between three and four. The big hand is at seven. What's the time? 8 The small hand is between four and five. The big hand is at ten. What's the time?

#### **Ex.5 Translate the phrases in brackets**

Kitty: It's getting late. Where is Mary? Doesn't she know we are waiting for her?

Ann: She does but (она никогда не приходит вовремя) and always finds a good excuse. Oh, (вот она), late as usual.

К: (Почему ты так поздно, Мэри)?

М: Am I? Have a look at my watch. (На моих четверть четвертого), I am (опоздала только на пять минут). (Так трудно всегда приходиться вовремя).

#### **Ex.6 Complete the open dialogue and reproduce it in pairs.**

Nick: Hello, Peter. What's the time by your watch?

Peter: ...

N: Is it as late as that? Oh, There's something wrong with my watch. It is only a quarter past one by mine.

P: ...

N: Of course, I do. I always wind it up before going to bed. I turn on the radio and set it by the time signal every evening.

P: I don't think your watch is going. Have a look.

N: ...

P: You must go to the watchmaker and have it cleaned and repaired.

N: ...

**Ex.7 Translate the following dialogues into English and act them out.**

1.

- Послушай, Фред, ты не мог бы мне сказать точное время?
- Без четверти пять, а что?
- Ну вот, снова я опаздываю. Мэри будет ждать меня возле Художественного музея. Мы хотим посетить там выставку японских кукол.
- Тогда поспеши. Насколько я помню, Художественный музей закрывается в 7 часов, а полтора часа мало, чтобы посмотреть все.

2.

- Китти, вставай. Уже 10 минут восьмого, ты опоздаешь на занятия.
- Мамочка, сегодня занятия начинаются не в 9.15 как обычно, а в 11.05. Я же тебе вчера говорила.
- Разве? А, да, помню. Извини, тогда я разбужу тебя без двадцати десять.

**Ex. 8 Insert preposition and post-verbal adverbs if necessary.**

1 He leaves his factory late ... the evening. 2 She must translate the text ... Saturday. 3 I always set my watch ... the radio-time signal. 4 What time is it ... your watch? 5 We must finish this work ... the end ... the month. 6 How many times a week do you wind ... your clock? 7 The train arrives ... noon. 8 You must hand ... your exercises ... time. 9 I think there is something wrong ... my watch. I must take it ... the watchmaker. 10 I'm fond ... "Carmen". – Well, you can hear it ... the radio ... a quarter ... an hour. 11 Classes begin ... nine o'clock and last ... four. 12 I don't know where she is ... the moment. 13 He is leaving for Moscow ... the tenth ...

December. 14 We work ... nine ... five ... week-days. 15 ... Saturday he usually goes to the country for the week-end. 16 She intends to return to Leningrad ... a fortnight. 17 Why are you late ... your classes today? 18 May I have this magazine ... an hour? 19 Tell the man to bring his report ... an hour. 20 Don't forget to open the window ... the break. 21 You may call on me ...any time you like. 22 It is ten ... nine ... my watch. 23 I'm going to work in our library ... three hours tomorrow. 24 My little nephew likes to watch all programmes ... television. I can't approve ... it. 25 I'm going to spend my winter vacation ... my aunt's family ... the village ... Sosnovo. It's ... the east ... Minsk, an hour's ride ... car. 26 I'm going to look ... these articles to find some interesting material for my paper. 27 I'm afraid I can't see you ... ... the airport today. You'll have to go there alone. 28 According ... our timetable we must have a lecture on the History ... Great Britain tomorrow. 29 Time is not the same all ... the world. ...Russia there is Moscow time and local time. All in all there are eleven time zones ... this country.

### *Pretext exercises*

**Ex.1 Read the title of the text and guess what the text may be about.**

**Ex.2 Guess the meaning of the following international words.**

Meridian, local time, Greenwich, standard time, common, variation, geographical, figures.

### **Ex. 3 Match Russian and English word-combinations**

to indicate time

to designate

a time-table

a TV announcer

to accept

mean time

to correspond with (to)

by consent

inconvenience

an hourly system

succession

диктор телевидения

неудобство

каждодневные события

обозначать время

расписание

принимать

почасовая система

последовательность

обозначать, называть

среднее время

с согласия

everyday occasions

ОТВЕЧАТЬ

**Ex. 4 Recollect the three forms of the verbs:** *to wear, to lose, to wind.*

**Ex. 5 Say what you know about time indications.**

**Ex. 6 Read the text to check if your answers were correct.**

## TEXT A TIME

Time is indicated in many ways. There are two twelve-hour periods in the day. These periods are designated as a.m. (Latin: ante meridiem, i.e. before midday (noon) and p.m. (post meridiem, i.e. after midday (noon).

However this way of designating is not used in time-tables especially in railway time-tables. The day there is considered as one period of twenty four hours.

Thus railway officials and travellers say: The train leaves at twenty ten. Radio and TV announcers also say: Our program begins at twenty ten. For informal, every day occasions, we say: Ten past eight, ten minutes past eight.

The time of the day is not the same at the same moment in different countries and places. Thus only those places that lie under the same meridian have 12 noon at the very same moment.

By common consent the meridian of Greenwich is accepted as the prime meridian: local mean time at Greenwich (G.M.T.) is the standard to which other mean times are usually referred. One degree of longitude corresponds with 4 minutes of time. Countries east of Greenwich keep their clocks in advance of G.M.T., countries to the west keep them slower. To avoid the inconvenience of local time variation, standard time has been adopted by most countries whereby clocks are adjusted to an hourly system of changes based on a geographical succession of the meridians, 15° - apart.

We can tell the time by means of watches and clocks. A watch is carried in the pocket or is worn on the wrist with a strap or ribbon. A clock is too big for the pocket and is placed on the table or is hung on the wall. The big clocks that stand on the floor are called grandfather clocks. The Kremlin tower clock with bell is called Chimes.

The dial of the clock is marked with figures to indicate the hours. The fingers or hands of the watch or clock point to these figures and so we can tell the time.

When the long hand is at twelve and the short is at three it is three o'clock, after five minutes it is five past three, then ten past three, a quarter past three, half past three, twenty to four, a quarter to four, ten to four, four o'clock.

If the watch goes too fast, we say it gains. If it goes too slowly we say it loses. If it is not wound up, it stops.

### *Exercises on the text*

**Ex. 1 Translate the following word combinations into Russian and make up sentences with them:**

To be designated as, to be considered as, to lie under the same meridian, the very same moment, to be referred to, to avoid the inconveniences, time variations, by means of, to go fast, to gain, to go slow, to lose, to wind up.

**Ex.2 Find answers to the following questions in the text:**

- 1 How are the 12 –hour periods designated?
- 2 Is this way of designating used in time-tables?
- 3 How do radio and TV announcers tell time?
- 4 Is the time of the day the same in different countries and places?
- 5 Which meridian is accepted as the prime one?
- 6 One degree of longitude corresponds to 10 minutes of time, doesn't it?
- 7 What was adopted to avoid the inconveniences of local time?
- 8 What's the difference between a watch and a clock?
- 9 What is called grandfather's clock?

**Ex.3 Say if the sentences are true or false.**

- 1 Time is indicated in three different ways.
- 2 We can tell time by watches and clocks.
- 3 Countries east to Greenwich keep clocks slower.
- 4 In Belarus we keep clocks in advance.
- 5 One degree of altitude corresponds with four minutes of time.
- 6 If the watch goes too fast we say it loses.

7 The dial of the clock can be marked with figures , dots and other marks.

8 A clock carried in the pocket is called a grandfather clock.

9 Chimes is the name of the Kremlin tower clock.

10 Greenwich meridian is called a zero one.

11 It was chosen as a prime meridian by a special law.

12 In different countries of the world time is different at the same moment.

**Ex.4 Recall some facts from the text a) you knew before; b) you have just learnt.**

**Ex. 5 Divide the text into logical parts, make up a plan. Retell the text according to it.**

### *Speech exercises*

**Ex. 1 Remember the proverbs:**

Time flies. – Время летит.

Time and tide wait for no man. – Время не ждет.

A stitch in time saves nine. – Минута час бережет.

Time works wonders. – Время творит чудеса.

Time cures all things. – Время – лучший лекарь.

Lost time is never found again. – Потерянного времени никогда не веротишь.

Never put off till tomorrow what you can do today. – Не откладывай на завтра то, что можно сделать сегодня.

An hour in the morning is worth two in the evening. – Утро вечера мудренее.

**Ex. 2 Make up stories to illustrate them.**

## Unit 2 My working day

### *Lexical exercises*

**Ex.1 Work in groups. Have conversations similar to the model, use the remarks below. Each time, add a reason for an explanation as in the example.**

A: I do a lot of reading.

B: Do you? So do I. – I read at least two books a week.

C: Oh, I don't – I never have enough time to read.

D: Neither do I - I find it very boring.

1 I am anxious to do well in all the subjects.

2 I like to relax being through with my homework.

3 I leave for the University well in advance not to be late for my classes.

4 I am not keen on cooking.

5 I didn't sleep very well last night.

6 I am not an early riser.

7 I spend all my free time at home.

8 I walk a lot.

9 I have to commute to town every day.

**Ex.2 Work in pairs. Think of the possible replies ending with myself for each of the given remarks. Follow the model:**

A: I am so lazy.

-Yes, I am rather lazy myself

B: - Mm, I am nor particularly active myself.

- Well, I don't work very hard myself.

1 My sister is a lazy bones.

2 There's such a mess in my room, I don't know what to start with.

3 My mum is a good cook.

4 When I hear the alarm-clock, I bury my head under the pillow.

5 I can't get used to waking up so early.

6 My sister never changes when she comes from school.

7 I hate when people talk shop when at a party.

**Ex.3 Read about Helen's day and insert the appropriate verb from the following list.**

*Brush, buy, catch, eat, fall asleep, find out, finish, get dressed, get home, get up, go to, go to bed, goes off, have breakfast, have dinner, have lunch, have a break, to have a shower, leave home, lie, listen to, phone, pop into, read, set, start work, turn off, wake up, watch TV, meet.*

I usually ... at 7.15 when my alarm clock ... . I ... it ...and then usually just ... in bed for another five or ten minutes before I ... and go to the bathroom ..., ... my teeth and then ... . I usually ... cornflakes, a soft-boiled egg, toast and coffee at about 7.50. While I ... I certainly ... the news on the radio. I ... at about 8 a.m. I always ... the newsagent's on my way to the station to ... a daily paper. I ... the 8.10 train to work and usually ... the newspaper in it. I ... at 9.00 and ...at 5.00. At 11 o'clock we ... for tea or coffee and I always ...at 12.30. I usually go with my friends to the cafeteria just round the corner. I ... from work at about 6 o'clock and ...at 7.00. Most evenings I spend at home and ... . Sometimes I ...my friends at the pub or ... the cinema. I always ... my mother to ... how everyone is. I usually ... at about 11.15 on weekdays and the last thing I do before I ... is to ... the alarm clock for the next day.

**Ex. 4 a) Look through the text and make up a list of expressions with *make* and *do*. Use the dictionary to translate the idiomatic expressions.**

The two verbs *make* and *do* are very commonly confused in English – in fact, people often make mistakes when using them.

Generally speaking, *make* is used for creative actions, and *do* is used for routine ones, but there is really no hard-and-fast rule. If you think this makes it difficult to make up your mind which verb to use, then you are absolutely right!

When you get up in the morning you should make your bed, and then you can make some tea or coffee for breakfast. If you want to make money, you must do a job. When you are at work, you should always do your best and make a success of everything. You should do the housework every day, and you should make time to teach yourself to cook so that you can make cakes and to sew so that you can make your own clothes. If you are a student, you must do all your homework if you want to make sure that you will do well when you do your examinations. If you want to visit the doc-

tor, it's a good idea to make an appointment first, especially if you have to make a long journey to get to his surgery. Of course, you must not make a lot of noise while you are waiting to see him, or you will not make a good impression on him.

Finally, you may ask why the English make a set of rules to help you know when to say make and when to say do.

**b) Make up your own sentences using your list of expressions.**

**Ex.5 Decide which of the endings on the right go with the beginning on the left.**

|             |  |
|-------------|--|
| Bill made   | Shirley laugh, Bill a favour, the washing up,  |
| Shirley did | his\her duty, a cake, a mistake, an arrangement,<br>the shopping, a comment, a decision, an exercise,<br>his\her housework, a good job badly, a good im-<br>pression, me an offer, a promise, a statement,<br>her\his best, very well, nothing at all. |

**Ex.6 Fill in the gap with the suitable forms of the phrasal verbs below.**

*do up (redecorate, we can also do up a shoelace or coat), do without (manage without), make up (invent a story), make for (go in the direction, head for), make up for (repay or compensate for), make out (see with difficulty), make off with (steal)*

- 1 This exercise is really difficult – I can't ... help.
- 2 Are you telling the truth or are you ... that story ...?
- 3 They've just finished ... their flat and it looks really nice now.
- 4 I can't quite ... if that's your brother or you in this photo.
- 5 As you've arrived late, you'll have to ... time you've lost.
- 6 We were ... the station when the thunderstorm broke.
- 7 A dog picked up my sandwich in the mouth and ... it.
- 8 He had to ... sugar in his coffee because he was on a diet.

## *Pretext exercises*

### **Ex. 1 Match each word in the left-hand column with the best meaning in the right-hand column.**

- |                      |  |
|----------------------|--|
| 1 to dress           | a to prevent from sleeping                       |
| 2 to listen to       | b to buy some things or food                     |
| 3 to cope with       | c to put on clothes                              |
| 4 to wake            | d to make clean with or in water or other liquid |
| 5 to cook            | e to be still and quiet                          |
| 6 to help            | f to do part of the work of another person       |
| 7 to wash            | g to manage successfully                         |
| 8 to rest            | h to prepare food by heating                     |
| 9 to do the shopping | I to try to hear.                                |

### **Ex. 2 Read the text and say if the following sentences are correct.**

- i. The author is not an early riser and he hates getting up early
- ii. He takes a shower in the morning.
- iii. The author follows the doctors' advice and has a substantial breakfast.
- iv. He lives in the centre of the city.
- v. The author does his best in all the subjects.

### **TEXT A MY WORKING DAY**

I want to describe to you my daily actions which I do more or less regularly. There is little variation in my life, all days except weekends look very much the same.

On weekdays the alarm clock wakes me up and my working day begins. I am not an early riser and I hate getting up early, but I got used to it. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. The bright sun and the singing of birds set me into a cheerful working mood. In winter I am not so quick to leave my bed, and I bury my head under the pillow pretending not to hear the alarm-clock. But all the same, it is time to get up and I start getting ready for my studies. I make my bed and go to the bathroom where I turn on the hot and cold taps, wash my hands and face with soap, clean (brush) my teeth with toothpaste. I take a shower either in the morning or in the evening. If I am not short of time I tidy up my room. I am through with it in ten minutes

As a rule, I have a quick light breakfast. Though the doctors say it must be the most substantial meal of the day, I have neither time nor inclination to cook it. So I just have a cup of coffee and some sandwiches. After breakfast I leave for the University. As I live in the suburbs every weekday I commute to the city. It takes me forty minutes to get to the University. But if the weather is nice I can't help walking a couple of bus stops. On my way I often meet my University-mates and we go on together talking shop.

Six or eight lessons (three or four periods) a day is our ordinary timetable. I seldom have lunch at the canteen because I usually have a packed one with me (an apple and a sandwich).

When I come home I change and have dinner which is nearly always ready just in time. Or I have a bite before my parents come home. I like having dinner together with them as this is the only time of the day when we are together at table and when we can talk and share our impressions.

Then it's time to have a rest before doing my home assignments. While resting, I listen to music or look through newspapers or magazines. It takes me about four hours to cope with my homework properly. So I normally don't have time for television or friends because I have to work hard as I am anxious to do well in all the subjects. I must admit, that University life doesn't seem very interesting to me. But people say "Much work and no play never makes people gay". Thus I leave my weekends for relaxation.

At 11 o'clock or even later I go to bed.

### *Exercises on the text*

#### **Ex 1 Interpret the following sentences using the words and word combinations so from the text.**

- 1 I am not an early bird.
- 2 In the morning I like to listen in.
- 3 Our usual timetable is six lessons a day.
- 4 It takes me three hours to do my homework.
- 5 All the days of the week look very much alike.
- 6 I sometimes take a shower two times a day.
- 7 I took off my school uniform and put on a dressing gown.
- 8 I never have any desire or time to cook.
- 9 I can't refuse a candy if I am offered one.
- 10 If you want to have a bite, take the lunch that my mother has packed for me.

## Ex. 2 Fill in the missing word or phrase.

*Ordinary time table, bury, commute, early-riser, cheerful working mood, packed lunch, listen to the radio, twice, can't help taking, be through with, alarm-clock, the same, relax, inclination, change, twice a day, variation, time.*

- 1 There was little ... in my life when I was at school, all days except weekends looked ... .
- 2 I am not ... but I had to ... .
- 3 I had neither ... nor ... to cook breakfast.
- 4 Six or seven lessons a day was our ... .
- 5 After supper I usually ... for some time.
- 6 As I live in the suburbs, every day I ... to work.
- 7 I begin my work at nine a.m. and I ... it at 5.30 p.m.
- 8 In the morning I ... my head under the pillow pretending not to hear ... .
- 9 Singing of birds puts me into a ....
- 10 I must ..., that it is my Granny who prepares a ... for me.

## Ex. 3 Fill in prepositions if necessary:

1 When people say "They are talking ... shop" they mean "They are discussing their professional topics". 2 Rubbing oneself ... a towel is a kind ... massage . 3 I am always short ... time in the morning as I can't get used ... getting up in time. 4 Can't we stay at home ... such a horrible day instead of going out? 5 Actually I have very little time ... television as I can hardly cope ... my home assignments. 6 It takes me half ... an hour to get ... the University so I have to leave ... it ... a quarter past seven. 7 There is little variation ... my life . 8 I heard the bell ring and jumped ... ... bed to open the door. 9 Are you pressed ... time.

## *Speech exercises*

### Ex.1 Enlarge on the following sentences:

- 1 Usually in the morning I am not so quick to leave my bed.
- 2 But all the same, it's time to get up.
- 3 It doesn't take me long to have breakfast.
- 4 I live a long way ( not far) from the University.
- 5 Our break for lunch is not long enough.
- 6 I come home round about 3 p.m.

7 Evening is the only time of the day to talk to my parents and to see and go out with my friends.

**Ex. 2 Work in pairs. Divide the text into two parts, ask 5-6 general questions on it. Tick a positive answer for yourself and your partner. See the model.**

| yourself                             |   | your partner |
|--------------------------------------|---|--------------|
| Do you get up at 7 o'clock?          | + | -            |
| -----I-----                          |   |              |
| Have you ever been late for classes? | - | +            |
| -----I-----                          |   |              |

Compare your working days. Begin your sentences with one of the phrases:

Neither my friend nor I ...  
Both my friend and I ...  
Either of us ...

**Ex 3 Describe your working day using as many expressions as possible from the previous exercises.**

### Unit 3 A life in the day of ...

#### *Pretext exercises*

**Ex.1 Look at the main title. What information do you expect from the article?**

**Ex.2 Read the text and answer the questions.**

- 1 Does Debra work or study?
- 2 Is she an early riser?
- 3 Do her parents approve of her dating with a boy friend?
- 4 What career is she dreaming of?

## TEXT A A LIFE IN THE DAY OF DEBRA

Debra Mc Arthur, fifteen, lives in Wallsend on Tyneside where she is in form 5 at Burnside High School. Debra hopes to take three "A" levels before going on to university.

At roughly 7.30 a.m. my radio alarm buzzes. As it is actually on my bed it literally blasts me into awareness of the morning. This is due to the loudness I need to wake me. I lie for a while deciding whether to pretend to be fatally ill. This trick usually doesn't work, but I try anyway. My mother never believes me.

So I finally crawl out of bed. By this time it is 8 a.m. – the time I used to leave the house for school I convinced my father that it would benefit my health and welfare to receive another hour in bed and be taken to school at 8.40 a.m. by car. He agreed.

As I work in a shop which sells jeans on a Saturday, I only have a lie-in on Sundays – and what a lie-in. I have my Sunday breakfast at about 3 p.m., followed by lunch at 5.30 p.m. My mother doesn't approve, and my father thinks it is a big joke I think it is neither disastrous nor funny – it's crucial.

I usually enjoy school if I'm up-to-date with my schoolwork. I hate the feeling of being left behind with anything. I enjoy school mainly because of the number of friends I have there. I also hate being alone. Another good reason for coming to school is to see my boy-friend, Craig, who I meet every lunchtime. However, I don't let this interfere with my schoolwork. I believe that if I centre my full attention on either one or the other I will lose out somewhere.

At lunchtime I either go on a binge or I starve myself. I usually starve for two reasons: either to make up for the binge which took place the previous day or to save money.

After school I either have basketball practice for the school team, or I go home to get myself ready to go out with Craig. I see Craig almost every evening. He says he doesn't mind what I look like but I like to feel as though I've made an effort. I either do my homework before I see him, during the time I see him, or when he leaves for the bus at 11 p.m. – which would explain why I get up so late. Either way my homework gets done.

When I go to bed I often think about possible careers and dream of becoming rich and famous due to an outstanding talent that no one has discovered yet (just like they do in the movies). Then I allow myself to worry about anything and everything. I worry about school, money, my future, the next day, what I look like, what people think about me and what I

could do to change the way people think about me. I usually fall asleep at about 1 a.m. when I've worried myself silly.

I really enjoy looking after young children. They are so interesting. It was my ambition to be a nanny or nursery nurse, but efforts to make me change my mind eventually succeeded. "You're too bright". "There's no money in it". "You'd get bored". "You'd be able to get a far better job." I suppose I could baby-sit until I have children of my own. I'm looking forward very much to having children, but I'm not keen on the idea of being a stereotypical mother/housewife. I also want a career, and a good one, but doing what? I wish I knew! My father continuously asks whether I've made up my mind yet. Now I'm concentrating on getting good exam results so that I'll have a solid base to move in any direction – preferably upwards.

### *Exercises on the text*

#### **Ex. 1 Find English equivalents in the text.**

выползть из кровати, успевать в школе, чувство отставания, мешать работе в школе, сконцентрировать внимание, делать попытки, вероятные в будущем должности, принять (изменить) решение, двигаться в любом направлении, присматривать за детьми, засыпать, изводить себя, получить намного лучшую работу.

#### **Ex.2 Explain the meaning of the following words and word-combinations:**

|                          |                             |
|--------------------------|-----------------------------|
| High school              | to go on a binge            |
| "A" levels               | to starve oneself           |
| awareness of the morning | to centre one's attention   |
| to be fatally ill        | to have basketball practice |
| a trick                  | either way                  |
| to benefit one's health  | to worry somebody silly     |
| a lie-in                 | ambition.                   |
| to be left behind        |                             |

#### **Ex.3 Form derivatives from the given words and translate them into Russian**

- nouns: aware, loud
- adjectives: disaster, stereotype

- adverbs: literal, actual, main, eventual, rough, continuous, preferable
- verbs: success, benefit, conviction, centre, a baby sitter.

**Ex.4 a) Find in the text sentences with the words that mean the following:**

to make a very loud noise;  
 very important, decisive;  
 to prevent from being done properly;  
 to eat a lot in a short time.

**Read and translate them.**

**b) Pay attention to the prepositional phrases from the text, read sentences with them.**

To crawl out of bed, to benefit one's health, to be up to date with, to be left behind with, to interfere with, to centre one's attention on, to lose something out, to go on a binge, to make up for the binge, to look after, to make (change) up one's mind, to dream of becoming rich, to look forward to, to concentrate on something, to move in any direction.

**Ex. 5 Use the text to translate the sentences into English**

Звонит будильник. Я притворяюсь смертельно больной, но трюк не срабатывает.

Я хочу поспать еще часок, но приходится выползть из кровати, чтобы не опоздать в школу.

Я убеждаю папу, что это принесет пользу моему здоровью.

Над моей привычкой поваляться в постели подшучивают (to be teased at something), но для меня это очень важно.

Мой парень – это еще одна причина ходить в школу. Но я не позволяю нашим отношениям мешать занятиям.

Если сконцентрировать свое внимание на чем-то одном, можно упустить много интересного.

Я мечтаю стать богатой и известной, благодаря таланту, который еще никому не известен.

Я беспокоюсь о том, что люди думают обо мне и как бы я могла изменить их мнение.

Я люблю присматривать за детьми, и моя мечта - стать няней в детском саду.

**Ex. 6 Make up sentences of your own using the word combinations from the text synonymous to those given below":**

due to, to contribute to one's health, not to eat anything for a long time, to lie in bed till late in the morning, to be deadly ill, to concentrate one's attention, joyful, to make somebody do what you want, to save money for something, to play basketball regularly, a film, to be anxious about something, to be fond of the idea, a possible successful job, an ordinary housewife.

### *Speech exercises*

**Ex. 1 Note any similarities between Debra's life and yours.**

**List five ways in which her life is quite different from yours.**

**Ex. 2 Work in groups and discuss these questions.**

- 1 Do you think Debra should have a steady boy-friend? Why/Why not?
  - 2 Do you think she gets on with her parents? Why/Why not?
  - 3 Do you think her family should have stopped her wanting to become a nanny?
  - 4 How does Debra's life compare with yours? Do you think it is easier or more difficult? Why? Would you like to be her?
- Support your answers by referring to the article.

## **Unit 4 Morning rush**

### *Pretext exercises*

**Ex.1 Speak about the way you start the day. Who wakes you up?**

**Ex.2 Read the extract. Do you find it funny? Why? Do such things happen to you?**

Charlie, my dog, likes to get up early, and he likes me to get up early too. And why shouldn't he? Right after his breakfast he goes back to sleep.

Over the years he has developed a number of apparently innocent (невинных на вид) ways of getting me up. He can shake himself and his collar loud enough to wake the dead. If it doesn't work he gets a sneezing fit (нападает чих). But perhaps his most irritating method is to sit quietly beside the bed and stare into my face; I come out of deep sleep with the feeling of being looked at. But I have learnt to keep my eyes tight. If I even blink he sneezes and stretches, and that night's sleep is over for me. Often the war of wills goes on for quite a time, but he nearly always wins. (After J.Steinbeck)

**Ex. 3 Read the text *EARLY MORNING RUSH* and say if Tim is a well-organized person.**

Never in his life had Tim got dressed so fast. He snatched at clothes, jerked open drawers, flung things out of the way. He didn't pick and choose. He went through his clothes like a combine harvester going through corn. And when he'd gone through them he came out fully dressed. In one minute flat.

Mind you, there were one or two mistakes. He'd got a red sock on his right foot and a blue one on his left. He'd put his pants on back to front and nearly tore them trying to find the zip. He'd put his pullover on before his shirt. He'd put his best shoes on instead of his pumps. And the only mistake he bothered to correct was putting his pants on the right way round.

Then he went into the bathroom and had his wash. This is how he had it:

He set the cold tap running full blast.

He passed his right hand through it twice – once for the palm, once for the back.

Then he passed his left hand through it twice – once for the palm, once for the back.

While he was passing his left hand through it, his right hand had got hold of the toothpaste. He screwed the cap off, one handed.

By this time his left hand had been washed. He squeezed some toothpaste on to the first finger of his left hand.

Then he put this finger into his mouth and ran it round his teeth. While he did this he wiped his right hand dry on his hair.

He wiped his left hand dry on his hair as he went downstairs. This left his hair a bit damp. But it was all the easier to brush flat while he dug a handful of biscuits out of the tin. The brush he used was the first one he saw. A shoe brush. It was all right though. The brown one.

The biscuits were his breakfast. He stuffed them in his pants pocket. He'd decided to have them later, on the milk round. The main thing just now was to get on the milk round. The main thing was to get down to the High Street for half-past six. Sharp.

It was exactly twenty-five past when he left the house.

### *Exercises on the texts*

**Ex. 1 Choose the correct explanation of the word combinations below and paraphrase the sentences from the text using them.**

he snatched at clothes

- a) he put on his clothes
- b) he touched his clothes
- c) he grabbed (at) his clothes

he jerked open drawers

- a) pushed abruptly
- b) pulled abruptly
- c) opened carefully

he flung things out of the way

- a) threw violently
- b) put casually
- c) threw casually

on the milk round

- a) while having milk
- b) while delivering milk
- c) while gathering milk

he squeezed some toothpaste

- a) extracted using pressure
- b) hugged the toothpaste
- c) compressed it

**Ex. 2 Find in the text and read words denoting**

- a) garments and their elements
- b) parts of a human body.

**Ex.3 Recollect the infinitives of the verbs from the text and write down their three forms.**

Flung, choose, tore, find, put, went, set, ran, left.

**Ex.4 Find in the text English equivalents of the word combinations from the text:** Открывать кран на полную мощность, вышел полностью

одетым, побеспокоился исправить только одну ошибку, он не выбирал, запихал в карман.

**Ex.5 Translate into Russian the expressions and make up sentences with them.**

Upside down, inside out, back to front, the right way round, the other way round.

**Ex.6 Choose the word combinations which contain post-verbal predicates. Translate them into Russian.**

He came out fully dressed  
put his pants on the right way round  
flung things out of the way  
passed his hands through water  
got on the milk round  
screwed off the cap  
got hold of the tooth paste  
ran round his teeth with a finger.  
wiped his hand dry  
brushed his hair flat  
left his hair damp

**Ex. 7 Find and read sentences which produce a humorous effect of the text. What makes them sound funny?**

a) the situation itself, b) the use of improper words, c) exaggeration, d) comparisons.

**Ex. 8 Insert prepositions if necessary:**

- 1 He snatched ... his pants and put them on back ... front.
- 2 He came... fully dressed ... one minute flat.
- 3 He put ... his pullover ... his shirt.
- 4 He passed his hand ... water twice: once ... the palm and once ... the back.
- 5 He screwed the cap ... the toothpaste ... one-handed.
- 6 He squeezed some toothpaste ... the first finger and ran it ... his teeth.

7 He wiped his hands ... his hair.

8 He dug a handful ... biscuits ... the tin, stuffed them ... his pocket and decided to have them ... the milk run.

9 He was ... time ... the milk run.

10 He went ... his garments like a combine harvester ... corn.

11 He bothered to correct just one mistake: he put ... his trousers ... the right way round.

### *Speech exercises*

**Ex. 1 Correct the sentences if it is necessary using conversational formulae:**

1 Tim overslept and was late for the milk round.

2 He grabbed at his clothes, jerked open the drawers to find the trousers he was intended to put on.

3 In some minutes he was fully dressed but he had done one mistake: he put his pants back to front and tore them trying to find the zip.

4 In the bathroom he set the cold tap running full blast and washed properly as he couldn't fail to do it.

5 He didn't manage to screw the cap off the toothpaste one-handed.

6 He put some toothpaste on the toothbrush and ran it round his teeth.

7 He wiped his hands dry on his hair and rushed downstairs.

8 He used his shoe brush instead of his hair brush.

9 In the kitchen he had neither time nor desire to cook and dug a handful of biscuits out of the tin.

10 The biscuits were stuffed into the pocket of the shirt to be eaten on the milk round.

11 The main thing for him was to get down to the High Street for half past seven sharp not to be late to work.

12 He was just in time.

**Ex.2 Answer the questions.**

1 Why was Tim in such a rush?

2 "He went through his clothes like a combine harvester going through corn". What did he do to his clothes?

3 Why did he bother to correct just one mistake?

4 Why did he choose to waste time on the mistake?

4 What kind of wash did he have?

5 Tim was in a "rush". Might you choose another word instead of "rush"?

**Ex. 3 Describe how Tim looked as he left the house.**

**Ex. 4 Many of Tim's actions saved time. Make a list of other things he did that may have wasted time.**

**Ex. 5 Could you suggest other ways of saving time that Tim didn't think of?**

**Ex. 6 Make a list of everything Tim did. Break your list into four parts –**

- |              |             |
|--------------|-------------|
| a) bedroom;  | c) stairs;  |
| b) bathroom; | d) kitchen. |

**Ex. 7 Make up a plan for doing all of these things in the least possible time and without mistakes. Plan so that you organize things before going to bed at night in case you are late in the morning.**

## **Unit 5 Interviewing people**

### *Speech exercises*

The dialogues below will give you some ideas about people's working day.

#### **DIALOGUE A A MONDAY MORNING**

David: What's the matter, honey?

Sue: Oh, I don't know.

David: Come on, something's the matter. What is it?

Sue: It's just life. It's too boring!

David: It's not that bad. You have the children.

Sue: But Kim will be at school and John's only a baby! You'll leave in five minutes, but I'll be here all day. You won't be home till seven!

David: One of us has to work, honey.

Sue: Yes, dear, but your day will be interesting. My day will be the same as every other day.

David: My work isn't always interesting.

Sue: I know, but you travel around, you meet different people, and you do different things. Who will I meet today? What will I do? Huh? Oh, I'll do the dishes, feed the baby, wash the clothes, clean the house, give the baby a bath, walk the dog...

David: But... but... honey...

Sue: Then I'll feed the baby again and put the kids to bed. What a life? Today. tomorrow, this week, next week, this month, next month, next year – forever!

David: It's just Monday morning, honey. You'll feel O.K. tomorrow.

Sue: Will I?

## **DIALOGUE B     AN INTERVIEW**

Arnold Rivera, the TV news reporter, is interviewing Mrs. Cornelia Vandergrift for the programme Real People.

Arnold: Well, Mrs. Vandergrift, please tell our viewers about an ordinary day in your life.

Cornelia: Well, I wake up at eight o'clock.

Arnold: Really? Do you get up then?

Cornelia: No, of course I don't get up at that time. I have breakfast in bed, and I read the "New York Times".

Arnold: What time do you get up?

Cornelia: I get up at ten.

Arnold: What do you do then?

Cornelia: I read my letters and dictate the answers to my secretary.

Arnold: And then?

Cornelia: At eleven I take a walk with Jimmy.

Arnold: Jimmy? Who's Jimmy?

Cornelia: Jimmy's my dog.

Arnold: Oh, what time do you have lunch?

Cornelia: I have lunch at twelve thirty. I eat alone.

Arnold: Oh, I see. Well, what do you do after lunch?

Cornelia: Oh, I rest until six o'clock.

Arnold: And at six? What do you do at six?

Cornelia: I get dressed for dinner. I have dinner at seven o'clock.

Arnold: Yes, well, what do you do after dinner?

Cornelia: I read or watch TV. I take a bath at nine-thirty, and go to bed at ten.

Arnold: Thank you, Mrs. Vandergrift. You certainly have a busy and interesting life.

Cornelia: You're welcome.

(from "American Streamline")

by Bernard Hartley and Peter Viney,  
Oxford American English)

**Ex.1 Compare David's Monday and Sue's Monday and say whose day is**

- b) more interesting,**
  - c) more meaningful,**
  - d) busier.**
- Why?**

*David Shaw, television news reporter.*

*Sue Shaw, housewife.*

8.30 – catch the train.

9.00 – arrive at MBS studio.

9.30 – take an interview with

Miss. Universe.

11.00 – have lunch with movie producer.

3.00 – interview Paul McCartney at Kennedy Airport.

5.30 – meet Walter for drinks.

6.00 – catch the train.

7.30 – have dinner.

8.30 – watch TV.

9.30 – walk the dog.

11.00 – go to bed.

8.15 – drive David to the station

8.45 – wash the dishes.

10.00 – feed the baby.

10.30 – do the wash.

12.00 – clean the house.

2.30 – go to the market.

3.00 – pick Kim up at

4.00 – make dinner.

6.45 – meet David at the station

7.30 – have dinner.

8.30 – wash the dishes.

9.00 – feed the baby.

10.15 – go to bed.

**Ex. 2 Answer the questions to the dialogues:**

1 When does Mr. David (Mrs. Sue, Mrs. Cornelia) get up?

- 2 When does Mr. David (Mrs. Sue, Mrs. Cornelia) usually have breakfast (lunch, dinner)?
- 3 When does Mr. David (Mrs. Sue, Mrs. Cornelia) walk the dog?
- 4 Which of them goes to bed at eleven o'clock?
- 5 Whose life is the most sensible (enjoyable, attractive)?

**Ex. 3 Compare David's and Sue's lives with Mrs. Cornelia's life.**

**Ex. 4 Project work. Interview different people on the way they spend their working day and present the result of your research to the class.**

## **Unit 6 A mere man's monologue**

### *Pre-listening exercises*

**Ex. 1 Guess the meaning of the underlined words from the sentences below:**

- 1 It's high time **to have a snack**.
- 2 **What do you say to** a cup of tea and a sandwich?
- 3 Don't wait for me, go **straight away**.
- 4 Where is the **iodine and bandage**? I've cut my finger.
- 5 Children are afraid to apply iodine as the wound **stings**.
- 6 Be careful, don't **spill** the milk on the carpet.
- 7 A rusk is a slice of bread rebaked as light biscuit. Children are especially fond of **vanilla rusk**.

**Ex. 2 Before listening to the audio-text answer the questions**

- 1 Are men as busy as women doing housework?
- 2 Is there a special day when women are replaced by men in the kitchen?

## *Listening comprehension*

**Ex.1 Listen to the story "A Mere Man's Monologue" and answer the questions.**

- 1 Whose monologue is it?
- 2 What holiday was it?
- 3 Did the husband cook his wife a good dinner?

**Ex. 2 Choose the right alternative.**

- 1 You don't know how (clever, obedient, talented) your husband is.
- 2 Please, don't get up. You can (sleep a little longer, read a little, knit a while).
- 3 Don't be frightened. (A jar of jam, a bottle of milk) just fell down.
- 4 It's nothing much, I've (cut my toe, cut my finger, bruised my arm).
- 5 I've just spilled some (water, coffee, iodine) on my shirt.
- 6 It's amazing how (early, soon, late) it gets dark in March.

**Ex. 3 Answer the questions on the text.**

- 1 Why did the husband decide to do everything himself on that day?
- 2 What did he offer his wife for breakfast?
- 3 Did he know where the butter and salt were?
- 4 What fell down?
- 5 What happened when the husband began to pick up pieces?
- 6 Why did he need the washing powder?
- 7 Was it getting late?
- 8 What did he offer his wife to do while he was busy in the kitchen?
- 9 Did he offer his wife a vanilla rusk instead of breakfast, dinner and supper?
- 10 Had he done anything before five past twelve of March?
- 11 Why was he so happy that it was already the 9<sup>th</sup> of March?

**Ex. 4 Make up sentences following the model and the cue-words.**

Model: *get the kettle on*

*There, you see, scarcely a minute's gone and I've already got the kettle on.*

Get an omelette ready, tidy up the room, wash the dishes, make coffee, lay the table, finish my work.

**Ex. 5 In 200 words give a written appreciation of the story.**

## Part II House and flat

### Unit 1 Rooms and furniture

#### *Vocabulary exercises*

**Ex.1** What are the rooms and places in the left column for? Match them with the words from the right column.

|                  |   |
|------------------|---|
| The kitchen      | a place to keep your car.   |
| The hall         | a room for sleeping in  |
| The bathroom     | a room used for reading, writing etc.   |
| The study        | a place for children to live  |
| The bedroom      | a place to have meals.  |
| The dining room  | a part of a building with glass walls and roof in which plants are protected from cold. |
| The sitting-room | a room in which food is kept.   |
| The nursery      | a small room for storing things.  |
| The garage       | a passage space into which the main entrance or front door of a building opens.         |
| The patio        | a place where upper clothes are left.   |
| The cloakroom    | a paved area near a house used for eating outside etc.                                  |
| The closet       | place to relax, watch TV and talk.  |
| The conservatory | a place to wash yourself.   |
| The pantry       | a room in which meals are cooked.   |

**Ex. 2** You are going to furnish your new flat. Choose the pieces of furniture for:

- a dining room;
- a sitting-room;
- a bedroom.

suite of furniture/ 3 suite piece set

two/three seater sofa

sofa bed

chest of drawers (3 drawer cabinet/ 2+5 drawer chest)

tall boy

divan-bed

wardrobe

light fitting

|                                   |                             |
|-----------------------------------|-----------------------------|
| dressing table                    | wall light                  |
| bedside cabinet                   | duvet                       |
| drop leaf table                   | chandelier                  |
| (oval) butterfly table            | desk lamp                   |
| dining suite (a table + 4 chairs) | table lamp                  |
| dresser                           | standard lamp               |
| display cabinet                   | floor standing uplighter    |
| lounge unit                       | decorative ceiling fan with |
| sideboard                         | triple lights               |
| Hi-Fi / entertainment unit        | shoe storage cabinet        |

**Ex.3. Guess the word according to the description. The prompt is in the right column.**

- |  |                  |
|--|------------------|
| 1. an object operated by an electric motor for making a current of air to cool a room.                       | sofa bed         |
| 2. a piece of kitchen furniture with shelves for dishes and cupboards, below often with drawers for cutlery. | cabinet          |
| 3. a bed quilt (filled with feathers or an artificial substitute) used in place of blankets.                 | duvet            |
| 4. a cupboard or a case for storing or displaying things.  | dresser          |
| 5. branched hanging support for lights.  | fan              |
| 6. sofa that can be converted into bed.  | chandelier       |
| 7. long upholstered seat with raised back and ends.  | sofa             |
| 8. a set of furniture  | suite            |
| 9. a cabinet of shelves for books.   | shelf bookcase   |
| 10. a small table for use as required  | occasional table |

**Ex.4 Think of the possible word-combinations with the following words:**

sofa, cabinet, table, suite, unit, lamp, room.

**Ex. 5 Explain the difference between:**

two seater sofa – three seater sofa;

3 drawer cabinet – 2+5 drawer cabinet;  
dressing table – occasional table;  
coffee table – butterfly table;  
chandelier – light fitting;  
wall light – floor standing uplighter.

**Ex. 6 Fill in letters and you'll get words denoting pieces of furniture**

- |                 |                     |
|-----------------|---------------------|
| 1) d_____r;     | 6) s_____d – l__p;  |
| 2) c___d_____r; | 7) e_____t u__t;    |
| 3) w___r__e;    | 8) b_____e c_____t; |
| 4) t__l__y;     | 9) b_____y t___e;   |
| 5) s__a;        | 10) o_____l t___e.  |

**Ex. 7 Give English equivalent to:**

Мебельный гарнитур; диван-кровать; туалетный столик; стол-книга; журнальный столик; кухонный буфет; музыкальный центр; книжный шкаф; торшер с освещением, направленным вверх; тумба для обуви; настольная лампа; пуховое одеяло; комод; набор мебели для гостиной; люстра (канделябр).

**Ex. 8 Nick is very fussy about his things – he likes everything to be in the right place. In picture A (see p.8, in the album "Home") everything is where it should be, in picture B (p.9) some things have been moved. Say where they should be?**

For example: In picture B ... The towel should be behind the door.

There are eight more objects not in the right place. Try to find them.

Use these prepositions: behind, in front of, under, in, between, next to, on, on top of.

**Ex. 9 Give the opposite of:**

in the left-hand corner, on the right, to the left of, behind, above.

**Ex. 10 Insert words given below and you'll get the description of a living-room.**

Our living-room is the largest and most comfortable room in the flat. In the middle of the room we have ... . To the right of it there is ... . At the opposite wall there is/are ... . Between the two large windows there is ... . ... is in the left-hand corner. We have... on the walls. There is a beautiful ... on the ceiling. On the windows there are ... of pink colour. We have ... of the latest model in the right-hand corner. There are two comfortable ... in front of it. Nothing is more pleasant in rainy weather than to sit in a comfortable armchair and watch TV.

a lounge unit, an entertainment unit, a corner cabinet, an occasional table, a floor standing uplighter, a shelf bookcase, water colours, a three seater sofa, chandelier, venetian blinds, a TV-set, an armchair.

**Ex.11 Study the pictures of electric appliances (See the album)**

**Ex 12 Form nouns from the given verbs:**

blend, mix, make, toast, steam, process, slice, light, open, cook, extract, drain, wash, clean, freeze, refrigerate, chop, sharpen.

**Ex 13 Combine the words in order to compose the names of electric appliances.**

|                               |                         |
|-------------------------------|-------------------------|
| tea, coffee, espresso,        | cleaner, washer, maker  |
| cappuccino, cordless, corded, | kettle, lighter, slicer |
| food, mini, gas, can, knife   | chopper, opener, oven   |
| microwave, pressure, juice    | sharpener, cooker,      |
| dish, vacuum                  | processor, extractor    |

**Ex 14 What is the difference in the usage of the following appliances.**

- a freezer – a fridge;
- a slicer – a chopper;
- a blender – a mixer;
- a cooker – an oven;
- a pedal bin – a swing bin;

- a corded kettle – a cordless kettle – a whistling kettle;
- a coffee maker - a cappuccino coffee maker;
- a pressure cooker – a casserole

**Ex 15 Look at the pictures in the album and say if you have the same articles in your bathroom.**

**Ex. 16 Think of the word- combinations with the following words.**

An organizer, a bin, a seat, a set, a curtain, a unit, a basket, a scale, a ring, a rail, a holder.

**Ex. 17 Explain the meaning of the words according to the pattern.**

Model: A shoe storage bin is a piece of furniture to keep shoes in.

A bathroom cabinet, a linen storage bin, a waste bin, a kitchen cabinet, a biscuit barrel, a draw spice chest, a laundry basket, a soap dish holder.

### *Speech exercises*

**Ex.1 Make a written description of a room in not more than 200 words.**

- a) a dining room;
- b) a sitting-room;
- c) a bedroom.

**Ex. 2 Work in pairs. One of you will read the text, the other will pick out the mistakes (p.7 in the album) which should be noted during the reading. Compose an accurate description of the picture.**

### **TEXT A MY STUDY**

This is a picture of my study. As you can see, it is a charming, tidy place, with everything neatly in order. On the bookshelf there are all the books I need, together with a small statue of Tutankhamun. Beside the typewriter you will see my cassette recorder which I use for preparing lessons.

What is that in the out-tray? Letters ready for posting. I should not have left the sandwiches on the chair, I might sit on them! The desk drawer is open, showing where I keep my pens and pencils. Beside the desk hangs the cat's collar; I must have a cat because of the mice! You will see that I am very keen on growing plants, and how successful I am at it. I am also a non-smoker, I can't bear the smell of cigarettes and pollution is a major problem for me.

You can tell I am very house-proud, the room is so clean and charming. Although I am fond of driving, I never have time for hobbies; in fact I disapprove of wasting time in that way.

Sometimes I work very late and get rather cold as there is no means of heating the room and I have no means of boiling water for tea or coffee. But, apart from that, I am lucky that the place is in such good repair.

**Ex.3 Describe the way dining rooms are usually furnished.**

**Ex 4 Say which electric appliances you have in your kitchen and which ones you would like to buy. Why?**

**Ex 5 What would you use the following appliances for if you had them. Use the construction: if I had ... I would ... with it.**

A steamer, electric kitchen scales, a knife sharpener, a fryer, a toaster, a gas lighter, a can opener, a microwave oven, dish washer, a (vacuum) cleaner.

**Ex 6 Read text B and discuss with your group mates**

- a) what is typical about the kitchen;
- b) if you have the same things in your kitchen. What are they?
- c) In what way your kitchen is different from this one?
- d) What would you like to have what is mentioned here.

### **TEXT B**

My kitchen is of medium size but the space is being used very efficiently. All pieces of furniture are arranged in a most convenient way. There is a gas-cooker and a sink-unit with a draining board and some cupboards. In the cupboards which form the lower part of the sink unit buckets, scrubbing brushes, floor cloths, soda powder and other things are kept.

On the left hand side cupboards stretch the whole length of the wall. They contain saucepans, frying pans, jugs, mixing bowls, tea-pots, labour-saving devices of various kinds and food. Fixed to the wall above these cupboards there is another one, containing food and crockery. On the opposite wall there is a washing machine, a fridge and a small chest of drawers in which cutlery, table-cloths, towels and the like are kept. A built-in cupboard contains an electric iron, an ironing board, a vacuum cleaner or a Hoover, brooms, aprons, overalls, dusters, tins of furniture polish and other odds and ends.

**Ex. 7 You've bought a house, but your spacious bathroom is still empty. What would you like to buy to make it comfortable and attractive.**

**Ex. 8 Write an essay a) " The Kitchen Every Woman dreams of."  
b)"The Room I Like Best in Our Flat".**

## **Unit 2      English dwellings**

### *Topical vocabulary*

wall  
balcony  
banisters  
pergola  
fence  
tile n/v  
gate  
garage  
lawn  
flowerbed  
chimney  
window-sill  
patio  
spy hole / peephole

dwelling  
flat / apartment  
block of flats  
terraced house  
semi-detached house  
cottage  
detached house  
bungalow  
roof  
storey  
floor  
ceiling  
basement  
stairs

## *Lexical exercises*

### **Ex. 1 Read the text and answer the question:**

What types of dwellings exist in Britain?

No visitor to Britain can help being struck by the many building sites and the relatively large number of new houses and flats that he sees in the suburbs of towns and cities all over the country. The overwhelming majority of these dwellings are two-story houses built either in rows (terraced houses), in pairs (semi-detached houses), or singly (detached houses), with a small enclosed garden at the front and the back. In recent years a considerably higher proportion of new housing has been in the forms of flats, and blocks of flats have not become a common feature of the urban scene. Nevertheless, the traditional British prejudice in favour of house has only been modified, not fundamentally changed. An increasing number of people chiefly elderly persons and childless, prefer to live in bungalows.

### **Ex. 2 Give the names to the accommodations described here:**

1. A house where all the rooms are on the ground floor, there are no stairs.
2. These houses are attached to each other in a long row. They are usually found in towns and cities and were earlier called townhouses.
3. It is a large building divided into separate parts (especially flats and offices).
4. These houses share a central wall, they are usually built in pairs. A house has a small garden in front and a fence divides a larger garden at the back.
5. This house has land all around it.
6. It is a house situated in the countryside. Lots of people prefer to live in such houses and work in towns.

**Ex. 3 Find the appropriate words to the enumerated parts of the houses in the picture.**

**Ex. 4 Write down as many words connected with the exterior side of a house as possible, the books are shut.**

**Ex. 5 Choose the best alternative to fill the gaps in these sentences.**

1. Some buildings have a basement room where things are stored called a ...

attic cave cellar grave loft

2. Some rooms don't have curtains at the windows, they have ... instead.

blinds carpets glass stores wallpaper

3. We haven't got a garage, so we leave our car outside the flat in the ....

drive garden parking patio pavement

4. He keeps all his tools and do-it-yourself equipment in a .... In the back garden.

barn bungalow hut shack shed stable

5. In your own garden, you can sunbathe on the ... in the summer.

field flowerbed lawn meadow pasture

**Ex. 6 Talk about the house you'd like to have in future.**

Use the given words:

A cottage, a flat, a terraced house, bungalow, a storey, a balcony, stairs, a banisters, a pergola, a fence, a garage, a lawn, a flower bed, a patio.

**Ex. 7 Read the words and answer the questions:**

Conveniences: electricity, gas, (central) heating, hot and cold running water, a chute, a telephone, a lift, a security system, a video entry phone.

Which modern conveniences have you got in your house (flat)?

Which ones would you like to have?

**Ex.8 Fill in these sentences with a suitable word. There may be several possibilities.**

The Clarks live in a tiny *apartment* on the top f... of a b... of flats in the city centre. It has c... h... so it is very warm in the winter. It does not have a... c... because the summers are never very hot. They were lucky to find it because a... is very scarce in the city and it's easier to find a flat in a new estate on the o... of the city or in the s... .

Their dream is to m... to the country and live in an old c... in a little v... . Where they live now, their n...-d... n... are always c... about the noise when Jane plays her trumpet, and they haven't got r... for their things: there aren't enough s... in the l... for all the children's books and the ... in the bedroom aren't big enough for all Tom's clothes.

But if they didn't find a place in the country, they'd have to buy it and pay the m... every month – more than the r... they pay to their l... at the moment. Still they wouldn't mind this if they could live somewhere that was more s...

### *Speech exercises*

#### **Ex. 1 Read the following dialogues and act them out.**

- I hear you are moving into a new flat, aren't you?
- Why, surely. We've got a new four-room flat not far from the railway station.
- Is there any district in that area?
- Yes, come and see how we've settled. Will you?
- Certainly, I will, with pleasure.
  
- Do you like this sofa, Kate?
- Oh, it's king-sized and looks very comfortable. Where did you manage to buy it?
- At the furniture Exhibition last Thursday. And the price isn't high. Well, but what do you think of the colour?
- You are lucky, Mary. It matches the curtains and the carpet on the floor. Your living-room is extremely cosy now.
  
- There you are at last. The flat is in a mess and nobody is going to help me.
- Oh, I 'm very sorry, Mum. What can I start with?
- Take the vacuum cleaner and clean all the carpets at first. Then wipe the dust off every surface in the rooms. Don't forget to wet the duster.
- Well, what about the furniture? Shall I polish it?
- Of course, my dear. And I'm tidying up the kitchen. Come on.
  
- Your room seems bare. Why not put more furniture in it?
- But I don't like much furniture in my room. The more furniture, the less space.

- Then put a carpet on the floor to make it cosy.
- Let me see. Oh, yes, you are right. A large woolen carpet will really be good here.

- Why such a mess in your room? What have you been doing, I wonder?

- Don't worry, Mum. I'll put everything in order in no time.
- So step on it. You have little time and you still have to go shopping.
- Be sure. Everything will be done as I promised.

- Well, sonny, don't you think we should help Mother today?

- Yes, Pa. But I am of little help, you know. What could I do?

- A great many things: to air the room and beat the carpets, to begin with.

- To beat the carpets with us having a new vacuum cleaner?

- Oh, it's gone out of my mind. Well, come on, fetch it then, I'll fix it for you.

- I wonder what's wrong with the fridge. It won't keep the cold at all.

- Let me have a look. Yes, it looks like being out of order, indeed.

- Then don't waste time on it. You will never manage to fix it, I'd better get a repairman in.

- Wait a little. Look, it works already. Somebody just pulled out the plug.

- Why is it so dark here? Will you switch on the light, please?

- You see, Dad, the fuse has burnt out.

- Has it really? It's too often the case with you, I must say.

- It isn't my fault this time. It was Ann who plugged in the old electric iron.

**Ex. 2 Think of your own short situations with the following words and word – combinations:**

To make the room cosy; to be in a mess, it's my turn to .... , to put in order, to begin with, to be out of order, to burn out, to move into a new flat, to wipe the dust off, to wet the duster, to tidy up the room, to start with.

**Ex. 3 Translate the following dialogues into English.**

- А, Фред, привет,ходи. Раздевайся, вешай куртку на вешалку. Проходи, пожалуйста. Вот наша гостиная.

- Очень уютная комната! И обои такие красивые, они очень оживляют гостиную.

- Ты прав, хотя комната и так достаточно светлая. А вот эта стеклянная дверь ведет на балкон.

- Ну и балкон у вас. Он больше, чем ваша прихожая.

- Да, действительно, здесь просторно и приятный вид на парк.

- Я слышала, вы хотите купить удобное кресло.

- О, да, но, по-моему, это трудно сделать. А что, ты можешь помочь нам?

- Думаю, что да. Моя тетушка сейчас собирается покупать гостинный гарнитур – большой диван, журнальный столик и два кресла. Кстати, два очень удобных кресла. Но кресла у нее уже есть.

- Ну, спасибо. Мне действительно повезло. Когда я смогу забрать кресла?

- Думаю, что в четверг или пятницу. Я тебе позвоню.

- Спасибо.

Вы когда-нибудь видели более аккуратную комнату, чем эта?

- Интересно, кто тут живет?

- Мой двоюродный брат. Каждое утро он всегда наводит в комнате порядок, проветривает ее, поливает цветы и только потом идет в институт.

- А я и не заметил цветы. Он, что увлекается комнатными цветами?

- Да, это его хобби.

- Привет, Анна, ты куда так спешишь? И почему ты расстроена?

- Привет, Джейн. Я спешу домой. Нам привезут стиральную машину и холодильник через 20 минут, а я не могу найти ключи от квартиры.

- А дома кто-нибудь есть?

- Да, мой брат. Но он любит слушать музыку в своей комнате, и я боюсь, что он не услышит звонка.

- А ты позвони ему. У вас же дома есть телефон.

- А ведь ты права. Я и не подумала об этом.

**Ex. 4 Dwell on the following situations.**

- a) Your friend has moved into a new flat but she has no idea how to furnish it. Give some pieces of advice.
- b) Calm down your mother who is upset, because you haven't tidied up your room yet Give your reasons why you haven't done it, promise to do it in an hour;
- c) Convince your spouse to buy a new fridge as your fridge has been out of order for two days.

**Unit 3 How to sell and how to buy a house**

*Pretext exercises*

**Ex. 1 Discuss the questions:**

- 1. Do you want to break away from your parental family and live in a house of your own?
- 2. Would you prefer to rent a flat or buy it? Why?
- 3. Is it a big problem for you to buy a flat or a house?

**Ex. 2 Read the text and find where it is said about:**

an estate agent's business;  
main functions of a building society.

**TEXT A**

Let us imagine that Mr. and Mrs. Smith want to sell their house. First, they ask one or more local estate agents to visit the house and tell them how much they should be able to sell it for. They will also want to know how much the agent will charge for his services (usually between 1% and 2% of the selling price). If the Smiths are happy with his proposals, the agent will publish details of the house in the form of giveaway leaflets and possibly in the local or even national newspapers. The leaflet will describe the house in detail: the position, the number and sizes of its rooms, the garden and so on.

Mr. and Mrs. Smith then wait for prospective buyers to arrive.

Imagine that Mr. and Mrs. Johnson want to buy a house in the same area. They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' House, they will visit the property to look at it. If they are still interested after seeing the house they may make an offer to the Smiths via the estate agent. Often the offer will be slightly less than the official "asking" price. If the Smiths agree, the house can be sold.

But the Johnsons probably do not have enough money to pay for the house immediately, so what do they do? They go to the second type of institution involved in house buying and selling - the building society.

A building society's main function is to lend people like the Johnsons enough money to buy a house. Banks also offer a similar service.

Building societies make their money by borrowing money from some members of the public - their "depositors"- and lending it to others. Many British people have building society savings accounts. They save their money with a building society, which pays them interest. The society then lends this money to people who want to buy a house or flat and charges them an interest rate on the amount borrowed. This long-term loan is called a "mortgage".

So Mr. and Mrs. Johnson go to a local building society where they will be asked a number of questions - what type of jobs do they have? How much do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up about 90 per cent of the price of the house to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers signed, the money is paid to the Smiths or to their legal representative - usually a solicitor - and the Johnsons can move in.

Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house - but since they are paying it in fairly small sums once a month they are, at least, able to afford it.

### *Exercises on the text*

**Ex. 1 Find the equivalents of the following words and phrases in the text:**

- 1 to describe the position of the house, number and size of its rooms, the garden and so on;

- 2 at once;
- 3 a legal representative;
- 4 payment made by a borrower for a loan expressed as a percentage;
- 5 to get something on the understanding that it is to be returned;
- 6 to give on the understanding that it or its equivalent will be returned;
- 7 a person who deposits money in a bank;
- 8 a long-term loan;
- 9 to keep money for future use;
- 10 documents.

**Ex. 2 Insert prepositions:**

- 1 An estate agency is, essentially, a shop which arranges the sale ... houses.
- 2 The agent will charge ... his services, usually ... 1% and 2% ... the selling price.
- 3 The leaflet will describe the house ... detail.
- 4 Mr. and Mrs. Smith then will wait ... prospective buyers to arrive.
- 5 They will go ... the estate agency and inspect the details ... the houses ... offer.
- 6 You can make an offer ... the estate agent.
- 7 Building societies make their money ... borrowing it ... some members ... the public - their "depositors" – and lending it ... others.
- 8 The building society charges a higher interest rate ... the amount borrowed.
- 9 All being well the building society will offer to lend the Johnson's ... ... 90 per cent ... the price of the house, to be paid back ... interest ... 25 years, or sometimes less.

*Speech exercises*

**Ex. 1 Explain the difference between:**

- to borrow money – to lend money;
- the price of the house on mortgage – the original price;
- the asking price – selling price;

**Ex. 2 Explain how you understand the following statements:**

- 1 I'd like to know how much the agent will charge for his services.

- 2 Mr. and Mrs. Smith then wait for prospective buyers to arrive.
- 3 If they are attracted by the description of the Smiths' house they will visit the property to look at it.
- 4 Often the offer will be slightly less than the official "asking" price.
- 5 Banks also offer a similar service.
- 6 They save their money with a building society, which pays them interest.
- 7 A building society charges them a higher interest rate on the amount borrowed.
- 8 What are monthly expenses?
- 9 They may make an offer via the estate agent.

**Ex. 3 Answer the questions:**

- 1 What is an estate agency?
- 2 If Mr. and Mrs. Smith want to sell their house, what will they do first?
- 3 What will they want to know from an estate agent first?
- 4 What will the agent start his work with?
- 5 How can Mr. and Mrs. Johnson know about the houses on offer?
- 6 Can the price be negotiated?
- 7 Where can people get money to buy a property?
- 8 How do building societies function?
- 9 What is a mortgage?
- 10 What questions will Mr. and Mrs. Johnson be asked at a local building society and why?
- 11 How will the mortgage be paid back?
- 12 Why do people want to get mortgages?

**Ex. 4 Role play : You are a) an estate agent. Convince a client to use the facilities of your agency.**

**b) the manager of a building society. Advertise your organization.**

**c) You are a representative of a building society. Convince your friend who wants to buy a house but doesn't have the necessary sum of money to come to your office and settle the business.**

**d) You want to buy a house but you can't find anything to your liking in the newspaper. That's why you've decided to apply to an estate agent. Make up a list of details (the type of the house and conveniences) you are interested in. The estate agent is trying to help you.**

## Unit 4 Renting a flat/house

### *Pretext exercises*

**Ex. 1 Say what you keep in mind when you are looking for a flat?**

**Ex. 2 Read the text and answer the questions:**

- 1 Why did Anna decide to rent a room?
- 2 How did she manage to find a room?
- 3 What did she like about the room?

### **TEXT A A ROOM WITH A VIEW**

Anna is working in London sales office of Luffthansa, the big German airline. She is going to be in London for at least two years. She likes the job; she likes London. The reason she is not happy is that she cannot find a room of her own. She has looked at many flats but they have all been so expensive. At the moment she is staying with a cousin in Putney, a suburb of London. The two girls do not get on well together. Anna knows that she must find a room of her own. She likes Putney. The journey to her office only takes twenty minutes. So the question is: Can she find a room in Putney for a reasonable rent?

On Tuesday, April the 15<sup>th</sup>, Anna asked the manager for the morning off. The manager said that she could have the whole day free. She left the house and got a bus to Putney Bridge. Anna set off for the offices of the Echo, the local newspaper, to put an advertisement. She arrived at the offices of the Echo at twenty past nine and went up to the advertising department on the second floor.

Opposite her she saw a pretty, dark-haired girl and smiled at her. The girl was also filling in a form.

Anna looked at the girl for a while and finally said:

Anna: Excuse me. I'm not quite sure how you say this in English. Do you say : "I want to let a room" or "I want to rent a room?"

Girl: Well, that depends. Have you got a room, or...

Anna: No, I want one ...

Girl: Then you want to rent a room. You rent a room *from* someone, you let a room *to* someone.

Anna: I see. I always mix up those two verbs.

Susan: You speak very good English. Where do you come from?

Anna: Germany. My home's in Hamburg. My name's Anna Klein.

Susan: How do you do? I'm Susan Bond. (They shake hands) You say you're looking for a room?

Anna: Yes.

Susan: Furnished or unfurnished?

Anna: Furnished.

Susan: Hm. How much do you want to pay?

Anna: Not more than five pounds a week.

Susan: That's funny. We want to let a room, and the rent is five pounds a week. Why don't you come and see it? It's quite near here.

Susan and Anna left the offices of the Echo together. They crossed the bridge over the river and walked along the busy High Street. Then they climbed a steep hill and took the third turning on the left. The name of the street was Chestnut Avenue.

It was a tall, well-built house. Anna liked the look of it immediately. Susan walked up a short flight of steps and opened the front door. Anna followed her into the hall.

Susan: Mother's out. But I can show you the room. It's on the top floor. (They climbed the stairs). Here we are. (She opens a door on the landing at the top of the stairs).

Anna: What a lovely room!

Susan: You like it?

Anna: Yes, I do. Very much. (She walks over to the window and looks at the view). And such a marvelous view! Doesn't the river look beautiful when the sun's shining on it? I do like to live near the water. You've got a very nice garden, haven't you?

Anna liked the room very much. It was bigger than she expected - about twenty feet (6 meters) long by sixteen feet (5 meters) wide. One end had a curtain in front of it. Anna looked behind the curtain. In one corner there was a wash-basin. She turned on the taps. The water from the hot tap was really hot. There was also an electric cooker, and on a shelf above it there were three new saucepans and a frying pan. Beside the cooker there was a small cupboard. Anna opened it. In it there were plates, cups, saucers and a teapot. In a drawer at the top there were knives, forks and spoons. This part of the room was really a small kitchen. Anna pulled back the curtain and looked at the rest of the room.

The carpet was light grey and covered most of the floor. In front of the gas fire there was a thick red rug. The curtains were also red - but of a lighter shade. The walls were white. The sun was now shining brightly through the window. It was a cheerful comfortable room.

Beneath the window there was a dressing-table with three drawers and a mirror. There were two armchairs, a small table with reading lamps and a few pictures on the walls. Anna did not like the pictures. "I'll soon change those", she thought, for she had already decided that she wanted the room. Next to the gas fire there was a large built-in cupboard for clothes.

That evening Anna met Mrs. Bond. The two of them got on very well.

Mrs. Bond: Well, that's fine, Anna. We'll be very pleased to have you. When do you want to move in?

Anna: May I come on Saturday?

Mrs. Bond: Yes, of course. I'll be in all Saturday morning. I hope you'll like it here.

So, Anna got a room with a view over the river Thames.

(From "Anna in London" by Alan R. Beesley)

### *Exercises on the text*

**Ex.1 Find in the text English equivalents for the following Russian phrases. Arrange them into groups according to the subject matter.**

По крайней мере; своя собственная комната; посмотреть много квартир; дорогой (о цене); дорога на работу занимает 20 минут; умеренная плата за квартиру; во вторник 15 апреля; можете быть свободны весь день; отправиться куда-либо; редакция местной газеты; поместить объявление; отдел объявлений на третьем этаже; заполнить бланк(анкету); напротив кого-либо; улыбнуться кому-либо; смотреть на кого-либо некоторое время; сказать что-либо по-английски; сдавать комнату кому-либо; меблированная комната; шесть метров в длину и 5 метров в ширину; на верхнем этаже; заглянуть за занавес; повернуть краны; рядом с чем-либо; в ящике наверху; ковер покрывал почти весь пол; быть более светлым по тону; настольная лампа; въехать в квартиру.

**Ex. 2 Translate the following sentences from the text. Compare the ways of expressing the same idea in English and in Russian.**

- 1 Anna is working in the London sales office of Lufthansa, the big German airline.
- 2 ... she cannot find a room of her own.

- 3 At the moment she is staying with a cousin in Putney, a suburb of London.
- 4 The two girls do not get on well together.
- 5 Can she find a room in Putney for a reasonable rent?
- 6 Anna asked the manager for the morning off. The manager said that she could have the whole day free. She left the house and got a bus to Putney Bridge.
- 7 Anna set off for the offices of the Echo, the local newspaper to put an advertisement. She arrived at the office of the Echo at twenty past nine and went up to the advertising department on the second floor.
- 8 They crossed the bridge over the river and walked along the busy High Street. Then they climbed a steep hill and took the third turning on the left.
- 9 It was a tall, well-built house. Anna liked the look of it immediately. Susan walked up a short flight of steps and opened the front door. Anna followed her into the hall.
- 10 She walks over to the window and looks at the view... "Doesn't the river look beautiful when the sun's shining on it? I do like to live near the water".
- 11 Anna pulled back the curtain and looked at the rest of the room.
- 12 The curtains were also red, but of a lighter shade.
- 13 There were two reading lamps and a few pictures on the walls.
- 14 ... she had already decided that she wanted the room.
- 15 Anna got a room with a view over the river Thames.

**Ex. 3 Disagree with the following statements and correct them. Give reasons for your disagreement. Make sure you begin your answer with such commonly accepted phrases as:**

*I don't think that's quite right.*

*You are not quite right (there).*

*I'm afraid I don't agree with you.*

*That's not quite right.*

*I wouldn't say so.*

*Oh no, quite on the contrary.*

*As far as I remember.*

- 1 When Anna asked her manager for the morning off, he refused.
- 2 Anna is staying at the hotel but she wants a room of her own.
- 3 Anna doesn't like Putney.
- 4 On the morning of April the 15<sup>th</sup> Anna set off for shopping.

- 5 Susan was the first to start the conversation.
- 6 Anna left the office of the Echo alone and went to her office.
- 7 When the girls arrived Mrs. Bond was busy in the kitchen.
- 8 At first Anna didn't like the house and the room.
- 9 Anna decided not to change anything in the room.
- 10 Anna decided to move in the next day.
- 11 When Mrs. Bond met Anna, she was disappointed

#### **Ex. 4 Talk about**

- a) Anna's decision to have a room of her own;
- b) Anna's meeting with Susan;
- c) Susan's house and the room Anna got.

#### ***Speech exercises***

##### **Ex. 1 Discuss with your group mates**

- a) if it is difficult to rent a flat for a student;
- b) where you can find information about flat to let;
- c) what one must do to rent a house/flat/room.

**Ex. 2 Read the text and discuss with your group mates what information about letting/renting a dwelling is to be included into the advertisement and how to write it.**

Mary and Tom are a young married couple. They are looking for a flat. This is quite a problem for them because furnished flats in London are not only difficult to find but they are nearly always very expensive.

Flats are usually advertised in the local paper and in the London evening papers. Mary and Tom are looking under "Furnished Flats to Let". There are advertisements about several flats in today's newspaper. But Mary and Tom are looking for a self-contained flat with its own entrance, one bedroom, one living-room and a kitchen and bathroom. Their flat must be in a house (detached, semidetached or terrace) close to a shopping centre and a tube station; besides it must not be too far from Tom's office as fares in London are very expensive, especially for students and people with low-paid jobs. Here is one of the advertisements they are reading now: "Flat over shop to Let. Fully furn. Incl. Fridge, cooker, 1 room, kit. & bath. No children or pets. 40 pounds pw. 23 Rosewood st." Mary is going to see that

flat today. It is in quite a good neighbourhood, not far from Tom's office, so it may suit them...

**Ex. 3 Choose the flat you want to rent using the advertisements given in the album. Explain your choice.**

**Ex. 4 You want to let a room. Make up an advertisement to a local newspaper.**

## **Unit 5 Duties about the house**

### *Pretext exercises*

**Ex. 1 Answer the questions following the model.**

Model 1: - What do we do if our carpets are dusty? - We beat them.

What do we do if

- 1 our brass is dirty,
- 2 the ceiling looks gray,
- 3 the doors and windows have lost their colour,
- 4 the floor is dirty,
- 5 the furniture is dusty,
- 6 the windows are dirty,
- 7 the ceiling needs whitewashing,
- 8 the wallpaper is old and dirty.

Model 2: - Why are you out of breath? - I've been trying to move heavy cupboards.

Ask why you've got paint on your hands

- 1 blood on your finger;
- 2 chalk on your face;
- 3 dust on your suit;
- 4 lines of wallpaper on the floor;
- 5 your Mum is very tired;

- 6 your room is in a mess;
- 7 your house looks so nice but you look exhausted;
- 8 your windows are shining;
- 9 there's such a strong smell of paint.

**Ex 2 Talk about the domestic chores using the given word combinations and the emphatic construction “It is ... who ...”**

To make one's bed, to tidy up one's room, to dust the things, to clean the carpet with a vacuum (to Hoover the carpet), to beat the carpet, to polish the floor, to lay the table, to wash up, to do the shopping (cleaning, cooking, ironing), to do the room (house), to brush one's clothes (shoes), to sweep the floor, to press, to repair, to put right, to mend, to whitewash the ceiling, to repaper the walls, to empty the rubbish bin.

**Ex. 3 Say what work is done weekly, daily, monthly, once or twice a year. What is the busiest time of the year when you have to do very much about the house?**

**Ex.4 Put the dialogue in the right order and reproduce it in class.**

Nina: Hallo, Mary.

Mary: As rule, Mother goes shopping after work. Oh, that reminds me, I must buy something for supper. Mother has a lecture tonight.

Nina: And who does the shopping in your family?

Mary: Hallo, come in. Don't mind the mess. I am just doing my room.

Nina: Shall I put this flower-pot on the window-sill?

Mary: If you like you can water the flowers and dust the books while I sweep the floor and put everything in its place.

Nina: Somebody else can do it.

Mary: Wait a moment. I've got to wash up.

Nina: Let me help you. What can I do?

Mary: Don't worry. We have time enough for everything. We still have an hour before the show. It never takes me much time to tidy up the room.

Nina: Oh, What a pity you are busy! Look, I've got two tickets for the cinema. The show begins at five sharp.

Mary: Yes, please.

Nina: It's a bit stuffy in here. Do you mind if I open the window?

Mary: Of course, but today it's my turn to do it. We all help mother about the house as much as we can.

Nina: Now the room looks quite tidy. There is nothing else to do. Let's go.

Mary Oh, no. I don't mind a bit.

**Ex.5 Read the text and find answers to the questions:**

- 1 When do we give our house a special clean?
- 2 Does it mean that housewives neglect their work at other times during the year?
- 3 Why can't we give our house a thorough cleaning every week?
- 4 When do we clear a room entirely of furniture?
- 5 What can men help the women with during the cleaning?
- 6 What kinds of work do women do while their husbands are at their work?
- 7 How does the house look after some days of this extra housework?
- 8 When do we generally get rid of unwanted or valueless objects?
- 9 Where are the things that have been given up for lost sometimes found during the cleaning?
- 10 Why is spring chosen to make our homes specially fresh-looking and clean?

**TEXT A SPRING CLEANING**

In England and some other countries it is a custom to give the house a special clean in the spring. It is not that housewives neglect their work at other times during the year, but there are some things which it is difficult to do daily or even weekly. For example, heavy cupboards, which need two men to lift them, are often never moved except at the spring cleaning, and naturally the narrow space behind them, and the floor on which they stand, become dusty and dirty. Every effort is made to clean the house thoroughly from top to bottom. Sometimes a room is entirely cleared of furniture so that the ceiling, walls and floors can be dealt with; small repairs are done, and, if possible, a certain amount of repainting.

For women, it is a specially busy time; for men, it is a time to keep out of the way, except for the help they can give with moving furniture before they go off to the office, and putting it back when they return in the evening. While they are absent, the cleaning and dusting, the beating of carpets, mats, and rugs, the polishing of brass and woodwork go on, and after some days of this extra housework the house itself looks almost new. The opportunity is taken to get rid of unwanted or valueless objects, and to buy

things that may be needed. Often something that has been given up for lost comes to light behind the cupboard or a drawer where it has fallen.

Although we consider that the year begins on January 1<sup>st</sup>, the natural beginning of the year is spring. Perhaps that is why this is the season usually chosen to make our homes specially fresh-looking and clean. Just as nature brings out the new green leaves and bright flowers, and even the birds themselves build new nests so we ourselves make an effort after winter to start a new year with the self-respect that cleanliness always gives.

Note: clean – (here) cleaning.

### *Exercises on the text*

**Ex. 1 Find in the text sentences with the following expressions and translate them into Russian.**

to give the house a special clean; to neglect one's work;  
to clean from top to bottom; to keep out of the way;  
unwanted objects; to give up for lost.

**Ex. 2 Rephrase the sentences using words from the text.**

- 1 We always try to give our house a thorough cleaning.
- 2 It's time for men not to be in the way.
- 3 The tradition to clean the house properly exists in many countries.
- 4 It is men who have to do some mending.
- 5 We use this opportunity to throw away unwanted things and something that is of no value.
- 6 She is the kind of woman who disregards her house duties.
- 7 Spring cleaning is just the time to polish things made of wood.
- 8 I don't like to do anything with whitewashing and repairing.

### *Speech exercises*

**Ex. 1 Agree or disagree.**

- 1 We make every effort to clean our house thoroughly from top to bottom twice a year, during the so-called New Year and spring cleanings.

- 2 There are people who never throw away unwanted or valueless objects.
- 3 Spring cleaning is the most exciting time for you.
- 4 You have never found things that were given up for lost.
- 5 Cleaning gives you the feeling of self-respect.
- 6 Men are useless at the time of spring cleaning.

**Ex. 2 Enlarge on the following.**

- 1 Spring cleaning makes your life difficult.
- 2 Cleaning of the kitchen takes most of your time.
- 3 In spring people are like birds who build their nests.
- 4 You know some secrets that make your life easier at spring cleaning.

**Ex. 3 Give a written account of how you gave your flat a thorough cleaning.**

## **Unit 6 Should men be able to cook and women to use tools?**

### *Pretext exercises*

**Ex.1 In the title of the text two questions are asked. Answer these questions before reading the text.**

**Ex.2. Read the text and find answers to the questions:**

- 1 Why were the early days of Uncle James' marriage not always harmonious?
- 2 Cooking is the housewife's job, isn't it?
- 3 When are men quite helpless in the kitchen?
- 4 Who is the woman forced to call in if she can't repair things herself?
- 5 What would have saved the woman's time, money and temper?

### **TEXT A SHOULD MEN BE ABLE TO COOK AND WOMEN TO USE TOOLS?**

My uncle James was a good cook, and he married a woman who was another. The result, I am told, was that the early days of their marriage were not always harmonious: my uncle was always wanting to interfere in the kitchen,

while my aunt was always driving him away. Certainly it is generally assumed that cooking is the housewife's job; look at the television advertisements for the evidence of this. One sees a man sitting hungrily and expectantly at table, while his wife, dressed in a frilly apron and unpractical shoes, bustles to and from the cooking stove, and finally sets before her husband a dish which ensures his adoration for ever. Ought he to have had a hand in that cooking? Many people will reply, "Certainly not!"

Yet a little thought will tell us how wrong it is that a man should be quite helpless in the kitchen. A married friend of mine often says jocularly that he can make a cup of tea, and can boil an egg, but that he gets muddled if he has to do them both at the same time. Probably he exaggerates a little, but he certainly expresses the plight of thousands of men who are quite at a loss as soon as the woman of the house is absent, or confined to bed. Such men must immediately seek the services of a neighbour or a female relative. Is it not rather unmanly to be so miserably dependent? Surely a man should have enough cooking ability to supply, at the very least, his own needs – preferably those of his wife also, when she is ill. If he has not learned to cook in his boyhood, he should take up cooking as soon as he marries, asking his wife to give him some lessons.

Now for a woman's learning to use tools. There are times when her being unable to handle a screwdriver can cause as much trouble as a man's being unable to boil an egg. The lonely woman, or the woman living in a manless household, is often at a great disadvantage when a fuse burns out, a door handle comes off, a tap leaks or a wash basin refuses to empty freely. Sometimes she does not even know what must be done; often, when she does know, she finds that the screwdriver or the wrench fails to obey her hands, or that she has bought the wrong washer or the wrong fuse wire. She is forced to call in a plumber or an electrician, who is delighted to come to her aid, to have a long chat afterwards over a cup of tea, and to send in a bill which transforms a sixpenny job into a two-pound one. At such a time a woman may well reflect that a short course of training in the use of tools would have saved her time, her money, and her temper.

("Graded Exercises in English" by J.H. Walsh)

Notes to the text:

to bustle – to move busily and energetically

frill – ornamental edging of gathered or pleated material

jocularly - with humour

to get muddled – to get confused

to exaggerate – to make seem greater than it really is

the plight – an unfortunate state (состояние неразберихи)

to be confined to bed – here: to be seriously ill

to leak – to pass out ( about liquid)

wrench - гаечный ключ

screwdriver – отвертка

### *Exercises on the text*

**Ex. 1 Translate the following sentences from the text. You are to compare the ways of expressing the same idea in English and in Russian.**

1 The result, I am told, was that the early days of their marriage were not always harmonious.

2 Certainly it is generally assumed that cooking is the housewife's job.

3 His wife, dressed in a frilly apron and unpractical shoes, bustles to and from the cooking stove, and finally sets before her husband a dish which ensures his adoration for ever.

4 A married friend of mine often says jocularly that he can make a cup of tea, and can boil an egg, but that he gets muddled if he has to do them both at the same time.

5 Is it not rather unmanly to be so miserably dependent?

6 She is forced to call in a plumber or an electrician, who is delighted to come to her aid, to have a long chat afterwards over a cup of tea, and to send in a bill which transforms a sixpenny job into a two-pound one.

**Ex. 2 Make up sentences based on the text with the following expressions.**

To be a good cook, the early days of their marriage, to interfere in the kitchen, to drive somebody away, it's generally assumed that..., the housewife's job, television advertisement, (for) evidence of, a frilly apron, to bustle to and from the cooking stove, to ensure adoration for ever, to have a hand in, to be helpless in the kitchen, to get muddled, to express the plight of thousands of men, to be confined to bed, to seek the service of somebody, it's unmanly, to be miserably dependent, to have enough cooking ability to do something, at the very least.

**Ex. 3 Think of your own situations using the word combinations below:**

To use tools, to handle a screwdriver, to cause much trouble, a manless household, to be at a great disadvantage, a door handle comes off, a fuse burns out, a tap leaks, a wash basin refuses to empty freely, the wrench fails to obey your hands, to be forced to call in a plumber, to be delighted to do something, to come to somebody's aid, to send in a bill, a six penny job transformed into a pound one, to save time, money and temper, a short course of training.

### *Speech exercises*

**Ex. 1 Working in pairs express your opinion of the role of a husband (wife) at home.**

**Ex. 2 Two questions are asked in the title. Neither of them is answered fully in the article but it is clear what the writer has in mind. Give a discussion held by three people of different ages and occupations on the subject.**

## **Unit 7 The house of the future**

### *Pretext exercises*

**Ex.1 Study the vocabulary, check if you know the meaning and pronunciation of the words.**

|                 |              |
|-----------------|--------------|
| air-conditioner | get in touch |
| automated       | high-tech    |
| automatic       | lazy         |
| automation      | light switch |
| break in        | operate      |
| button          | program      |
| call up         | put in       |
| check           | run          |
| console         | sensor       |
| convenient      | set up       |
| exhibit         | smoke alarm  |
| fire alarm      | spot         |
| gas leak        | system       |

**Ex. 2 Answer the questions.**

- 1 What do you understand by the term "Automation"?
- 2 How much automation is there in your home?
- 3 What would you expect to find in a fully automated house?

### **TEXT A THE HOUSE THAT THINKS FOR ITSELF**

Home automation is big business in Japan. The Ozakis had a dream house which was built a few months ago. In the kitchen, they have put in a 128-button computer console that allows them to control every light switch in the house,

start the bath or shower running at precisely the temperature that they choose, lock all the doors and program the air-conditioners. The doors open and shut automatically as they approach. If they are out, they can call up and check that they have locked all the doors and if somebody breaks in, the security system will get in touch with them and the police. Smoke and fire alarms, gas leak sensors and panic buttons are also wired in. Mrs. Ozaki says home automation has great advantages.

Automation has changed our lives. We don't have to waste our energy. The more rooms you have, the more convenient it is. You can operate everything from one spot.

Does it make you lazy?

I think it's convenient. That's a bit different from being lazy. Even with home automation you can't do everything lying down.

However fantastic the house may seem, the fact is that Japanese scientists are already setting up systems that make the Ozakis' home seem old-fashioned by comparison, and if all goes well, by the end of this decade they will have developed not only a thinking house but intelligent home appliances as well.

### *Exercises on the text*

**Ex. 1** Replace the words in italics with the correct form of a phrasal verb from the text.

- a) The thieves *entered* without permission.
- b) They can *telephone* the computer and order it to lock the doors.
- c) The couple *installed* a computer.
- d) The system can *contact* the police.
- e) Scientists *are establishing* new systems.

**Ex. 2** Find in the text expressions in which the following words are used and translate them: dream, button, light, air, security, smoke, fire, panic, gas.

**Ex. 3** Answer the following questions on the text.

- 1 What is the function of the computer console in the Ozakis' kitchen?
- 2 What is the security system for?
- 3 What reasons does Mrs. Ozaki give for an automated house.

**Ex. 4** Read text B and write out the appliances, furniture and parts of the house that are automated.

### **TEXT B**

Home automation is big business in Japan. By the end of this decade, it will be worth at least 4 billion a year in Japan alone. So what can we hope to see? Earlier this week our correspondent spoke to Dr. Nakamura, an expert on home automation.

**Dr. Nakamura:** Well, I have been working on a thinking house for five years now. I've completed the initial plans and if all goes well we will have built and completed three in the Tokyo area by the year 2010.

**Journalist:** What will the houses be like?

**Dr.N.:** Well, from the outside they will look like ordinary houses but each house will be governed by 1,000 computers, sensors, and electronic switches.

**J:** What will they do?

**Dr.N.:** Well, basically, they will control the house for the owner. For example, the windows will open and close themselves depending on the weather. When it gets dark, the curtains will close automatically and the lights will come on, and if you decide to play the drums late at night, the central computer will shut all the doors and windows to avoid disturbing the neighbours.

We'll also have other features like an intelligent kitchen which will show you how to cook and measure the ingredients, and a central cleaning system that sucks up dust as soon as it lands. We're still working on the design but I expect we'll have thought of most things by the time we finish.

**J.:** I'm sure Dr. Nakamura will. Naturally, the intelligent house requires a new generation of home appliances, and a group of Japanese companies hope that by the end of the century they will have perfected and put on the market 'intelligent' home appliances which crudely imitate human thinking. For example, they already have a prototype of an intelligent washing-machine which adjusts the temperature, length, and soapiness of the wash, depending on the fabrics and how dirty it thinks the laundry is, and if all goes well, it won't be long before we can buy a television set that raises or lowers its volume when it senses the viewer moving from or towards the set.

The revolution goes beyond convenience and in five years' time the same group of companies will have introduced an intelligent super-bed with sensors which will monitor your heart rate, weight, body temperature, and blood pressure.

Another sensor will perform analysis and tell you if anything is wrong, and in ten years' time they will have perfected a system to transmit all this information to a computer in a medical centre for further analysis. If the success of other Japanese products is anything to go by, home automation will affect us all in the near future – or will it? I rather like being in control – don't you?

### *Exercises on the text*

**Ex. 1 Complete the phrases with the necessary words.**

In the automated house:

- the windows will ... depending on the weather ;
- the curtains will ... and the lights will ... when it gets dark;
- the windows and doors will ... not to disturb the neighbors if you want to play the drums at night;
- the intelligent kitchen will show you how to ... ;
- a cleaning system will ... ;
- an intelligent washing machine will adjust ... of the water and the ... of the wash;
- a television set will raise or lower the ... when the viewer ... to or from the set.
- a super bed will sensor your ... , perform ... and ... all the information to the computer in the medical centre for further analysis.

**Ex. 2 Answer the following questions:**

- 1 How long has Dr. Nakamura been working on his thinking house?
- 2 When will he have completed the first three?
- 3 How will the house be controlled?
- 4 Give two examples of what his house will be able to do.
- 5 When will Japanese companies have perfected and marketed:
  - an intelligent washing-machine?
  - a super-bed?

**Ex. 3 Discuss with you friend if you would like to have something similar in you house. Give your reasons for and again automation in our houses.**

**Ex. 4 Write a composition (200-300 words) on the topic: My attitude to home automation.**

## Unit 1 Asking the way

### *Topical vocabulary*

take bus No 7  
change for bus No 7  
tour, trip, journey, travel, voyage  
a full up/packed bus  
town hall (ратуша)  
cathedral  
to make a tour of the city  
arrive in / at  
traffic regulations/lights  
obey the traffic rules  
right / left hand traffic  
drive on the right (left)  
one way traffic  
one-way (two-way) streets  
heavy/light traffic  
impress  
to make an impression on smb  
peak/rush hours  
to go sightseeing/do the sights  
shopping area/centre  
get on/off (a bus)  
to put up at a hotel  
to get off at the next stop but one/ two ... - выйти через одну/две остановки  
How do I get to...?  
Which is the shortest (nearest) way to...?  
It's quite a distance from here.  
It's a five minutes' walk from here.  
Does route No 5 stop at N. Square?  
Do I get off here?  
How much is the fare?  
What's the fare to ...?  
Fares, please.  
I'll call out. - Я вам скажу, где выходить.

to put smb down at a bus stop  
on the outskirts  
in the suburbs  
down/up the street  
at the bottom of the street  
take the first turning to the left/right  
pedestrian  
pedestrian/ zebra crossing  
pavement (Br.) / sidewalk (Am.)  
tube (Br.) / subway (Am.)  
hail (take) a taxi  
taxi-stand (rank)  
service station (filling station)  
car wash  
"No parking" sign  
parking lot  
pay a fine  
drive on the right (left)  
international driving permit (license)  
petrol (Br.) / gas (Am.)

## *Lexical Exercises*

**Ex. 1 Fill in the gap with a word from the list. In some cases more than one word fits.**

*Crossing, cruise, excursion, flight, journey, tour, outing, transport, travel, trip.*

- 1 When someone arrives you can ask them: did you have a good ...? Or How was your ...?
- 2 The ... from London to Tokyo takes about 12 hours.
- 3 It was a very rough ... and all the passengers were seasick.
- 4 The hotel runs various ... to see places of interest.
- 5 The weather's nice, let's take a (an) ... out of the city this afternoon.
- 6 The idea of a round-the-world ... sounds really exciting.
- 7 The guide will make sure you don't get lost if you go on a (an) ...
- 8 There's no point in driving into the city, public ... is much more convenient.
- 9 When someone is leaving you can say to them: Have a nice .... Have a good ... Have a safe ....

**Ex. 2 Choose the best alternative**

- 1 The quickest way to get from London to Manchester is to take the ...  
*by-pass, highway, main road, main street, motorway, ring round*
- 2 It's quicker and cheaper to cross London by ... than to take a taxi.  
*Bus, car, foot, metro, subway, tube*
- 3 It costs less to travel a long distance by ... than to take the train.  
*Coach, horse, limousine, plane, pullman, taxi*
- 4 Go straight down the hill and take the 3d ... on the left. You can't miss it.  
*Bend, branch, corner, crossroads, junction, roundabout, turning*
- 5 If you want to stop the car you have to put your foot on the ... pedal.  
*Accelerator, break, brake, choke, handbrake, gas*
- 6 If you are travelling by train, you have to buy a single or return ...  
*Ticket, card, fare, passage, reservation*

**Ex. 3 Insert prepositions or post-verbal adverbs where necessary:**

- 1 Will you advise me where to get ... to change... ... bus No. 6? 2 Will this bus take me right... Pushkin Square? 3 Are you getting ... ... the next

stop? 4 We couldn't get ... the tram because it was packed full. 5 Let's go ... this street. It will take us straight ... the Circus. 6 I don't know yet ... what hotel we shall put .... 7 We'd better inquire ... the way. I'm afraid we are already ... the way. 8 The Opera House is a long way ... here. You'd better take .. a bus. 9 You will have to change ... bus No. 7 ... the corner of Nevsky Avenue and Sadovaya Street. 10. I always forget where to get ... the Comedy Theatre. 11 It seems .. me she is not sure if she is ... the right bus. 12 Can you tell me if there is a tram ... here ... the Smolny? 13 Do you remember that the traffic keeps ... the left in Great Britain? 14 Go straight ... as far as Gogol Street and then take the second turning ... the left. 15 Please put us ... the Museum. 16 You had better go there ... tram. It is a good way ... here. 17 If you turn ... the left you will soon be ... your way. Better go straight ... . 18 The house you are looking ... is just ... the corner. There is no need to take ... a tram.

**Ex. 4 Rewrite as in the model:**

*Model 1:* His answer surprised me. – I was surprised at his answer.

1 His voice surprised us all. 2 The results of the examination surprised the teacher. 3 His behaviour surprised those who were present. 4 You surprise me. 5 Your written test surprises us. 6 The girl's speech surprised the students. 7 The youth's words surprised the old people.

*Model 2:* The teacher was impressed by the student's answer. – The student's answer made an impression on the teacher.

1 The listeners were impressed by the speech. 2 The play impresses me each time I see it. 3 The tourist was impressed by the places of interest in St. Petersburg. 4 We were greatly impressed by Petrov's speech. 5 My companions were impressed by her singing.

*Model 3:* He came to Moscow the other day. – He arrived in Moscow the other day.

1 He has come to St. Petersburg to take part in the work of the congress. 2 He came to the meeting in time. 3 They came to the seaside at the weekend. 4 We came to London on the 15<sup>th</sup> of March. 5 We all came to the station to see our friends off to Minsk. 6 We came to Pushkino at about 6 o'clock.

**Ex. 5 Change the following sentences into indirect speech using the verbs *to suggest* or *to offer*.**

1 “Let’s study English together”, said Olga. 2 “Why don’t you buy the dictionary?” Mary said to me. 3 “Let’s go to the park by metro,” said John. 4 “Take another piece of cake, it’s delicious,” said our hostess. 5 “Let us rest for a while,” said my friend. 6. “Will you have another cup of tea?” asked Mother. 7 “Let us visit Mary,” said one of the students. 8 “Why not arrange some excursions during the winter holidays?” said the monitor of the group.

**Ex. 6 Translate the sentences into English using one of the following verbs: *to offer* – *to suggest*.**

1 Гид предложил туристам поездку в Сергиев Посад. 2 Можно предложить вам еще чашечку кофе. 3 Он предложил мне билет в театр. 4 Нина предложила своей подруге провести каникулы вместе в деревне. 5 Староста группы предложил студентам поехать на экскурсию в воскресенье. 6 Так как до вокзала было далеко, они предложили нам взять такси. 7 Мой друг предложил мне пойти с ним в театр. 8 Я знаю, что он предложил помочь им. 9 Я предложил ей отложить поездку на неделю. 10 Оля предложила идти до станции метро пешком.

**Ex. 7 Read and practice the following flashes of conversation. Work in pairs.**

1. A. Excuse me, miss, could you tell me the shortest way to Charing Cross station?

B. Certainly. Go straight ahead and then take the second turning.

A. Thank you.

B. You’re welcome.

2. A. I’m sorry to trouble you, madam. Can you tell me – is there a bus from here to Kensington High Street?

B. No trouble at all. It’s quite a distance from here. You see the bus-stop across the street? A 73 bus will take you right there.

A. Thanks a lot.

B. You’re welcome.

3. A. Excuse me, I'm going to Oxford Circus. Have I got on the right bus?

B. No, sir, you've taken the wrong one. You should change No.9 for No. 73.

A. Where do I get off?

B. At Hyde Park Corner.

4. A. We're late for the concert. Let's take a taxi. Oh, there's a taxi-rank on the right. Are you engaged?

B. No, sir, where to?

A. Royal Albert Hall, Kensington Road. Drive fast, please.

5. A. Am I going the right way to the No.1 bus stop?

B. You are quite out of the way. Go straight on as far as the first turning to the right, then cross the street and you will see the stop. You cannot lose your way. It's just a two minutes' walk from here. I am going that way myself. Come with me if you like.

A. Thank you. It's very kind of you.

**Ex. 8 Fill in the missing part of the dialogue and try to reproduce it.**

A.: Shall we go sightseeing today?

B.: (Give an affirmative answer)

A.: What place of interest do you want to show me first?

B.: (Name any place you like)

A.: What about going to Victory Park?

B.: (Give a negative answer because it will take you a lot of time)

A.: But I think we've got a lot of time today.

B.: (The statement is not true to fact, because you bought tickets to the cinema for the 5 o'clock show)

A.: It can't be helped then. We'll visit it some other day. Then let's go on a bus or trolley-bus and go along Nevsky Avenue.

B.: (Make an objection to this proposal, give reasons for your objection and suggest something else)

A.: All right, I agree to all you say. But remember we shall have to leave some time for dinner.

B.: (Say you were thinking of it too)

**Ex. 9 Ask a question and let your friend respond. You want:**

- to know if you are going the right way to the railway station;
- to find out if you are on the right tram;
- to know if the street you are going will take you straight to ... Square;
- to know what is the fare;
- to know at what (which) stop you must get off;
- to tell your friend that he had better go by bus (trolley-bus);
- to thank somebody for showing you the way

**Ex. 10 Read the dialogue and explain to your group-mate how to get to Paddington Underground Station on foot.**

Lucy: Could you tell me the way to Paddington Station, please? The Underground Station, I mean.

Passer-by: Yes, certainly. Go straight along this road, past the traffic lights and the church...

L: Yes.

P: Then turn to the right, and keep straight on until you come to some more traffic lights...

L: Yes.

P: Turn left there, and you'll see the station a little way along on the right-hand side of the road.

L: I see. I go straight along this road, past the church and the traffic lights.

P: Yes.

L: And then I turn to the right, I think you said?

P: Yes, that's it. And after that you take the next turning to the left.

L: Is it very far?

P: No, not really. It's about a ten minutes' walk from here.

L: Could I get there by bus?

P: Yes, but in this case you must go back a little way. Keep on this side of the road until you come to the bus stop. All the buses from there pass the station.

L: Thank you very much.

P: You are welcome.

**Ex. 11 Act out the dialogue.**

New-comer: Excuse me, can you tell me the way to the “Druzhba” hotel? I’m a stranger here, I’ve just arrived in St. Petersburg.

Passer-by: Oh, it’s quite a long way from here.

N: Yes, I know, but my friends advised me to put up at this hotel.

P: Your friends are right, it is one of our best hotels. You may go there by the underground. It’s the quickest way to go there, though you’ll have to change on to a bus in Lev Tolstoy Square or walk.

N: What bus shall I change on to?

P: A number 65 or 46 bus will take you to Popov street. It is only one stop from the station.

N: Thank you very much. Is it possible to get there by tram or trolley-bus? I haven’t seen anything of St. Petersburg yet and I’ve heard so much about this beautiful city.

P: You can get on a No 1 trolley-bus, It will take you as far as Palace Square where you may get off. When you have admired the wonderful view around you, take a No. 10 bus.

N: Where must I get off for the “Druzhba” hotel?

P: In Popov Street, but you had better ask the conductor to put you down or you may miss your stop.

N: I’m very much obliged to you.

P: That’s all right.

## **Unit 2 City transport**

### **Pre-text exercises**

#### **Ex.1 Answer the question:**

- 1 What means of transport are there in your city?
- 2 Which means do you prefer? Why?
- 3 Is traffic heavy in the place where you live?
- 3 Have you ever gone by Metro? When? Did you like it?

#### **Ex. 2 Read the text carefully and explain what or who is:**

double-decker, conductor, driver, passenger, request stop, compulsory stop, “rush hours”, ticket office, ticket collector, interchange, final destination.

## TEXT A

**London buses.** If you like looking at places and people, travel by bus. Buses don't go very fast in the centre of London, because there is always so much traffic, but that doesn't matter if you are on holiday.

Normal London buses are red and double-deckers. They have a driver and a conductor.

There are two sorts of bus-stops: compulsory and request. A compulsory bus-stop sign means that all the buses stop here. A request bus-stop sign means that a bus only stops here if someone wants to get on or off. The request bus-stop sign is red. If you want to catch a bus at a request stop, put your hand out.

To find out where a bus is going, look at the sign on the front, the side, or the back of the bus. Some of the places on the route, and the final destination of the bus, are shown here. You will find a full list of the places on the bus route on a notice at the bus-stop.

When you've got on the bus, the conductor says: “Fares, please!” You say where you want to go; he tells you how much to pay; you pay him and he gives you a ticket.

There are other kinds of buses in London, too. The red single-deckers are called Red Arrows. They have a driver but no conductor. You pay the same price for a short journey as for a long one.

The green buses are called the Green Line. These buses cross London, but they don't stop very often. They are mainly for people who live a little way out of London and who travel in and out.

**The Tube.** You can get to most places in London very quickly if you take the Underground, or “The Tube”, as it is called. But don't travel between 7.30 and 9.30 in the morning, or 4.30 and 6.30 in the evening. These are the “rush hours”. If you do travel, then you will meet quite a lot of the 2.300 million people who travel by Tube every year!

You have decided where you want to go – so you buy a ticket from the ticket office at the Underground Station, or from an automatic machine. The ticket takes you right to your destination, and you do not need to rebook it at interchanges. Fares vary with the distance traveled. Some stations have automatic gates where you go in with your ticket. Keep your ticket till the end

of your journey; that's when the ticket-collector (or machine) takes it from you.

There are eight lines on the London Underground. The passengers follow the signs for the line they want, and at all stations there are maps to help them. On an Underground map all the lines are different colour. Stations are indicated by an illuminated London Transport symbol.

### *Exercises on the text*

#### **Ex. 1 Find the answer to the questions in the text.**

- 1 What is the difference between request and compulsory bus stops?
- 2 What sorts of buses are described in the text?
- 3 What's the quickest way to get to most places of London?
- 4 At what time of day is it best not to travel by the Underground? What are these hours called?
- 5 Where do you buy your tickets?
- 6 How many lines are there on the London Underground?

**Ex. 2 Compare the means of transport in London with those in your city.**

**Ex. 3 Speak about means of transport in your city.**

## **Unit 3 Living in a big city**

### *Pretext exercises*

#### **Ex. 1 Discuss the questions:**

- 1 Why do a lot of people these days prefer to live in big cities?
- 2 What are advantages and disadvantages of living in a big city?

**Ex. 2 Read the text say whether the sentences are true or false.**

1. People usually take the least notice of the slogan “Avoid the rush hour”.
2. Buses and trolley-buses are usually rather free at “rush” hours.
3. City dwellers are obliged to adopt a wholly unnatural way of life in big cities.
4. The life in big cities is so busy that you are barely conscious of seasons.
5. Traffic fumes do not pollute the atmosphere in cities nowadays.
6. It’s rather easy for ordinary people to buy a house of their own.
7. Houses are burgled with alarming frequency.

### **TEXT A ONLY A MADMAN WOULD CHOOSE TO LIVE IN A LARGE CITY**

“Avoid the rush hour” must be the slogan of large cities the world over. If it is, it’s a slogan no one takes the least notice of. Twice a day, with predictable regularity, the pot boils over. Wherever you look it’s people, people, people. The trains which leave or arrive every few minutes are packed: an endless procession of human sardine tins. The streets are so crowded; there is hardly room to move on the pavements. The queues for buses reach staggering proportions. It takes ages for a bus to get to you because the traffic on the roads has virtually come to a standstill. Even when a bus does at last arrive, it’s so full, it can’t take any more passengers. This whole crazy system of commuting stretches man’s resources to the utmost. The smallest unforeseen event can bring about conditions of utter chaos. A power-cut, for instance, an exceptionally heavy snowfall or a minor derailment must always make city-dwellers realize how precarious (ненадежный) the balance is. The extraordinary thing is not that they actually choose them in preference to anything else.

Large modern cities are too big to control. They impose their own living conditions on the people who inhabit them. City-dwellers are obliged by their environment to adopt a wholly unnatural way of life. They lose touch with the land and rhythm of nature. It is possible to live such an air-conditioned existence in a large city that you are barely conscious of the seasons. A few flowers in a public park (if you have the time to visit it) may remind you that it is spring or summer. A few leaves clinging to the pavement may remind you that it is autumn. Beyond that, what is going on in nature seems totally irrelevant. All the simple, good things of life like sunshine and fresh air are at a premium. Tall buildings blot out the sun. Traffic fumes pollute the atmosphere. Even the distinction between day

and night is lost. The flow of traffic goes on unceasingly and the noise never stops.

The funny thing about it all is that you pay dearly for the “privilege” of living in a city. The demand for accommodation is so great that it is often impossible for ordinary people to buy a house of their own. Exorbitant rents must be paid for tiny flats which even country hens would disdain to live in. Accommodation apart, the cost of living is very high. Just about everything you buy is likely to be more expensive than it would be in the country.

In addition to all this, city-dwellers live under constant threat. The crime rate in most cities is very high. Houses are burgled with alarming frequency. Cities breed crime and violence and are full of places you would be afraid to visit at night. If you think about it, they’re not really fit to live in at all. Can anyone really doubt that the country is what man was born for, and what he truly belongs to?

### *Exercises on the text*

**Ex. 1 Explain how you understand the following words and phrases.**

The pot boils over, human sardine tins, a standstill, utter chaos, a power-cut, a city-dweller, traffic fumes, distinction, crime rate, alarming frequency.

**Ex. 2 Translate the words paying attention to the word-building.**

Predictable, endless, regularity, unforeseen, derailment, unnatural.

**Ex. 3 Explain with the help of the synonymous expressions**

To move along the pavement, it takes ages to do, the system of commuting, to the utmost, in preference, are obliged to adopt, you are barely conscious, beyond that, to be at premium, blot out, to pollute the atmosphere, to pay dearly, the demand for accommodation, exorbitant rents, disdain to live in, to live under constant threat, you are not really fit to live in a large city at all, to burgle.

**Ex. 4 Find sentences with the following word-combinations, read and translate them.**

To take the least notice of, when the bus does at last arrive, ... stretches man's resources to the utmost, they impose their own living conditions, they lose touch with the land, ... that you are barely conscious, all the simple good things, "the privilege" of living in a city, cities breed crime and violence.

**Ex. 5 Answer the questions:**

1. Why are "rush" hours called so?
2. Why is it difficult to get on a bus at "rush" hour?
3. What can happen with transport that aggravates the situation during "rush" hours?
4. Is the life in city really unnatural for human beings?
5. What things do people lack in city? Why?
6. Is the cost of accommodation high in large cities? And what about the rent?
7. Why do city dwellers live under constant threat?

*Speech exercises*

**Ex. 1 Comment on what the author meant writing:**

1. "Avoid the rush hour" must be the slogan of large cities the world over.
2. The system of commuting stretches man's resources to the utmost.
3. Large cities impose their own living conditions on the people who inhabit them.
4. All the simple, good things of life like sunshine and fresh air are at a premium.
5. The cost of living is very high in large cities.
6. Cities breed crime and violence.

**Ex. 2 Discuss with your friend:**

- a) the main disadvantages of living in a big city;
- b) plus points of big cities;

**Ex. 3 Express your idea in writing (200-250 words) on the point: would you rather live in a big city or in the countryside? Why?**

## **Unit 4 London sights**

### *Pre-text exercises*

#### **Ex. 1 Answer the questions:**

- 1 Have you ever been to London?
- 2 What are the most famous sights of London?

**Ex. 2 Read the text and say which of the sights described in the text you would like to visit in the first place.**

#### **TEXT A THE SIGHTS OF LONDON**

London is situated on the river Thames about forty miles from its mouth. It is divided into two equal portions by the river: the more important, with most of the chief buildings, standing on the north bank, and the south bank. The term "London" was originally restricted to the city of London proper, which has an area of only 677 acres and an estimated resident population of 4,600. Westminster, for instance, was a separate community, named from its position in relation to the city. But with the growth of the capital from the eleventh century onwards, the surrounding districts were absorbed one by one to make up the vast metropolis which is London today.

London today stretches for nearly thirty miles from north to south and for nearly thirty miles from east to west. This is the area known as "Greater London". Greater London with its nine million population includes not only the City and the County of London, but the outer suburbs. It has no definite boundaries like the County of London which was established only in 1889. Within the boundaries of the county of London there are twenty-eight metropolitan boroughs, each with its own mayor and its own council.

It is London municipal authorities that are responsible for many of the public services, housing, education and town-planning.

The two landmarks that are a guide to the growth of London are St. Paul's Cathedral in the City and the group of buildings near Westminster and Westminster Abbey at Westminster. Round St. Paul's is the original London, the oldest part, with a history of almost two thousands years. Old St. Paul's was build during Norman times. It was burnt in the Great Fire that destroyed London in 1666. The cathedral that replaced it, the most striking building in the City to-day, was designed by Sir Christopher Wren, the architect who designed many of the City churches. Many of these were destroyed or badly damaged by bombing during the second World War. St. Paul's, though it was hit, escaped the fires that destroyed many of the buildings all round it. St. Paul's Cathedral is a beautiful sight standing out above the other buildings. The massive dome is topped by a gold cross which glitters when the sun strikes. You may climb up the three hundred and sixty five steps to the dome if you wish. Half way up you reach the whispering Gallery, where, if you press your ear to the wall, you can hear the softest whisper from the other side of the dome.

Westminster, with its Palace and Abbey, is six hundred years younger.

Westminster Abbey is regarded as the centre of the Westminster area. In this lovely building we can learn much about events of long ago. Most of the kings and queens of England since William the Conqueror have been crowned here, and you may see the ancient Coronation Chair. Many great men have been honoured by burial in Westminster Abbey, and the church is full of memorials to kings, queens, statesmen, writers, scientists and explorers, all of whom have played a part in shaping Britain's history. The most beautiful and oldest part of the abbey is the Chapel of Henry VII, built at the turn of the fourteenth century. It is noted for the fan-shaped decoration of its ceiling, and the animals carved on the seats. There are many old buildings in the Westminster area, including the Houses of Parliament, which were also rebuilt in the late nineteenth century because the original House was destroyed by fire, and the facade of Buckingham Palace, which was finished at the beginning of the twentieth.

To the west of the City there are finest theatres, cinemas and concert halls, the largest museums, the most luxurious hotels, the largest department stores, and the most famous shops. The name "West End" came to be associated with wealth, luxury, and goods of high quality. Visitors with plenty of money to spend and who come chiefly for enjoyment are likely to spend most of their time in the West end. Those who come to learn about London's history will find much to interest them in the City.

The Port of London is to the east of the City. Here are miles and miles of docks, and the great industrial areas that depend upon shipping. This is the East of London, unattractive in appearance, but very important to the country's commerce. Ships up to 6,000 tons can come as far as London Bridge, below which is the part of the river called the Pool. You'll be interested to know that London Bridge was originally made of wood, and the first bridge wasn't built until 1176. It lasted 650 years, and became famous for the houses, inns and shops crammed in upon it from end to end. A new London Bridge replaced this in 1931, but you won't find this London Bridge now either, as it was sold to America in 1972. It was taken there stone by stone to be reassembled as a tourist attraction.

The population of London is probably the most cosmopolitan in the world. For example, Whitechapel, in the East End of London, is a district largely inhabited by Jewish traders and craftsmen whose forefathers began to settle in this neighbourhood after the tzarist persecution of 1881.

In Camden Town, an industrial district in north-west London, is to be found the Cypriot Colony, both Greek and Turkish.

The West Indians, who first started arriving in Britain in the fifties, settled mainly in Brixton, south of the river Thames, and in North Kensington in West London.

But the best-known foreign quarter of London is Soho. Its modern history starts after the revocation of the Edict of Nantes in 1685 which caused thousands of French protestants to flee across the English Channel. Today its inhabitants include a large proportion of French, Italian, and Swiss, with a sparkling of many other nationalities.

Add to these immigrants and refugees thousands of young people who come to London from provinces every year to live and work and you will realize that it is not so easy to find a Londoner who can say, "I was born in London as were my father, my grandfather, and my great-greatfather before me".

Many young people come to London to in search of a more exciting life. Because cheap accommodation is scarce, they can find themselves on the streets, living the life of a tramp. This unhappy experience can make them reject society and its values.

Whether a person is old or young, a permanently homeless state is sometimes the result of a chain of unfortunately events or of an addiction to alcohol or drugs. Such addictions may well have developed since they began to lead a tramp's existence.

### *Exercises on the text*

**Ex. 1 Translate the following sentences from the text. The purpose is for you to compare the ways of expressing the same idea in English and in Russian.**

1 The term "London" was originally restricted..., the surrounding districts were absorbed one by one to make up the vast metropolis which is London today.

2 Within the boundaries of the County of London ... that is responsible for many of the public services, housing, education and town-planning.

3 The two landmarks that are a guide to the growth of London are St. Paul's Cathedral in the City and the group of buildings near Westminster Bridge.

4 St. Paul's, though it was hit, escaped the fires that destroyed many of the buildings around it.

5 Many great men have been honoured ... all of whom have played a part in shaping Britain's history.

6 The most beautiful and oldest part of the abbey is the Chapel of Henry VII, built at the turn of the fourteenth century.

7 The name "West End" came to be associated with wealth... are likely to pass most of their time in the West End.

8 It lasted 650 years, and became famous for the houses, inns and shops crammed in upon it from end to end.

9 It was taken there stone by stone to be reassembled as a tourist attraction.

**Ex. 2 Rephrase or explain the following (use an English explanatory dictionary)**

1 Westminster, for instance, was a separate community, **named from its position in relation to the City.**

2 St. Paul's Cathedral is a beautiful sight **standing out above** the other buildings.

3 The massive dome **is topped** by a gold cross.

4 The population of London is probably the most **cosmopolitan in** the world.

5 But the **best-known foreign quarter** of London is Soho.

**Ex. 3 Find in the text English equivalents for the following Russian phrases. Arrange them into groups according to subject matter.**

В сорока милях от устья; первоначально; поглощать один за другим; дальние предместья; быть основанным; исконный Лондон; двухтысячелетняя история; сгореть во время Великого пожара; самое поразительное (замечательное) здание Сити; проектировать здание; сильно повредить; подняться на купол по 365 ступенькам; прижать ухо к стене; быть разделенным на две части; в конце XIV века; славиться чем-либо; к западу от; рассматривать что-либо как что-либо; события давнего прошлого; оказать кому-либо честь; товары высокого качества; приезжать главным образом для развлечения; находить много интересного; внешне непривлекательная.

**Ex. 4 Arrange the points in logical order and reproduce the original text using the key-words given below.**

1 to the West of the City; to associate smth. with smth; to pass most of one's time;

2 to live rough; to result in (doing) smth; to lose contact with smb; to reject society; in search of a more exciting life; to get accustomed to smth./doing smth; to rejoin society; to care.

3 to be situated; to be divided into two unequal portions; to be named from its position;

4 to be originally built of wood; to last; to replace smth.;

5 within the boundaries of the County of London; to be responsible for smth.; to stretch ... miles from ... to ...;

6 to play a part; to be noted for smth.; in the late nineteenth century;

7 to be built during Norman times; to be destroyed; the most striking building; to escape the fires; a beautiful sight.

**Ex.5 Correct the following statements if you find them wrong. Begin your answers with such commonly accepted phrases as:**

*I quite agree with you. You are quite right, Yes, that's quite right, That's quite true. I don't think that's quite right; You are not quite right (there); I am afraid I don't agree with you; I'm afraid that's (completely) wrong; That's not quite right/true; I wouldn't say so; Oh, no, quite on the contrary; As far as I remember.*

1. London is situated in the south-east of England. 2. The more important part of London is situated on the south bank of the Thames. 3. Westminster is the area known as "Greater London" 4. Greater London includes not only the City and the County of London, but the outer suburbs. 5. Each of the twenty-eight councils is responsible for many of the public services in the capital. 6. The two landmarks that are a guide to the growth of London are St. Paul's Cathedral and Trafalgar Square. 7. St. Paul's was destroyed during the Second World War. 8. Buckingham Palace is regarded as the centre of Westminster. 9. The most beautiful and oldest part of the Westminster Abbey is the Chapel of Henry VII, built at the turn of the fifteenth century. 10. The name "West End" is associated with the country's commerce. 11. The West Indians, who first started arriving in Britain in the fifties, settled mainly in Clerkenwell. 12. The best-known foreign quarter of London is Camden Town.

### *Speech exercises*

**Ex. 1 Find evidence in the text to support the following statements.**

1. In fact, there are several Londons. 2. London was greatly damaged in 1666 and during the Second World War. 3. Old St. Paul's was not designed by Christopher Wren. 4. The West End is the fashionable shopping and entertaining centre of London. 5. The East End is the proletarian part of London. 6. The population of London is probably the most cosmopolitan in the world.

**Ex. 2 Answer the questions.**

1. What parts does the Thames divide London into? 2. What does Greater London include? 3. Why are St. Paul's Cathedral and the Westminster area a guide to the growth of London? 4. What is the history of St. Paul's? 5. What is the Whispering Gallery famous for? 6. Why can we learn much about happenings of long ago in the Westminster area? Why is the Westminster area often called the capital of Great Britain? 8. What is the West End noted for? 9. Where do those coming to London to learn about London's history pass most of their time? Why? 9. What do you know about the history of London Bridge? 10. What makes London a cosmopolitan city? 11. What made immigrants and refugees leave their countries?

**Ex. 3 Talk about:**

- a) The structure of London;
- b) London's different faces;
- c) London as a cosmopolitan city.

Список использованных источников

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