

Национальный институт образования

АНГЛИЙСКИЙ ЯЗЫК

ФАКУЛЬТАТИВНЫЕ ЗАНЯТИЯ

Т.П. Леонтьева

Культура речевого общения

7–8 КЛАССЫ

Пособие для учащихся
учреждений общего среднего образования
с белорусским и русским языками обучения

*Рекомендовано
Научно-методическим учреждением
«Национальный институт образования»
Министерства образования Республики Беларусь*

4-е издание, стереотипное

Минск
«Вышэйшая школа»
2015

УДК 811.111(075.3=161.3=161.1)
ББК 81.2Англ-922
Л47

Леонтьева, Т. П.
Л47 Английский язык. Факультативные занятия. Культура речевого общения : 7–8-й кл. : пособие для учащихся учреждений общ. сред. образования с белорус. и рус. яз. обучения / Т. П. Леонтьева. – 4-е изд., стереотип. – Минск : Вышэйшая школа, 2015. – 144 с. : ил.
ISBN 978-985-06-2609-7.

Содержит учебные материалы для факультативных занятий по английскому языку в 7 и 8 классах «Культура речевого общения».
Предыдущее издание вышло в 2014 г.
Для учащихся и учителей учреждений общего среднего образования.

УДК 811.111(075.3=161.3=161.1)
ББК 81.2Англ-922

Учебное издание

Леонтьева Татьяна Павловна
АНГЛИЙСКИЙ ЯЗЫК
ФАКУЛЬТАТИВНЫЕ ЗАНЯТИЯ
КУЛЬТУРА РЕЧЕВОГО ОБЩЕНИЯ
7–8 классы

Пособие для учащихся общеобразовательных учреждений
с белорусским и русским языками обучения

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Подписано в печать 01.06.2015. Формат 60×84/16. Бумага офсетная.
Гарнитура «Школьная». Офсетная печать. Усл. печ. л. 8,37. Уч.-изд. л. 5,54.
Тираж 1500 экз. Заказ

Республиканское унитарное предприятие «Издательство «Вышэйшая школа»».
Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 1/3 от 08.07.2013. Пр. Победителей, 11,
220048, Минск. e-mail: market@vshph.com http://vshph.com

Республиканское унитарное предприятие «Белорусский Дом печати».
Свидетельство о государственной регистрации издателя, изготовителя
и распространителя печатных изданий № 2/102 от 01.04.2014.
Пр. Независимости, 79, 220013, Минск.

ISBN 978-985-06-2609-7

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Дорогие учащиеся!

В книгу включены дидактические материалы факультативных занятий «Культура речевого общения». Она поможет вам лучше подготовиться к общению на английском языке с зарубежными сверстниками и другими представителями страны изучаемого языка. Вы научитесь правильно выбирать слова и выражения в разных ситуациях общения (неофициальных и официальных), с учетом того, насколько вы знакомы с собеседником, каков его возраст и статус. Это поможет вам преодолевать коммуникативные барьеры, возникающие иногда в процессе взаимодействия с представителями иной культуры, речевое поведение которых может отличаться (порой значительно!) от поведения носителей нашей родной культуры.

Наряду с оригинальными текстами и диалогами вам предлагаются разные проблемные задачи, решая которые вы научитесь правильно строить речевое и неречевое поведение, быть вежливыми и тактичными. С этой же целью в материалы включены культуроведческие подсказки (Tips) применительно к разным ситуациям иноязычного общения, с которыми вы можете встретиться в стране (странах) изучаемого языка.

Большинство заданий, включенных в дидактические материалы, рассчитаны на работу в парах и группах, что даст вам возможность не только общаться на английском языке, но и помогать друг другу успешнее овладевать им. В конце каждого раздела содержатся задания для самоконтроля, выполнение которых позволит вам понять, насколько успешно вы овладеваете культурой общения на английском языке.

Надеюсь, что эта книга будет для вас полезной и интересной.

Автор

Ⅶ класс

UNIT 1. *Getting Acquainted with a Foreign Peer / Guest*

LESSON 1

Introduction

○ Read the poem and try to define its main idea.

If your lips
Would keep from slips¹
Of these five things beware²:
Of whom you speak,
To whom you speak,
And how, and when, and where!

¹ **keep from slips** – избегать ошибок, оговорок

² **beware** – остерегаться, помнить (о...)

○ The words we use, and the way we use them, depend on many different things. These include:

- the time
- who we are talking to
- where we are
- what we are talking about

They help to determine the form of the language that we are using: *more formal* (when we speak to older people or someone we don't know) or *informal* (when we speak to younger people or friends). So, try to choose your words and phrases carefully. We can also communicate non-verbally, with the help of ges-

tures and body language. Some gestures are common in several countries; others are specific to certain cultures. You should understand the meaning of gestures in order not to get in a confusing situation.

A. Introducing people

- ◆ In English-speaking countries, people normally use:
 - their first name only (*Hello, I'm Colin.*)
 - OR their first name and surname (*Hello, I'm Colin Blake.*)

People don't use titles (*Mr Brown / Mrs Brown / Miss Brown*) a lot. At work, they mostly use first names. Titles are normally used in formal situations, for example in a hotel, a bank, etc.

1. Read the following bits of conversation and try to identify formal and informal ways of introduction.

- a) A group of Belarusian schoolchildren and their teacher have just arrived on an exchange visit in Great Britain. The British host, Mr Hughes, meets them at the airport.
 - Excuse me, are you Mr Kovalev?
 - Yes, I'm Denis Kovalev. How do you do?
 - And I'm John Hughes. How do you do? Nice to meet you.
 - Pleased to meet you.
 - Did you have a good journey?
 - Yes, it was fine, thank you.
- b) Denis Kovalev is introducing one of his colleagues.

- Mr Hughes, let me introduce the colleague of mine, Anna Shatilo.
- Glad to meet you. And please call me John.

c) Now the children are introducing themselves.

- Hello. My name is Mike.
- Hello. And I'm Alex.
- Mike, this is my sister, Sasha.
- Hi, Sasha!
- Hi, Mike.

2. These phrases will help you to introduce yourself or other people.

Informal or neutral: *Hello! My name's Peter Little; Hi! I'm Peter; By the way, do you know each other? Pete, meet Ann; Mum, this is Bob.*

Formal: *Let me introduce myself. My name is...; Let me introduce my friend Jimmy to you; My name is Jane Selby. How do you do? Have you ever met Michael Smith? Paul, I'd like you to meet Mary Parker.*

Answering an introduction

Informal: *Hello! Nice to meet you; Pleased / glad to meet you; Hi, Jane.*

Formal: *How do you do? I'm delighted to meet you; I don't think we've met. How do you do?*

3. Choose the best introduction to fit in the situation.

a) You've just arrived in London. Introduce yourself at your host family.

b) Introduce your brother to your English friend.

c) You're visiting a school in London. Introduce yourself to an English teacher.

d) You're in a café with Harry, your English guest. Your friend Pavel comes across to join you. Introduce Pavel to Harry.

e) Introduce your mother to a teacher from Scotland.

4. Respond to the introductions in the following situations.

a. Your father says: "This is a British colleague of mine, Mr Little".

You: ...

b. You're at your host family. Your hostess says: "This is Mary, my younger daughter. She is ten".

You: ...

c. An English schoolboy introduces himself: "Hello. My name's Fred".

You: ...

d. You're at a school party. Your English teacher introduces you to one of the guests: "Mr Rossi, this is Alex, our exchange student".

You: ...

5. Read the cultural note and then try to solve the culture puzzle.

Cultural note

A great deal of body language is involved when greeting a new business acquaintance. In British English the full sentence of identification (My name's John Smith.) is said when the right hand is already

extended; the elliptical sentence (Pleased to meet you.) usually occurs during the handshake – but not after it.

It is sometimes difficult to know when to shake hands with Americans. In business situations, men always shake hands when they first meet each other. Recently, especially in the business world, women have begun shaking hands, too. In social situations when two people meet, they often shake hands. When Americans shake hands, they usually do it for a few seconds. They shake hands firmly, not loosely. “He shakes hands like a dead fish” refers to someone whose handshake is not firm enough. In the American culture, a weak handshake is a sign of a weak character.

Culture puzzle

What would you do if someone introduced you to another person and you didn't know if you should shake hands?

- a) You could keep your hands in your pockets in order to avoid shaking hands.
- b) You could wait and see what the other person does and then you could do the same (shake or don't shake hands).
- c) You could be the first person to give your hand.

Cultural Tips

- The form of greeting *How do you do?* is used when you meet someone for the first time in a formal sit-

uation. It is not a question, that is why it doesn't need any other answer than *How do you do?*

- Do let someone know if you didn't catch his / her name.
- Don't introduce too many people at once.
- It is normal to shake hands in Britain when you meet someone for the first time. It is not usual to kiss.
- Use your host family's first names ONLY if they encourage you to.
- It is not necessary to arrive with a present if you are a paying guest in a British home. On the other hand, your host family will be very impressed if you do!

B. Asking how someone is

◆ In Britain, people usually start conversations with friends by saying, *Hello, how are you?* (or using similar phrases). Remember, this is part of the greeting and not a question about your health. So (except to a very close friend) you do not reply, for example, *I've got a headache*. The answer to such a greeting must be short, for example, *Very well, thank you, and how are you?* Use this pattern even if you are not very well.

1. Read the following bits of conversation and note down some other phrases that you can use when asking how someone is.

- a) – Hi, Alice!
– Hi, Jimmy! How's life?
– Fine, thanks. And how are things with you?
– Not too bad. Thank you.

- b) – Hello, Mike. How are you keeping?
 - Hello, Anna. Very well, thank you. I’ve just come back home from the USA.
 - Oh, really! How did you get to go there?
 - My uncle invited us to spend our holidays there.
- c) – Good morning, Mrs White!
 - Good morning, Mr Porter!
 - How are you getting on?
 - Quite well, thank you. How are you?
 - I’m very well indeed. Thank you.

2. Listen to the *Jazz Chant*. Imitate it with proper intonation.

A: Hi, how `are you?

B: Fine, thank you and how are `you?

C: How are `things with you?

D: Very well, thank you.

E: How are you getting on?

F: Thanks. Not bad at all.

3. Now stand in 2 lines, please. Try to say the *Jazz Chant*. Then change the partners and say it again.

4. Fill in the gaps in the following dialogue.

Joe: Hi, Paul. ... ?

Paul: Quite well, thanks. ... ?

Joe: Not In fact, pretty good! Did I tell you that I got a new job?

Paul: No, you didn’t. That’s good news.

5. Make up your own short dialogues and act them out.

LESSON 2

A. Offering something

1. When you offer some food or drink to your English guest or ask for something, there are different ways you can say it. Read the dialogues and take a note of all the expressions used to offer something and to accept or decline an offer.

a) *A*: Would you like a drink?

B: Thank you.

A: What would you like? Tea or coffee?

B: Coffee, please.

A: How do you like your coffee?

B: Black, please.

b) *C*: Will you have some tea, Lucy?

D: That's a good idea, Ann.

C: What about some sugar? Two teaspoonfuls?

D: No, less than that. One teaspoonful, please.
That's enough for me.

C: Please, help yourself to the biscuits.

c) *E*: Could I ask you to bring a glass of mineral water for my wife, please?

F: Certainly. With ice?

E: No, thank you.

G: Mrs Brown, allow me to pass you the salad, please.

H: Thank you very much.

2. These phrases will help you to offer some food or drink to your guests.

Informal or neutral: *Would you like ... ? Will you have ... ? Can I offer you ... ? Please, help yourself to*

Formal: *Could I offer you ... ? What would you say to ... ? Allow me to give/ pass you*

3. Complete the dialogues and act them out.

- Would you ... ?
- Oh, yes, please.
- What about ... ?
- No, thank you. I'm on a diet.
- Could I ... ?
- With pleasure.
- Allow me to give you
- Thank you very much.

4. Table manners are an important part of any culture. The British are considered to be polite and well-mannered people. Don't forget the basis of good manners if you are invited to dinner in Britain. Read the table rules listed below and say which of them are wrong.

When you're at the table in Britain:

- Don't speak with your mouth full.
- Don't put your elbows on the table.
- Do take bread with a fork.
- If you use a napkin, do tuck it under your chin.
- Don't lift a soup bowl to your mouth.
- Do hold a fork in the right hand and a knife in the left hand.

5. Read the cultural note and then try to solve the culture puzzle.

Cultural note

It is difficult to give rules about the evening meal in a British home. It varies from family to family. One family will call it dinner and eat around 7 p.m. Another may call it tea and eat around 6 p.m. Tea may consist of a cooked main course or a salad, plus a dessert. If you're invited to 'dinner', expect a three-course meal.

It's normal to take a small present or a few flowers when you're invited to visit someone for dinner. There's no phrase in English like «Приятного аппетита!». It's polite to make a comment while you're eating: "This is lovely / very nice / absolutely delicious". If you're offered some more, you may say: "Oh, thank you. Just a little then, please" or "Yes, please, but only a small piece". If you'd like to refuse something, avoid saying direct to your host: "I don't like it...". You may say: "No, thank you. I'm afraid I'm not very keen on marzipan" or "No, it really is lovely, but I don't think I could manage any more, thank you". After dinner don't forget to thank the host for the meal: "That was very nice / lovely. I really enjoyed it".

Culture puzzle

You're having dinner at a British friend's house. He serves you the food you don't like at all. You eat it, but then he offers you some more. What do you say?

a) No, thank you. I don't like it.

b) It was very nice, but no, thank you. I've had enough.

c) No, I don't want any more.

Cultural Tips

- Do compliment the host at dinner.
- Do make sure you talk to both your neighbours.
- Do ask for something (such as the salt), and never stretch across the table for it.
- Don't use your cutlery to emphasize your conversation.

B. Thanking

◆ Which two words do we use most often if we want to be polite? Definitely, *Thank you* and *please*. There are different forms of thanking people.

Informal or neutral: *Thank you (very much); Many thanks; Thanks a lot; Thank you very much for...*

Formal: *I'm (really) very grateful to you (for); I do appreciate... very much; I really can't thank you enough; I'm much obliged.*

Responding to thanks

Informal: *Not at all; You're welcome; That's all right...*

Formal: *It's a pleasure / my pleasure; No trouble at all; Delighted I was able to help; It was the least I could do.*

Remember, that for something small you may use:

Thanks or *Thanks very much.*

Thank you or *Thank you very much.*

For something more important:

Thank you VERY MUCH. That WAS kind of you.

I'm VERY grateful.

Notice that one word is given very heavy stress. Make sure you can say these so that you sound really grateful. The tone and intonation we use are also important if you want to be polite.

Thank you is often used to accept an offer (in the same way as *Yes, please*). The British usually say *No, thank you* when they want to refuse.

Please is, perhaps, the most important word in English! If you don't use it when you ask for something you can easily upset people.

Please is used:

- at the beginning of invitations: *Please come in.*
- at the end of requests: *Could you pass the salt, please?*

Please is not used to ask people to repeat what they said. The British say *Sorry?* (informal) or *Pardon?* (formal) with a rising intonation.

Please is not used to give things to people. Use *Here you are* or *There you are*.

Please is not used as an answer to *Thank you* or *Thanks*.

1. Choose the best form of thanking people to fit in the situation.

a) Somebody you don't know very well offers you a lift home from a party.

...

b) On behalf of your classmates thank Mr Murray who has given you a talk on traditions in Great Britain.

...

c) You're leaving your friend Kelly's house after an enjoyable party.

...

d) You want to thank your friend Fiona for a cup of coffee.

...

e) You want to thank your British host for a wonderful dinner.

...

C. Saying goodbye

1. Read and act out the bits of conversation.

a) – Dave, I'm sorry, I've got to run.

– Goodbye, then.

– See you tomorrow.

b) – Are you going my way?

– I'm afraid not. I have to go to the doctor's. Bye-bye!

– Take care. Bye!

c) – I'm going to the country for the weekend.

- Have a good time, Sally. I’ll look forward to seeing you soon.
- Goodbye for now.

2. Match the appropriate lines in two columns. More than one variant is possible.

Goodbye then.
 I’m afraid I must be going.
 Happy weekend to you.
 Give my love to Helen.
 Have a good trip.

The same to you.
 Thanks, I will.
 Take care. Bye!
 See you later.
 See you tomorrow.
 Thank you. Goodbye.

3. Read the cultural note and answer the question: *How many times do the British say that they are going to leave?*

Cultural note

When you’re having dinner in an English family it is very important, that at the end of the evening you do NOT just stand up and announce that you are leaving. If you do that, your British host will think that there is something wrong – perhaps she / he has upset you. British people usually say at least twice that they are going to leave. There is usually at least ten minutes – or longer – between the two. You can say any of the following:

- “I’ll have to be going”; “I must be going soon”;
- “I really will have to go now”; “I really must go”.

*Usually you use two different expressions. The ones with **-ing** are usually used first and the ones without **-ing** when you really are ready to go.*

Test yourself

- 1. Read the situation and choose the appropriate answer. There may be more than one possible answer.**

What would you do if you were talking to an American friend and then a third person (who you didn't know) came along and began talking to your friend?

a) You could introduce yourself by saying something like: "I don't think we've met. I'm ... (give your name)".

b) You could ask your friend to introduce you. You could say something like, "I don't think I've met your friend".

c) You could not say anything and wait for your friend to introduce you.

- 2. You're in Britain. You meet a British friend in the street. You last saw him 2 days ago. Do you:**

a) just say *hello*?

b) say *hello* and shake his hand?

c) put your arm round his shoulder and slap him on the back?

- 3. Here are two conversations (formal and informal), which have been mixed together. Recreate each one by putting the numbers in the most likely order. The first numbers have been done for you.**

1. I'd like to introduce you to my wife, Pamela.

2. Oh, it's a marvellous way to travel by plane!

3. Yea, I got the lift all the way.
4. Hello, Jane. It's good to see you again.
5. How do you do, Mr Berry? I'm glad you were able to come.
6. Good trip?
7. You remember Jane, don't you?
8. Hello, there, come in.
9. I hope you had a comfortable journey.
10. Hi.
11. How do you do? It was so good of you to invite me.
12. It's a pleasure to meet you, Mrs Fish.

Informal: 8, ____

Formal: 5, ____

4. Work in groups and discuss the similarities and differences between your native culture and the British / American culture in regard to the following items.

1. Introduction and greetings. How do you greet people when you meet them for the first time?

2. Names. When do you use first names, family names?

3. Invitations. Do you ever visit people without an invitation?

4. Punctuality. When do you arrive for an appointment?

5. Clothing. What do you wear when you're invited to dinner?

6. Compliments. Do you make compliments about the food, the host's house?

7. Leaving. When do you leave a dinner party?

UNIT 2. *Discussing Interests and Hobbies of the Family Members*

LESSON 1

Expressing likes / dislikes

1. You usually talk with your foreign friends about your likes and dislikes. Read the following dialogue and act it out.

A: Do you like sunny hot weather?

B: No, I don't. I hate when it's hot outdoors.

A: Why don't you like it? Most people enjoy such weather.

B: Not me. I can't stand it (не выношу) when it's hard to breathe and your T-shirt gets wet.

2. Do you like or dislike the following things? Respond to the statements using *So do I; Neither do I; I do / I don't*.

Example: – I like going to parties.

– So do I *or* I don't (*if you don't like it*).

– He doesn't like tennis.

– Neither do I *or* I do (*if you like it*).

1) I love going to discos.

...

2) I hate getting up early.

...

3) I don't like rock music at all.

...

4) She doesn't like shopping.

...

5) I love walking in the country.

...

6) I like skateboarding.

...

3. These phrases will help you to express likes or dislikes.

Informal or neutral: *I like / love; I'm very keen on...; I (really) enjoy; I'm crazy/ mad about...; ...is really terrific / great; ... I'm afraid I don't like...; I'm not (really) keen on...; I (really) hate...; I can't stand...; Oh no! I don't feel like...*

Formal: *What I particularly / greatly enjoy is...; ...is my favourite pastime; I adore...; There's nothing I like / enjoy more than...; ...is not one of my favourite; I think ...is pretty awful / really unpleasant; There's nothing I like less...*

4. Work in pairs. These are your answers. Think of different questions that correspond to the answers.

1) ...

– Yes, I do. A little.

2) ...

– Yes, I do.

3) ...

– I'm not very keen on it.

4) ...

– I'm crazy about it.

5) ...

– I hate it.

6) ...

– It's my favourite pastime.

7) ...

– There's nothing I like less.

8) ...

– Yes, I really enjoy it.

5. Write down 4–5 things you like about your town or village. Find people in the class who like the same things. Then talk about things you don't like.
6. Tell the rest of the class about your likes and dislikes. Make 2 class lists: the Top five likes and the Top five dislikes about your town or village.

LESSON 2

Asking about likes / dislikes and preferences

1. In the family people may have different hobbies and favourite pastimes. Look through the list of activities and ask your friend which of them his parents and other relatives enjoy or hate doing.

Example 1: – My dad likes working on his computer.
And what about your dad?

– He prefers gardening to computer games. He finds it more enjoyable.

Example 2: – Is your sister keen on cooking?

– Oh, no. She would rather do shopping.

Activities: fishing, going out with friends, keeping pets, doing sports, going to a disco, taking pictures, travelling, playing the guitar / the piano, reading books, watching videos, doing crosswords, etc.

2. Ask your friend about his preferences. The following phrases may help you.

Which would you prefer: ... or ...?

Do you prefer...?

Would you rather...?

Do you like...more / better than...

Do you find...more enjoyable?

3. Communication game “Christmas Shopping”.

You will get one card for every student in the class. The five pictures on the card represent five presents that you’re going to give to people. The object of the game is to find suitable people for the presents. To do this, move around the class, asking others what interests they have and what their likes or dislikes are. Do not mention what present you have in mind but try to find out indirectly what other people’s tastes are and thus whether any of the presents on the card would be suitable. At the end of the game discuss what you decided to give each other.

LESSON 3

A. Describing a person’s qualities

1. Work in pairs and discuss the good qualities of your family members. The following words may be of help to you.

- considerate – внимательный, заботливый
- helpful – готовый помочь, услужливый
- caring – заботливый
- reliable – надежный

- patient – терпеливый
- cheerful – веселый
- smart – умный, сообразительный
- having a good sense of humour

Example: My elder brother is so considerate. He always helps me with my maths.

2. Read the text “My favourite person” and answer the question: *Which words does the author use to describe her cousin’s character?*

My favourite person is my cousin Emma. We grew up together and we’ve been best friends since then. She is tall and slim. She has got long blonde hair and an oval face with blue eyes and full lips.

Emma has a wonderful character, too. Firstly, she’s great fun to be with. She has got a great sense of humour. She is always telling jokes and making everyone laugh. She is kind and generous, too. She loves buying people presents or doing things to help them. The only thing about her which I don’t like is that she can be bossy at times.

We spend nearly all our time together and enjoy every minute of it.

3. Read the first sentence and then add an appropriate supporting sentence.

Example: My grandfather is a very generous person.
He loves buying people presents.

a) My Mum has a good sense of humour.

...

b) My cousin Sally is a quiet person.

...

c) My grandmother is a very reliable person.

...

d) My Dad is a cheerful person.

...

e) My brother is a very active person.

...

4. Your friend is telling his people at home about his stay in England. He is describing his hostess. Complete the sentences.

“She is very friendly. She is ... , too. She helped me a lot with my homework. And Mrs Harper is quite a ... person. She always does what she promises. She also has She smiles and laughs a lot.”

5. Think about your family members and describe their most remarkable features.

- Who is the most helpful?
- Who is the most generous?
- Who speaks the best English?
- Who talks the most / the least?
- Who tells the best jokes?
- Who is the best / the worst driver?

B. Ending a conversation politely

1. Read the dialogues and say which phrases the people use to end a conversation politely. Which dialogue is more formal?

- 1) – It’s been a lovely party. Thank you very much.
 - But you can’t go yet! The party’s just beginning.

- I'm sorry, but I must!
 - Why?
 - Because I have to catch the last train.
- 2) - It's been nice talking to you, but I've got to rush.
- See you later. Bye.
- 3) - Sorry, I must be off now. Hope to see you again soon.
- Me too. Take care.
- 4) - I'm awfully sorry, but I can't stay any longer.
- It's been very nice talking to you. I hope to see you soon.

2. Match the speech bubbles to make complete phrases for starting and finishing conversations.

1 I'm sorry to interrupt but I have to ...

a ... getting here?

2 It's getting ...

b ... the time?

3 Hello, I've heard...

c ... go now.

4 How are you? I haven't...

d ... must rush.

5 Hi, glad you...

e ... in Prague.

6 Did you have any problems...

f ... a lot about you.

7 Oh dear, is that...

g ... could come.

8 I really ...

h ... late.

9 I hear you're going to study...

i ... seen you for ages.

3. Read the cultural note and say if you do the same in your country.

Cultural note

“See you later” is a way of saying “goodbye” in British and American English and it often does not mean “I’ll see you later”. You should not understand it literally, i.e. that a person is going to meet you very soon.

On the telephone, people sometimes have difficulty in ending or closing a conversation. If the person to whom you’re talking says the following, it means that he or she is ready to hang up:

- *Thanks for calling.*
- *It's been good / nice talking to you.*
- *I'm really glad you called. Let's keep in touch.*
- *Sorry I have to cut this short, but I have to go now.*

4. Make up your own short dialogues and act them out.

Test yourself

1. Write your responses to what the student says.

1) "I don't like doing grammar exercises."

...

2) "I love Chinese food."

...

3) "I hate getting up early."

...

4) "I'm keen on classical music."

...

5) "I enjoy shopping."

...

6) "I can't stand rock music."

...

2. You're in the USA. As you're leaving a shop the assistant says, "Have a nice day!" What would you say?

a) Have a nice day yourself!

b) Thank you. Same to you. Bye.

c) Thank you. See you later.

UNIT 3. *Addressing a Stranger for Help in a City / Village*

LESSON 1

Attracting someone's attention

1. If you approach a stranger in Britain to ask something, use *Excuse me* as your first words. Read the following bits of conversation and act them out.

- 1) – Excuse me, is this seat free?
 - Yes, it is.
 - Is it O.K. if I sit here?
 - Yes, of course.
- 2) – Excuse me...
 - Yes, can I help you?
 - I'd like some information about trains, please.
 - Where to?
 - ... to London.
- 3) – Excuse me, does this bus go to the station, please?
 - Yes, it does. Step in, please.
 - Thank you.

2. If someone asks *you* for help, they may begin in a more *formal* way:

- *Do you happen to know(if)...*
- *Sorry to trouble you, but could you...*
- *I wonder if you could possibly tell me...*

3. Read the cultural note and then do ex. 4.

Cultural note

*If someone asks you something and you're going to answer negatively, you should not just say **No**:*

e.g. Excuse me, do you happen to know the time, please?

No, I'm afraid I don't.

"I'm afraid" has a very important meaning in conversation. It is the way of starting to say something negative. This use of "I'm afraid" in conversation is much more common than its other meaning. Saying negative things can be difficult. It is much easier if you use "I'm afraid".

4. Match up the questions and the answers.

- | | |
|-------------------------------|---------------------------|
| 1 Did you buy the vegetables? | a I'm afraid there isn't. |
| 2 Can you change a pound? | b I'm afraid not. |
| 3 Does the 44 bus stop here? | c I'm afraid I didn't. |
| 4 Is there a toilet here? | d I'm afraid I can't. |
| 5 Are the banks closed? | e I'm afraid it doesn't. |
| 6 Are you Miss Selby? | f I'm afraid they are. |

5. Answer **No** to these questions in a polite way.

- 1) Excuse me, do you know this area well? ...
- 2) Excuse me, can you tell me the time, please? ...
- 3) Excuse me, have you got a map? ...
- 4) Excuse me, is there a gas station near here? ...
- 5) Excuse me, have you got any change? ...
- 6) Excuse me, do you know where *Boots* is, please? ...

LESSON 2

A. Asking for and giving directions

1. Read the dialogues and find out which way of asking for directions is a more formal one. Act the dialogues out.

- a) – Excuse me, how do I get to the bus station?
– Go outside, cross the road and take the second turning on the right. The bus station is next to the bank.
– OK. Thank you.
- b) – Excuse me, could you tell me the way to the Space Museum, please?
– Certainly, I can. Go to the other side of North Street, walk straight ahead, then turn left and you will see the Space Museum.
– Thank you very much.
– It's my pleasure.
- c) – Excuse me, can you tell me the way to the nearest supermarket?
– Yes, of course. Take the first turning on the left and then go straight on past the traffic lights. You can't miss it.
– Thanks a lot.

2. Complete the dialogue with the words from the box.

over	along	down	through	past
------	-------	------	---------	------

A: Excuse me, could you tell me the way to the park?

B: Of course. Go ... St James' Road, ... the museum, then ... the tunnel. Then, turn left and go ... the steps. Next, you cross over the road. You will see a bridge, go ... it and you're in the park.

A: Thank you very much.

B. Asking for detailed information

1. Geoff is starting at a new school. He is trying to find the Head's office. Read the dialogue and number the directions given below.

Geoff: Excuse me. This is Fareham school, isn't it?

Woman: Yes, it is. Can I help you?

Geoff: Yes, I'm looking for the Head's office. It's my first day and this letter tells me to go to the Head's office.

Woman: Yes, that's right. Now, this is the reception, OK? From here, go across the school hall – right to the end – and go up the stairs on the right. Don't go through the doors at the end. OK?

Geoff: Er, I think so.

Woman: I'll repeat that for you. Go across the school hall – oh, be careful, it's slippery (скользко), we've just washed it – and go up the stairs on the right. Don't go through the doors at the end.

Geoff: Yes, I've got that.

Woman: Good. At the top of the stairs turn left.

Geoff: Turn left, OK.

Woman: Then the Head's office is at the end of the corridor, on the left. It's opposite the science laboratory. OK?

Geoff: Yes, I think so. I think I can remember all that. Thanks.

Finding your way in a building

- Go up the stairs on the right.
- It's at the end of the corridor, on the left.
- At the top of the stairs turn left.
- Go across the school hall.
- It's opposite the science laboratory.
- Don't go through the doors at the end.

2. A Game. Work with a partner. Take turns.

Think of a place in your school. Give B directions from your classroom, but do not say the place. Possible places: the canteen, the Head's office, the science laboratory, the teachers' room, the reception. Listen to A. Which place does she give directions to?

3. While communicating people use a lot of *body language*. Look at the pictures, demonstrating the body language, and identify the meaning of gestures.

a



b



c



d



e



f



- 4. In pairs try to work out how you would communicate the messages without using words.**

Each pair writes a message secretly on a piece of paper and gives it to another pair. Each pair then communicates, through gesture and without speaking, the message on the paper they have received. The rest of the class guesses what they are communicating.

- 5. You are going to prepare a section on gestures to go in a handbook for visitors in your country. In groups, collect 5 examples of some of the more common gestures. The teacher will help you to choose gestures that an English speaker might not understand. Then draw a simple sketch of each gesture and write a short explanation for each one.**

LESSON 3

Asking someone to say something again

- 1. In a conversation get the speaker to repeat words or phrases that you didn't hear clearly. You can use the following phrases.**

Neutral:

- *I'm sorry?*
- *I'm sorry, I didn't catch...*
- *Sorry, what was that word?*
- *Can you repeat what you said after...?*

More formal:

- *Pardon?*
- *Could you repeat that, please?*
- *Would you repeat what you said?*

- *I'm sorry, would you mind repeating ...please?*
- *I'm sorry, could I ask you to repeat that sentence?*

2. Say the right thing in the situations.

1) You are at the party. Your hostess says: *I'd like you to meet...* (The name is drowned by a loud noise). – *I'm sorry,...*

2) Your English teacher says something to you very quickly.

3) You didn't hear clearly the last word in a sentence.

4) You're not sure you understand what your friend has just said.

5) You didn't catch what your teacher said at the lesson.

3. Read the cultural note. Do we observe the same rules in our country?

Cultural note

In American culture, if someone is asked a question, a verbal response is expected right away. If someone doesn't answer quickly, it can mean that he or she is annoyed, angry, doesn't care, or has no answer.

It is usually okay to interrupt the other speaker so that you can make sure you understood what the speaker said:

- *Sorry to interrupt you, but I didn't quite understand;*
- *I'm sorry, but I have a question.*

4. Work in pairs and act out the following situations.

- a) You didn't quite understand the directions to the supermarket you were given;
- b) You would like to ask your teacher to read the text more slowly;
- c) You interrupt your British host politely to ask him a question.

Test yourself

1. Complete the dialogue.

- ...
- Yes? Can I help you?
- ... a bank near here?
- ...
- Is ... ?
- No, it isn't very far. ... the first turning ... left and then ... right. Go ... the street ... the traffic lights. On your left you'll see the bank.
- ...

2. Work in pairs. Take it turns to give your partner directions from your school to:

- a) the railway station;
- b) the nearest shop;
- c) the post office;
- d) the cinema.

3. Watch a video sequence where the British / the Americans use different gestures. Discuss the gestures. Would

any of them mean something different in your country?
Would any of them seem rude or aggressive?

UNIT 4. *At the Supermarket / Market*

LESSON 1

Asking about the price / the quality / the producer

1. What can you buy at your local market? Work in pairs and make a list.
2. Read the dialogue where some people visit a market in London. What are they going to buy?

Jane: Well, here we are, at the local market. What do you think of it, Chris?

Chris: It's great. It's big, isn't it? And so colourful!

Tony: Yeah, it's cool, isn't it?

Jane: Haven't you been here before, Tony?

Tony: No, never.

Jane: But you've lived in this area for a long time now, haven't you?

Tony: Yes, for about three years, but I've never been to this market.

Chris: What do they sell here?

Jane: Oh, everything, just about. In the shops they've got jewellery, paintings, flowers, and the stalls have got all sorts of things.

Tony: Is there any food?

Jane: Yes, over there, look. There are several food stalls.

Chris: Excuse me, how much are these birthday cards?

Stallholder: They're all £1.50 each.

Chris: Oh, that's a bit expensive. Have you got anything cheaper?

Stallholder: Not like those... But I can give you three for four pounds.

Chris: Oh, I don't know.

Stallholder: They're all hand-painted, made in Thailand.

Chris: OK, then. I'll have these three. Here you are. Thanks.

3. Imagine that you're Chris. You want to buy something for your Mum. It's her birthday next week. Complete the dialogue with the shop assistant.

Chris: I'd like to buy something for Mum. How much ... ?

Shop assistant: They're

Chris: That's a bit ... anything cheaper?

Shop assistant: ...

Chris: That's a good idea! ... Thanks.

LESSON 2

Identifying the food labels / packaging materials

1. Try to match the labels on food with their definitions.

1) **Organic** a) It contains very little fat.

- 2) **Free range** b) The shop can't sell it after this date.
- 3) **Fair trade** c) It was produced without chemicals.
- 4) **Low fat** d) The animals live outdoors.
- 5) **Sell by date** e) You shouldn't use it after this date.
- 6) **Use by date** f) The producers get a fair price.

2. Do you have these labels on food in your country? Which things are important to you? Discuss in pairs.

3. Practise asking for a particular thing at the supermarket. Find the correct combinations.

I'd like	a bar of	milk	please.
Could I have	a bunch of	chocolates	please?
	a box of	rolls	
	a pint of	soap	
	half a pound of	roses	
	a quarter of	matches	
	a tube of	butter	
	half a dozen	toothpaste	

4. Complete the following bits of conversation with the words from the box.

cash	bargain	offer	discount	price
credit card	pay	cost	deal	

1. How would you like to ...? – By ...

2. These T-shirts only ... five euros. – Wow!
That's a ...

3. There's a 20 % ... if you pay ... – OK, it's a ...
4. Is it a fixed ... – Well, no. You can make me an ...

LESSON 3

Asking for discount / bargaining

1. Read the text about one of the largest markets in the world and say how old it is.

The Grand Bazaar in Turkey is the largest covered market in the world, with over 4,000 shops. It started life in the 15th century and it has grown for over five hundred years to become almost a small town, with banks, cafes, restaurants and a post office. You can find everything here – but the best buys are carpets, leather coats and jackets, and gold and silver jewellery. Don't forget to bargain – you can often pay much lower prices if you bargain well!

2. Listen to the dialogue at the market. What is the woman going to buy? Does she get it at a cheaper price? Act out the dialogue.

Woman: Oh, this jumper is lovely! It is wool, isn't it?

Stallholder: Oh, yes, 100 % wool.

Woman: How much is it?

Stallholder: It's fifty pounds.

Woman: Fifty pounds! That's a lot! No, I'm not paying fifty pounds for a jumper, sorry!

Stallholder: It's a very good quality, Madam. You won't find jumpers like that in the shops.

Woman: Maybe... but I really don't have enough money for that, I'm afraid.

Stallholder: Let me see... I could let you have it for forty-five pounds.

Woman: No, that's still a bit too expensive. What about forty pounds?

Stallholder: No, I can't sell it for that! Then I'd lose money. Forty-three pounds?

Woman: Umm, I don't know...

Stallholder: That's my final offer.

Woman: Oh... OK. I'll take it.

3. You're going to listen to a conversation in a market. A tourist is looking at an Oriental carpet. Guess who says these things, the buyer (B) or the seller (S)?

- It normally costs two hundred in the shops.
- That's too much.
- I don't know.
- That's my best price.
- Make me an offer.
- It cost me a hundred.
- That's my final price.
- It's a bargain.
- It's a deal.

Listen and check.

4. Listen again. Write down the prices you hear.

Market trader: Oriental carpets! Best Prices! Genuine Oriental carpets... top quality... How about you, madam?

Tourist: Yeah. Nice carpets. How much is this one?

Trader: Ah, very nice, this one. It normally costs two hundred in the shops. I get them direct from the factory at a very special price.

Tourist: Oh, yeah? How much is it then?

Trader: You can have it for a hundred and fifty.

Tourist: Oh. That's too much. Sorry.

Trader: Wait a minute... for you, special price. A hundred and thirty.

Tourist: Oh, I don't know.

Trader: That's my best price.

Tourist: Mm, I like it. I like the colours, but...

Trader: Look, just for you. A hundred and twenty-five.

Tourist: No... it's still too much for me.

Trader: Make me an offer...

Tourist: A hundred?

Trader: You're joking! It cost me a hundred.

Tourist: You paid a hundred for it?

Trader: Yes! This is top quality.

Tourist: Oh. A hundred and ten?

Trader: A hundred and fifteen for cash. That's my final price. It's a bargain!

Tourist: OK, OK, it's a deal. A hundred and fifteen.

5. Read the cultural note and say when the British usually bargain.

Cultural note

In Britain shops have fixed prices, but you can bargain in street markets. Shops have sales in January and again in the summer, when a lot of items are cheaper. Superstores have special offers on some

items every week. Shops don't usually give a discount for cash. The British usually bargain when they buy houses and cars, or anything that is second-hand.

6. Where can you bargain in your country? Discuss in groups.

- everywhere
- superstores
- markets
- small shops
- department stores
- nowhere

Test yourself

1. The underlined word in each sentence is wrong. Correct it.

1. Can I have a carton of chips, please?
2. Would you like a can of coffee?
3. Can I have a bar of matches, please?
4. I need a pint of butter.
5. I think I'll have a bag of orange juice.

2. Role-play. Work with a partner.

A: You're shopping at a local market. You want to buy: a leather schoolbag (for you), a pair of earrings (for your mother), a leather wallet (for your father). You have £22.00 with you, but you also want a sandwich. Find out how much the things cost and bargain with the assistant. What do you buy / pay at the end?

B: You're the assistant at a market stall. Your uncle owns the stall but you work there on Saturdays. Today a teenager comes to the stall when your uncle is at lunch. He / she wants to buy three things: a leather schoolbag (£12.00), a pair of silver earrings (£7.00) and a leather wallet (£5.00), but she / he doesn't have enough money. You know that your uncle sometimes gives 20% off the price of the leather goods but not the jewellery. You also know he will be very pleased if you sell some things while he is at lunch, especially if you sell them at the correct price. Decide what to do.

UNIT 5. *Going Shopping*

LESSON 1

Asking about the size / the colour

1. Read the dialogues and take a note of all the expressions used to ask about the size and colour.

1) **A:** Can you change this T-shirt, please?

B: Why? What's wrong with it?

A: It's the wrong size.

B: Is it too big, or too small?

A: It's too small for me.

B: What size are you?

A: I'm not sure. Can you measure me?

B: Yes, certainly... You're a thirty-six. This one's the right size.

2) C: Can I help you?

D: Yes, I'd like a pair of shoes, please.

C: What colour would you like?

D: Brown.

C: And what size are you?

D: Five. Can I try them on?

C: Of course.

2. Put the sentences in the correct order and make a dialogue.

a) Well, I think I'll leave it. Thank you.

b) I'm sorry. This is the largest size we've got.

c) Can I help you?

d) It's too small. Have you got it in a bigger size?

e) Yes, I'm looking for a sweater.

f) How about this one? It suits you.

3. Make up short dialogues in the following situations.

1) You've bought a new pullover, but it's the wrong size. You want to change it.

2) Your sister / brother bought a new windcheater (куртка-ветровка) for you but you don't like the colour very much.

3) The shop assistant offers you a pair of shoes. You need a smaller size.

Cultural Tips

- When you need help in a shop you can say:
– *Can you help me, please?*

- *Excuse me, have you got this in size...?*
- *Excuse me, have you got this in medium / in red?*
- When you don't want help, you can say: *No, thank you, I'm just looking.*
- If you do not have change, you can say: *I'm sorry this is all I've got* or *Sorry, I have nothing smaller.*

LESSON 2

Asking for and giving opinions

1. Read the bits of conversation and tick the expressions the speakers used to ask for an opinion.

a) *Dave*: What do you think?

Tanya: I think it's great. I really like it.

Dave: I'm not sure about the colour.

Tanya: What's wrong with the colour? You look good in it.

Dave: Do you think so?

Tanya: Yes, I do.

Dave: Oh, all right then. How much is it?

Tanya: A hundred and forty pounds.

Dave: What? You're joking! I'm not paying that much. Let's go and have a coffee...

Tanya: Dave...

Dave: Yeah?

Tanya: Take the sweater off first.

b) *Anna*: Turn round... let me see the back...

Trisha: Does it make me look fat?

Anna: No. Not at all, you're not fat anyway.

Trisha: What about the colour? Does it suit me?

Anna: Yeah, you always look good in red. I like it.

Trisha: Hmm, I'm not so sure. It's a bit expensive.

I don't know.

2. These phrases will help you to ask for an opinion.

Informal or neutral: *What do you think of / about...?*

Don't you think...? How do you find...? Why do you think that? What's your opinion of... / about...?

Formal: *Do you have any particular views on / any opinion on...? Could I know your reaction to...? How would you react to...? Do you consider...? What would you say to...?*

3. And these expressions will help you to express an opinion:

- *I think..., because...*
- *In my view / opinion...*
- *Well, to my mind...*
- *I'm sure / not sure that...*
- *Yes, that's right.*
- *I'm afraid you're wrong.*
- *I don't think that's right.*
- *That may be true, but...*
- *I suppose...*

4. Tell whether the language being used is formal or informal. Circle *F* if you think it's formal, circle *I* if you think it's informal.

1. How do you find it here?

F *I*

2. Well, I'm not absolutely certain if these facts are true or false.

F *I*

- | | |
|--|------------|
| 3. What about this one? | <i>F I</i> |
| 4. I suppose they haven't returned yet. | <i>F I</i> |
| 5. I think she looks great. | <i>F I</i> |
| 6. What do you think of our new neighbour? | <i>F I</i> |
| 7. Sorry, I've no single idea what to suggest. | <i>F I</i> |
| 8. As far as I'm concerned, I consider him
not very reliable. | <i>F I</i> |

5. Read the reactions of some visitors of a new high-tech house. Try to guess who is speaking in each extract. Find out the expressions used to give a positive and negative reaction.

Extract 1

A: So, what do you think?

B: It's quite unusual but I'm not sure I really like it.

A: Why?

B: I prefer something traditional myself.

A: Well, I think it's rather nice. I'd rather like to live in a house like this.

B: I doubt that we could afford (позволить себе) anything like this until we've been married for a few years.

A: Oh, Ron. You are so romantic.

Extract 2

A: Isn't it nice?

B: It's different.

A: I think it's great. Why can't we have a house like this?

B: Well, it's very expensive, darling.

A: Well, I'll have a house like this when I grow up.

Extract 3

A: So, ladies and gentlemen, here is Dr Nakamura's house of the future. It's not really the kind of thing I like but I'm sure you'll enjoy walking round. I'll see you here in twenty minutes.

B: Wow! What a lovely house!

C: That may be true, but it's too unusual.

6. Complete the conversations, using expressions from the box.

Don't you think... What do you think?	I think... That may be true, but... I'm afraid...	I consider...
--	---	---------------

Tony: This is a brilliant song!

Jill: ... it's awful!

Pam: ... about the colour?

You: It suits you perfectly.

Ben: I think this sweater is top quality.

You: I'm

The reporter: Could I know your reaction to the latest news?

The politician:

LESSON 3

Complimenting

- 1. How do you understand the word "compliments"?
When do we use compliments? Do we compliment**

people on their appearance, clothes, achievements, etc.?

2. You're going to hear 4 extracts of people giving and receiving compliments. Listen and complete the table.

	Situation	Expressions that help to decide	Compliments used
1.			
2.			
3.			
4.			

Extract 1

A: Is that a new outfit?

B: Yes. Do you like it?

A: Mmm yes! It really suits you.

B: Thanks.

A: Where did you get it?

B: I bought it in a sale.

A: In a sale? It looks really expensive and you look great in it. You're lucky. I can never get anything in sales. They never have my size.

Extract 2

A: Mmm, that smells superb! What is it?

B: It's just a little something I threw together. We're going to eat it tonight.

A: Well, it looks really nice.

B: Would you like to try some?
A: I'd love to... Gosh! That's really good!
B: Thanks. I'm glad you like it.

Extract 3

A: What do you think?
B: I think it's brilliant but um... what is it?
A: What do you think it is?
B: I'm not sure. It looks like some kind of animal.
A: It's not an animal. It's an impression of a basket of fruit. Look, these are the strawberries, and these are the grapes!
B: Ahh! Yes! It's wonderful! You're so clever.
A: Thanks!

Extract 4

A: Jill! I didn't recognize you!
B: Hi, Chris. How are you?
A: You look fantastic! When did you have it cut?
B: Only yesterday. It feels really strange!
A: Well, it really suits you like that.
B: Thanks for saying so.

3. Now repeat the phrases in chorus and individually, paying particular attention to the intonation.

- It looks really nice.
- Gosh! That's really good.
- Thanks. I'm glad you like it.
- It really suits you.
- You're so clever.
- You look fantastic!
- Thanks for saying so.

4. Supply an appropriate compliment for each situation.

a) A friend has just cooked you dinner. It is your favourite dish.

b) A friend has just bought a second-hand bike. It was cheap but it looks very new.

c) Your friend's painting has won the first prize in a competition.

d) A friend has decorated her house for a party.

e) You meet the two-year-old sister of an English friend for the first time.

5. Read the cultural note and say when it is considered polite to compliment.

Cultural note

In Britain, people often compliment parents on their children. It's also common to compliment people on bikes, cars, houses, etc. It is also polite to compliment people if they have made something for you, like a meal.

However, you rarely compliment someone on something personal such as their hair, unless you know them well.

6. Work in pairs. Compliment your partner on as many things as you can.

Test yourself

1. Complete the dialogue in which people express their opinion.

A: Well, everybody. Here it is. The new sculpture by Hackney. What ... ?

B: I prefer something more

C: I'm not ... I really like it.

D: I ... it's great!

E: W ... !

F: I ... it's awful!

2. What would you say?

1) Your friend asks your opinion about her new hairdo which you like very much.

2) Your friend bought a smart blouse in a sale.

3) Your friend is dressing for a date. He asks your opinion about his new shoes. You think the shoes don't match his suit.

3. You're in Britain. You're visiting the house of a British friend. It is very beautiful. Do you:

a) tell him how beautiful it is?

b) ask him how much it cost?

c) ask if he'll take you round every room.

UNIT 6. *Visiting a Foreign Peer's School / Class*

LESSON 1

A. Asking for permission

◆ When we need to ask permission, the words we choose depend on who we are speaking to, how well

we know the person, the age and status of the person we're asking, and the urgency of the request.

1. Look at each of these situations. How polite would you have to be? What would you say?

a) You're visiting a friend's family with your parents. An important basketball match is on television. You want to watch it.

b) You ask your English teacher for permission to leave early.

c) You want to borrow your friend's CD.

2. Now read the bits of conversation and answer the following questions.

1) What expressions were used *to ask permission*? Which of these was the most formal? Which was the most informal?

2) What expressions did the speaker use *to give permission*?

3) What was used *to refuse permission*?

a) – Can I use your pen, please?

– Certainly, here you are.

b) – Is it okay if I sit here?

– Sorry, but I think someone's sitting there.

c) – Do you mind if I borrow your pen for a second?

– I'm afraid it isn't working. Sorry!

d) – Would you mind looking after my suitcase for a minute?

– Of course not.

e) – Could you possibly change this 10 note for me?

– I'm afraid I haven't got any change.

- f) – Can I leave the room for 10 minutes?
– I’m afraid you can’t.
- g) – Excuse me, can I get past, please?
– Yes, of course.
- h) – Could I open the window, please? It’s hot in here.
– Sure.

3. Read the cultural note and find out what is very important for showing politeness.

Cultural note

The British use “Do you mind if I...?, Could I possibly...?, Could you possibly...?” when they want to sound particularly polite.

“Could you... / Would you...?” are a little more polite than “Can you...?” / Will you...?” In all these questions, however, intonation is often more important for showing politeness.

With “Would you mind...?” and “Do you mind...?” if we answer “Of course not!” it means “yes”.

4. Look at the following situations and complete each question politely.

- 1) You want to pay by credit card.
– Can ... ?
- 2) You didn’t hear what your teacher said. You ask her to say it again.
– Could ... ?
- 3) You haven’t finished your essay. You want to give it to your teacher a day later.
– Do you mind if ... ?

4) You've written a letter in English. You want your teacher to check it.

– Would you mind ... ?

5) You need to use your friend's computer.

– Is it okay ... ?

5. Suggest an appropriate request for each situation.

a) You want to borrow a pen from your teacher.

b) You're looking for a museum but you are lost. You see a few tourists with a map.

c) Your case is very heavy. You need help to get on a train.

d) You're with a good friend. You want an ice-cream but you have no money.

6. Change these requests to make them sound more polite, using the word in brackets.

a) I want to read your newspaper. (*could*)

b) Look after my cat this weekend. (*possibly*)

c) I want to have a bath. (*okay*)

d) Switch off the DVD-player when you go to bed. (*mind*).

B. Apologizing

1. Read the following bits of conversation and act them out.

a) – I'm sorry. I forgot to bring your CD.

– That's all right. You'll bring it tomorrow.

b) – I'm sorry I'm late – the traffic was terrible.

– That's OK. Don't worry.

- c) – I didn't have time to do the shopping. I'm really sorry about that.
– Don't worry. It doesn't matter.

2. Reply to your partner's apologies.

1) I'm sorry. I've missed the bus.

...

2) I beg your pardon. I couldn't find your flat.

...

3) I didn't phone you yesterday. I'm really sorry about that.

...

4) I'm very sorry. I'm not ready for the English lesson today.

...

Cultural Tips

- You should know the difference between *Excuse me* and *Sorry*.
- Use **Excuse me**:
 - 1) before you disturb somebody, for example to get passed;
 - 2) to attract somebody's attention when you don't know their name;
 - 3) after you have sneezed, coughed, etc.
- Use **Sorry**: 1) if you have slightly inconvenienced somebody; 2) to ask someone to repeat what they said (with your voice going up at the end). Here you can also use *Pardon?*

- Remember the basic rule for **Excuse me** and **Sorry** is: **Excuse me** *before* we do something, **Sorry** *after* we have done something.
- To apologize for something more serious use : **I AM sorry / I'm very (extremely) sorry.**

3. Work in pairs. Act out the conversations.

1) You forgot to return the laptop computer to your friend. Apologize to your friend. He isn't angry.

2) You played the music at full blast yesterday evening. Apologize to your neighbour. He is angry and asks you not to do it any longer.

3) You've arrived late for your friend's birthday. Apologize and give the reason.

Test yourself

1. The following short dialogues are not very polite. Try to make them sound better.

1) A: I want to use your scissors.

B: Yes.

2) A: Pass me my coat.

B: Here you are.

3) A: Give me a lift to the bus stop.

B: Yes.

4) A: Tell me the way to the National Gallery.

B: I don't know this area very well myself.

5) A: Lend me £5 until tomorrow.

B: I haven't got any money with me.

2. Work in pairs and build conversations. If your partner refuses, he / she must give a reason. Make sure your dialogues sound polite. Each conversation must follow this pattern:

- Ask permission for what you want
- Find out more
- Give reasons
- Accept or refuse

3. What would you say in the following situations?

- a. You don't know what an English word (for example, *chart*) means.
- b. There are over ten words in a lesson which are new to you. What do you say to your teacher?
- c. You want to use your friend's pen.
- d. You ask for permission to leave the classroom.

4. Write down six useful phrases for asking permission in your English classes.

UNIT 7. *At a Birthday / Holiday Party*

LESSON 1

Congratulating / Responding to congratulations

1. Read the following bits of conversation and take note of different ways of congratulating people and responding to congratulations.

- a) – Hi, Mike!
– Hello!

- Happy birthday! Here is your present.
 - Oh, thank you. Super! It's just what I wanted.
- b) – Many happy returns of the day! Here is a present for you.
- Thanks a lot, Mum. Fantastic! I've always dreamed of the computer.
- c) – Hello, Mike. Merry Christmas!
- Oh, it's a pleasant surprise! Thank you for the *Puzzles*. It's just what I wanted.
- d) – Happy New Year! Here is your present.
- Thanks. What a fantastic present! I've always dreamed of the skateboard.
- e) – Hello. Happy birthday! Erm, Mikey. I didn't have time to get you a present. I'm really sorry about that.
- Never mind, never mind. It doesn't matter, really. You can buy me one later.

2. Add the missing lines in the conversations.

- 1) – ... Here is your present.
–
- 2) –
– Never mind. It really doesn't matter.
- 3) – I wish you
– Thank you very much.
- 4) – Happy birthday! ...
– Super! It's just
– Many happy ...

3. Work in pairs and role-play the situations.

a) Your classmate comes to your birthday party and gives you a DVD-disc with computer games you've dreamed of for a long time.

b) In the street you meet a friend of yours you haven't seen for a long time. He says he has his birthday party in the evening.

c) Your hostess congratulates you on your birthday. Her present is a pleasant surprise to you.

d) You've come to your English friend's birthday party. You've brought a Belarusian souvenir as a present.

4. Read the cultural note. What are the special birthdays in your country?

Cultural note

*When you want to congratulate someone in Britain you can also say: **Congratulations!** This is used when someone has got engaged, got married, passed an examination/ a driving test, got promotion, had a baby. **Congratulations** is also used when someone is celebrating a special birthday. The most important birthdays for British people are: 18, 21, 70, 80, etc. Special wedding anniversaries are 25th (Silver) and 50th (Golden).*

5. What would you say to your English hostess on the occasion of :

a) her birthday; b) Christmas; c) New Year; d) Easter; e) 25th wedding anniversary.

LESSON 2

Buying a present

1. Read the dialogue and find out what kind of present the woman wanted to buy for her nephew.

Mrs S: Hello. Maybe you could advise me.

A: Yes, of course.

Mrs S: I'm looking for a toy for my nephew.

A: OK. How old is he?

Mrs S: He'll be nine on Saturday.

A: Skateboards are still very popular.

Mrs S: Hmm. I don't want him to hurt himself.

A: What about a drum set?

Mrs S: I don't think so. His father will be upset if I buy him one of those. Do you have anything educational? You see, he's a very intelligent boy.

A: I have the perfect thing! A do-it-yourself computer kit.

Mrs S: That would be a fantastic present! Thank you very much.

A: You are welcome.

2. Read the dialogue and act it out.

A: Can I help you?

B: Yes, I want to send some flowers to my mother in Germany.

A: What kind of flowers would you like?

B: Well, what do you recommend?

A: Well, roses are very nice at this time of the year.

B: OK. ...a dozen roses, please.

3. Complete the dialogue.

A: Mrs Connor?

B: Yes, Paul?

A: ... for you.

B: A ... ? What ... surprise! Shall I open it now?

A: ...

B: Oh, chocolates! I love chocolates. ... indeed!

A: ... You've been very kind.

4. Work in groups and discuss the following problems.

1) Imagine that three people in your family will have birthdays early next week: your granny (almost 70), your nephew / niece (almost 5) and your uncle (almost 30). What kind of presents are you going to buy them?

2) Some people think that a perfect present for a girl / woman on all the occasions is a bunch of flowers. What do you think of it?

3) There's a saying: "An expected present is not worth giving". Do you agree with this statement?

LESSON 3

Giving gifts

1. Read the text and tick the two correct statements from the given below.

1) It's important to give a very expensive gift.

2) Giving gift is not an important part of Japanese culture.

3) The way that you give a gift is more important than the gift itself. □

4) Traditions for giving gifts are the same in Japan and China. □

5) Some things are seen as unlucky as gifts. □

Giving gifts in Japan

In Japan people normally give each other gifts when they meet on business, and there are a lot of traditions associated with giving gifts. It's very useful for visitors to know these things.

It's traditional to offer a gift when you meet for the first time. A gift means that you hope you will have a long and successful relationship. A gift should match the status of the person that you're giving it to. So you should give a more expensive gift to a more important person. But, be careful here, as a very expensive gift can be embarrassing (смутить) for the receiver.

In fact, the gift itself is not the most important thing. The gift symbolizes your respect for the other person or company, so the way that you give the gift is much more important than the gift itself. For example, your gift should be in a beautiful gift box or wrapped in good quality paper. When you give the gift, you should offer it with both hands. (It's impolite to give or receive a gift with just one hand.) As you offer it, you should bow slightly and say that you're offering a small gift (even if it's actually an expensive one) as a symbol of your respect.

When somebody offers you a gift in Japan, it's polite to refuse it once or twice. People don't normally

accept a gift immediately. And you shouldn't open it in front of the person who has given it to you. You should accept it (with both hands, of course), say *thank you* and then put it to one side and open it later.

What things should or shouldn't you give? Food, such as chocolates or biscuits, is always a good idea. A gift with two things in is lucky, but don't give anything with four, nine, or thirteen things, as these are unlucky numbers. You should also avoid (избегать) anything red, as this colour is associated with funerals (похороны). (Interestingly, red gifts are welcome in China, as it's a lucky colour there.) Finally, you shouldn't give anything sharp, like a knife, a pair of scissors, or a letter opener. These things symbolize cutting of a relationship.

2. Which of these should you do in Japan? Put a tick with the good ideas and a cross with the bad ideas.

- 1) Exchange gifts at your first meeting.
- 2) Bow when you give a gift.
- 3) Give an expensive gift to the boss's secretary.
- 4) Make sure that the gift is beautifully wrapped.
- 5) When you give a gift, say that it's only a small gift.
- 6) Say that your gift symbolizes a wish to make a lot of money.
- 7) Refuse a gift that is offered to you once or twice.
- 8) Offer a gift with one hand.
- 9) Open a gift that you've received immediately.
- 10) Give something that's red.

3. Work in pairs and discuss a) which of these gift-giving traditions you consider acceptable for your culture and b) which you would like to change.

Test yourself

1. What gift-giving traditions are there in your country? Complete the text (working on your own).

In ... people usually give other people gifts (*When?*)

They usually give (*What?*)

When you give a gift, you should / shouldn't

When you receive a gift, you should / shouldn't

Good gifts to buy are But you shouldn't give ... or ..., because

2. Discuss your ideas in groups.

UNIT 8. *Planning a Day Off*

LESSON 1

Inviting someone

1. Read the following bits of conversation and note down the expressions used to invite someone to go out. Act out the dialogues.

a) *Jim*: Hi, Jane. What are you doing this weekend?

Jane: I'm going to see my grandmother on Saturday. Why?

Jim: Would you like to go to the disco on Sunday?

Jane: Yes, I'd love to.

Jim: Let's meet at my house at seven.

Jane: Great. See you later.

b) *A:* Why don't we go for a meal this evening?

B: Good idea. I'm free this evening.

A: Shall we meet at half past seven?

B: OK.

c) *Fiona:* Hi, Mike. How are you?

Mike: Fine, thanks. What are we doing next Sunday? Have you arranged anything?

Fiona: Yes, we're going to play tennis against Kevin and Vicky.

Mike: Oh, dear. They're very good. I'm sure they'll beat us.

Fiona: Don't be silly, Mike. We're as good as they are.

d) *C:* Hi, what are you doing this morning?

D: Not much.

C: Shall we meet for coffee?

D: Good idea. How about Starbucks at eleven?

C: Great. See you then.

2. Choose the correct expression.

1. a Why don't we | seeing a film?
b How about

2. a Would you like | to have a meal?
b Do you feel like

3. a Why don't we | take a break?
b Would you like

4. a I don't feel like | going for a run.
b I don't want to

3. Read the cultural note. What are the features of a typical British weekend?

Cultural note

In most countries the weekend is Saturday and Sunday. However, in some countries in the Middle East it is Thursday and Friday (e.g. Saudi Arabia) or Friday and Saturday (e.g. Egypt).

Here are some features of a typical British weekend:

– Children don't have to go to school on Saturday or Sunday.

– Saturday is a popular day for shopping. Saturday afternoon is the traditional time for weddings and for football matches.

– Saturday night is the most popular time to go out to eat, drink or dance.

– About 6–7% of people go to church on Sundays. Sunday lunchtime is a traditional time for a family meal.

4. Discuss in pairs the typical weekend activities in your country.

LESSON 2

Accepting / Declining an invitation

1. Read the dialogues and take notes of how people accept or reject an invitation.

- 1) *A*: Would you like to go to the sports center on Tuesday?
B: I'm sorry. I can't make Tuesday. I'm working late.
A: Oh, well, how about Thursday?
B: Yes, I'm not doing anything on Thursday.
A: OK. Shall we meet at six?
B: OK. See you there.
- 2) *C*: Why don't we go to the cinema this evening?
D: I'm sorry. I can't make this evening. I'm playing basketball.
C: Well, what about tomorrow evening?
D: Yes, tomorrow is fine.
C: OK. Let's meet at eight o'clock in the square.
D: Yes, OK. See you there.

2. Complete the conversations.

- a) ... watching a video?
That's Shall we watch a film or a concert?
- b) ... to the beach after school today?
... I can't. I'm going to see my grandmother.
- c) ... go shopping. I need some paints and a paper.
I'm afraid My Mum wants me at home.
- d) ... to meet at the pizza café?
Yes, I'd love to.

3. It sounds rude (грубо, невежливо) to say *no* directly, so the British use some words / expressions to make it more polite. Read the dialogue and identify the expressions.

A: Do you fancy going for a meal later?

B: No, I don't really feel like going out this evening.
I'm tired.

A: OK. How about tomorrow?

B: Tomorrow is no good for me, I'm afraid. Are you free on Wednesday?

A: No, I'm sorry. I can't make Wednesday or Thursday. I'm away. Friday?

B: Friday is free at the moment. Where shall we go?

A: How about trying that new restaurant near the square?

B: Yes, that sounds good.

A: OK. Great. I'll book a table for us.

4. Rewrite the sentences to make them more polite. Use the expressions in the box.

I'm sorry	but	I'm afraid (2)	really
-----------	-----	----------------	--------

- I don't fancy going out today.
- Tuesday is no good for me.
- I can't make Wednesday.
- I don't feel like going shopping.
- I am away next week.

5. A young man from Britain describes how he usually spends his Sunday. Do you share his idea of a "lazy Sunday"?

My Sunday

▪ *How do you start the day?*

I always have a night out on Saturday, so on Sunday I have a lie-in until about 9.30 or ten. Then I have a coffee in bed and read.

▪ *Lazy or active?*

Definitely lazy! I usually have a very busy day on Saturday and then on Sunday I have a rest. I don't play any sport or anything like that.

▪ *Friends or family?*

I often see friends in the afternoon. We go to a movie or watch a match. Once a month we have a family get-together and my mum cooks a big Sunday lunch.

▪ *Sunday night – in or out?*

Sometimes I go round to a friend's house and we watch a DVD. Or if I stay at home then I make a few phone calls and have an early night.

LESSON 3

Making excuses

1. The invitations can be quite informal – “casual” invitations. Listen to the *Jazz chant* “Are you free for lunch?” in which you can find casual invitations.

Are you free for lunch?

Not today.

How about tomorrow?

That's OK,

But it'll have to be early.

Let's meet at noon.

That sounds fine.

See you soon.

Are you free for dinner?

Not tonight.

How about tomorrow?
That's all right.
I feel like a pizza.
That sounds great!
When can we meet?
How about eight?

2. In pairs, practise saying the *Jazz chant*. Then change the partners.
3. Read the cultural note and say how Americans respond to invitations.

Cultural note

When Americans respond to invitations, they usually say either, "Yes, I can come" or "I'm sorry, I won't be able to make it". If a person doesn't know, he or she might say, "I'll let you know as soon as I can". When a person accepts an invitation, to a party, for example, then it means that he or she will go to the party. If a person says, "Yes, I will come", but doesn't come, many Americans would be confused and possibly even angry. Most Americans would prefer to hear directly, "No, I'm sorry, I won't be able to make it because..."

4. Play "The excuses game".

You will need two sets of cards: the *I* cards (invitation cards) and *E* cards (excuses cards). Shuffle them and distribute them so that everyone gets a random mixture of *I* and *E* cards. Players with *I* cards may move around the class, inviting others to join them in the activities featured on the cards. They should state

an appropriate time, for example *Would you like to come for a meal tonight?* If the player addressed has an appropriate and convincing excuse card (for example, for an evening invitation *I'd love to, but I'm afraid I'm working late tonight* is appropriate, but *I'm afraid I'm going to the dentist's* is not), he / she should hand it to the first player, making the excuse.

If he / she has no appropriate excuse card, he / she should accept the invitation and the first player should hand over the invitation card.

The object of the game is to get rid of all your cards.

Test yourself

1. **With your partner, think of five good things about the weekend. Then share your ideas with the rest of the class.**
2. **Complete the conversation, using the expressions in the box.**

can't make

Why don't we

don't really want

Shall we

would you like

are OK

feel like

How about

A: ... go out this evening?

B: No, I ... to go out. I ... staying in and watching TV.
What about tomorrow?

A: I ... tomorrow, I'm afraid. I'm playing football.
... doing something on Thursday or Friday?

B: Yes, both days ... at the moment.

A: Well. What ... to do?

B: ... get some tickets for a show?

A: Good idea. I'll book something and email you.

3. Work with a partner. Make up a dialogue following the pattern.

A: Suggest a place to go and a day.

B: Say *No* and give a reason.

A: Suggest another day.

B: Accept.

A: Suggest a time and place to meet.

B: Agree.

UNIT 9. *Discussing Hobbies / Favourite Pastime*

LESSON 1

Expressing an attitude to a hobby

1. Work in pairs and discuss the following questions.

- What is a hobby?
- What do you normally do in your free time?
- Is this a hobby? Why do you enjoy it?
- Do you have many different hobbies?
- Do you know what your classmates' hobbies are?

2. Read the text and find out what new hobbies have appeared nowadays.

A hobby is what you enjoy doing in your spare time. If you have chosen a hobby according to your character and taste, you're lucky because your life becomes more interesting and exciting.

Hobbies differ like tastes. Among the most popular hobbies there are sports, reading, collecting stamps (postcards, coins), dancing, fishing, etc. Some people are interested in music. They collect discs with their favourite songs, melodies and rhythms. Others are keen on taking pictures, shooting video or drawing. Lots of people are fond of spending their free time in the country. For example, gardening and growing flowers is the most common hobby among the British people.

A lot of new hobbies have appeared nowadays. Both adults and children are crazy about playing computer games and motor-biking. Young people spend lots of time browsing through the Internet, exchanging e-mail letters and communicating via Skype. You can often see teenagers in the streets enjoying skateboarding and roller-skating.

3. Express your attitude to different hobbies mentioned in the text by dividing them into three groups.

- | | |
|------------------------|--------------------------------|
| a) I'm very keen on... | b) I'm not (really) keen on... |
| I really enjoy... | I'm not interested in... |
| I like / love... | I'm afraid I don't like... |
| c) I can't stand... | |
| I (really) hate... | |

4. Read the dialogue and act it out.

A: Have you always liked sport?

B: No, I used to hate PE when I was at school.

A: So when did you start running?

B: A few years ago. A friend asked me to come with him, and I really enjoyed it.

A: Do you run every day?

B: Yes, every morning before work. Except when it's raining.

5. Ask your partner about his / her hobby: a) when he / she took it up; b) who helped to choose it.

LESSON 2

Asking for advice / Advising someone

1. It is sometimes difficult to choose a hobby to one's taste. Then you need some advice from your close friend or relative. Read bits of conversation and note down the expressions used to ask for advice and advise someone.

a) *Mother*: You spend hours playing computer games! You know, it's harmful to your health.

Son: But I'm on holidays now! What else should I do?

Mother: Why don't you phone Ted and play table tennis for a change? You used to enjoy it very much.

b) *Lucy*: Look here, Sally. I've put on so much weight. Don't you think I should go on a diet?

Sally: No way! If I were you, I'd take up jogging. I started running two months ago and now I'm in good form.

c) *Woman*: Well, doctor, after my nervous breakdown (нервный срыв) you recommended that I ought to lead a quiet life and take up some hobby. What would you advise me to do?

Doctor: I think it might be a good idea to do some gardening, sewing or knitting. It is very relaxing.

2. These phrases will help you to ask for advice and give some advice.

Asking for advice

Informal or neutral: *Do you think I should / ought to...? Should I...? What should I do? What would you advise me... (to do)? What would you do if you were in my shoes?*

Formal: *I would appreciate your advice ... on / about...; Could I ask you for some advice? Would you recommend...?*

Advising someone

Informal or neutral: *Why don't you...? I think you should / ought to...; It might be an idea...; If I were you, I'd...; You'd better...*

Formal: *I would advise / recommend...; My advice would be...; If you follow my advice, you'll...; You'd be well advised to...*

3. Work in pairs. Read about the persons' traits of character and try to imagine what kind of hobby you can advise them. Use the words from the box. Start like this:

– *I think he / she should...*

– *It might be a good idea to take up...*

1. William Smith, 45. Leads a quiet life, not very sociable. Loves nature. Needs some hobby to relax at weekends.

2. Ted Turner, 25. Very sociable, has a lot of friends, is keen on high tech. He likes going out at weekends.

3. Kelly Brown, 15. Likes fresh air and exercise, too busy with her classes.

4. Tom Lewis, 40. An artistic type, not very sociable. Goes to exhibitions as often as possible.

5. Kate Johnson, 18. Likes adventures and extreme activities, prefers active holidays.

parachuting playing tennis fishing gardening
painting skateboarding photography scuba diving
navigating the Internet dancing travelling

4. Read the cultural note and find out how the British spend their free time.

Cultural note

Free time in the UK

In winter, football and rugby are the most popular team sports; while in summer it is cricket. Swimming in heated (с подогревом) swimming pools is

also popular as the sea is cold even in summer. Both men and women are keen on tennis (either watching or playing) as well as going to the gym. Older people enjoy golf and bowls.

Britain is famous for its gardens and most people like gardening. A lot of people spend free time making improvements and additions to houses without the help of professional workers. This activity is called DIY (Do-it-Yourself). TV is very popular and a common topic of conversation: in recent years, reality TV shows have become very successful. Younger people go to clubs and bars at the weekend.

5. Compare popular free time activities in the UK and in Belarus.

LESSON 3

Encouraging

1. Read the text about Lewis's hobby and answer the questions.

- 1) Why did Lewis have to see all the latest films?
- 2) What problem has he got with his DVDs?

I love watching films. I usually go to the cinema every week. I used to go more often, because I used to write film reviews for the local newspaper, so I had to go and see all the latest films. However, I changed my job two years ago and after that I couldn't find time to do the reviews any more.

I still like going to the cinema, because it's great to watch films on the big screen, but nowadays I usually watch films at home on DVDs or on TV. I've got over two hundred films on DVD. I think I'll have to give some of them away soon, because I haven't got enough room for them.

I enjoy watching films with a lot of action, like adventure films and westerns. I watch a lot of comedies, too. My favourite kinds of films are science fiction films. I love all the great special effects. The best film that I've ever seen is *Alien* («Чужой»). I've watched it more than 10 times, but it's still scary. I like some of the famous Chinese films, too, like *Hero* and *The House of Flying Daggers* («Дом летающих кинжалов»).

- 2. Discuss with your partner what advice you can give Lewis about his collection of DVDs. What should he do with them?**
- 3. You sometimes have to encourage people to go on with their hobby. Choose the words from the given below to encourage a person in the following situations.**

That's good / fine! Great! Terrific! Lovely! Keep it up! You're doing very well; There's no reason to feel discouraged; You can do it; I feel you should go ahead.

a) Your friend's hobby is painting. The first exhibition of his / her paintings is organized at school. He / she feels a bit nervous.

b) Your friend has just started roller-skating.

c) Your friend is keen on photography. He / she is showing to you the pictures that have been taken on holidays.

4. Read the text about an unusual hobby and find out why Camilla wants to learn more about volcanoes.

Camilla Marx climbs volcanoes in her free time. She started her unusual hobby in 1998, after she saw a TV programme about a volcanic eruption in the Indian Ocean. Since then she has been to 28 volcanoes and climbed 19 of them. Camilla is a geography teacher and wants to learn more about volcanoes. She wants to know if it's possible to predict when a volcano will erupt and how strong the eruption will be. Many people live near volcanoes and they need information in order to move away before they are in danger.

5. Work in groups and role-play the situation.

You're reporters who interview Camilla Marx. Some of you find her hobby very exciting and useful. Others consider it too dangerous. Both sides should ask her questions and express their attitude to her hobby.

Test yourself

1. Work in groups. Tell each other about your hobby and give three reasons why you enjoy it. Then change your information with other groups. Find out the most popular hobby (hobbies) in your class.

2. What advice would you give in these situations?

1. Your brother spends lots of time browsing through the Internet. He started to lag behind the class in his studies.

2. Your friend wants to learn Italian.

3. It's the night before the exam and your best friend is still studying at 2 o'clock in the morning.

4. Your younger brother wants to start skateboarding but your Mum is against it.

3. Play a game "Sound advice".

Each group gets a set of cards. The cards should be placed face down in a pile on the table. The first player takes the card from the top of the pile and describes the situation outlined on the card to the other players, asking for advice. For example, *I've quarrelled with my best friend recently. I'd like to make it up. What do you think I should do?* The other players should give advice. The first player awards the card to the player whose advice he / she likes best. Then the second player takes a card from the pile and so on. The object of the game is to collect as many cards as possible; the player with most cards is the winner.

UNIT 10. *At the Tourist Information Office*

LESSON 1

Asking for information

1. Read the text about tourist information centres in Britain and summarize what kinds of information they provide.

Tourist information centres

- provide information about tourist accommodation (жилье) in the area, bed and breakfast accommodation, youth hostels, campsites, hotels, etc. They can book it for you locally or in other parts of the country
- have information and leaflets (буклеты) about local events, entertainments, and tourist attractions including bars and restaurants
- can tell you about museums, historic monuments, art galleries and exhibitions, giving you details of opening times and admission charges
- can recommend particular places of interest
- can give you directions and bus / train timetables
- provide brochures of holiday resorts in other parts of the country
- sell local maps, guidebooks and postcards
- can tell you about sightseeing tours, guided walks, day trips, etc.

2. Work in pairs and discuss what services for tourists we have got in Belarus.

3. Read the dialogue “In a tourist information office”. What places of interest are recommended to the tourist?

Agent: Morning. Can I help you?

Tourist: Hi, yeah. I’m in town, just for today. Mhm, I wonder if you have a map I can have a look at?

A: Yes, I do, there’s one here.

T: Oh, right. Can you recommend any places to see?

A: Mm, I can recommend a few. It’s worth going (стоит посетить) to more than one site if possible. We’ve

got a lot of attractions in this town. Let me see, the main thing really, I suppose, is the castle.

T: Oh, right.

A: Still lived in by the owner, but you can get in in the afternoons between two and five. I don't know if that's of any interest.

T: Yeah, where is that in relation to where we are now?

A: On the map here, look, it's just down that road, towards the river. Do you see?

T: Oh, yes, I see.

A: Now there, that's the theatre museum, next to the castle. It is well worth a visit. It's open all day, erm... and it costs five euros to get in.

T: Five euros, OK. Can you recommend anything else?

A: Well, do you like art?

T: Yeah, perhaps.

A: Well, you should go and see the Modern Art and Photography Museum. It's here we are, look...

T: No, no. I don't really fancy, no...

A: Right. I would recommend the river trips.

T: Oh, right. That sounds interesting...

4. Work in pairs and role-play the situations. Use the following expressions.

- *What can you recommend?*
- *It's worth going to.../ seeing...*
- *You should go ...*
- *That sounds interesting.*
- *Can you recommend anything else?*

a) You'd like to get some information about the youth hostels in the city;

b) You'd like to find out if it's possible to see most of the sights of London in one day;

c) You'd like to get some information about any discount for public transport.

d) Your foreign guest asks you about the places of interest around Minsk. Advise him / her to visit the castle in Mir.

5. Work in pairs. Complete the dialogue and act it out.

A: Can I help you?

B: Oh, yes. Could you give me a map and a few booklets? I'm a tourist from Britain and I'd like to see the sights of Minsk.

A: Sure. ... your map. And I can give you a few tips about sightseeing in the capital. The easiest and fastest way of travelling around Minsk is But you can also go sightseeing on foot. And you'll enjoy every minute of it!

B: Could you tell me, please, where I can start my walking tour?

A: Certainly. Look at the map. You can start from ... , then go down ... to the There you can see You should also visit It's one of the most beautiful sights in the city Well I think you should start your walking tour right away. You know, one picture is worth a thousand words.

B: Thank you very much.

Test yourself

1. Work in pairs and role-play the following situation.

You have to plan how to spend a day in London with your partner. Both of you arrive at Heathrow airport at 9 a.m. and you have to be back at the airport at 9 p.m. There is a self-drive car, which you may use. It has a full tank. You receive £ 40 each, but you have no other money. Decide what you would like to do, what places to visit. You should plan the day in such a way that you are happy with it. Then report your plans to the class and discuss them.

2. Play the game “Bucket shop”.

Divide into two halves. Half of you are travel agents, belonging to four rival (конкурирующие) firms; the other half are prospective travellers looking for information. The travel agents will get the information sheet relevant to their firm. The object of the game is to answer all the questions on the sheet; the team which does so correctly in the shortest time is the winner.

VIII класс

UNIT 1. *Discussing the National Cuisine*

LESSON 1

Describing dishes

1. Read the dialogue and find out the dishes which Ramesh and Stefan are going to order.

R: Have you ever had Indian food before, Stefan?

S: No, I haven't. It's very hot and spicy (пряная), isn't it?

R: Some of it is. India's a very big country, so there are lots of different kinds of food.

S: You weren't born in India, were you, Ramesh?

R: No, I wasn't. I was born here in England, but I've visited India several times.

S: Anyway, it's OK. I don't mind spicy food. Some of our dishes in Poland are quite hot.

R: Well, let's have a look at the menu. There's the Chicken Kashmiri. That's chicken in a mild and creamy sauce. The sauce is made with pineapples and bananas, so it's quite sweet, too.

S: No, I'm not very fond of bananas.

R: OK. Well, I'm not keen on mild dishes. I prefer something hotter.

S: Fine. As I said, I'm quite happy with spicy food. What's Lamb Rogan Josh?

R: That's lamb cooked with tomatoes and peppers. It's very tasty. But quite hot.

S: I'll have that. It sounds delicious. What are you going to have?

R: I'm going to have Vegetable Patiya.

S: What's Patiya?

R: It's made from tomatoes and lime juice, so it's quite sour (кислый).

S: It sounds nice.

R: Yes, I really like it – and we can share the two dishes.

S: OK.

R: So, that's one Lamb Rogan Josh and one Vegetable Patiya.

2. Match the descriptions to the dishes.

made from tomatoes and

lime juice

quite hot

cooked with tomatoes and

peppers

quite sour

made with pineapples and

bananas

quite sweet

very tasty

in a mild and creamy sauce

a) Chicken Kashmiri

b) Lamb Rogan Josh

c) Vegetable Patiya

3. Work in pairs. Imagine you're talking with your British friend about one of the Belarusian dishes (for example, "Draniki"). Use the prompts given below.

- What's...?
- It's...fried / boiled / grilled with...
- Is it spicy / salty / mild...?
- Yes / No. It's quite...
- What does it come with?
- It comes with rice / sour cream / chips and...

4. Describe three typical dishes from your country, using the prompts.

- One of my favourite dishes is...
- ... is... cooked in...
- ... is made from / with... and it's a kind of...
- It's quite... and...
- We normally eat it with...

LESSON 2

Asking about the ingredients

1. Read the dialogue and act it out.

A: This is delicious soup.

B: Thank you. I'm glad you like it.

A: Did you make it yourself?

B: Yes, I did.

A: What's it called?

B: Brown Windsor Soup. Haven't you had it before?

A: No, I've never heard of it. Is it a local specialty (фирменное блюдо)?

B: No, it's a traditional English recipe.

A: What are the ingredients?

B: Beef, lamb, carrots, paprika... oh, and Madeira wine.

A: You must let me have the recipe.

B: I will.

2. Work in pairs. Ask each other about the ingredients of one of your favourite dishes. Use the following words and expressions:

delicious, local specialty, a traditional recipe, What are the ingredients? Do you need...?

3. Read the conversation between Yao Mai and Antonia in a Chinese restaurant.

Yao Mai: I really like this restaurant. The food is excellent. Have you had Sichuan food before, Antonia?

Antonia: No, I don't think so.

Y: You know, China's a very big country, so there are lots of different kinds of food. Sichuan is in the south and the food there is hot and spicy.

A: Oh, I see. Well, I'm quite fond of spicy food. So, what's on the menu?

Y: Well, they have a lot of the usual Chinese dishes, like *chicken chow mein*.

A: That's chicken cooked with noodles, isn't it?

Y: Yes, it is.

A: I've had that before. I liked it, but I'd prefer to try something new.

Y: OK. Well, there's sweet and sour pork. Actually that's very good here. It's fried pork in a sauce made with pineapples and lime juice.

A: I'm afraid I'm not very keen on pineapples. What else do you recommend?

Y: One of my favourite dishes here is Sichuan orange beef. It's beef fried with honey and orange juice. It's very tasty.

A: Yes, it sounds delicious. What's this? The spicy hotpot?

Y: Oh, that's interesting. You get a kind of soup. It's made with vegetables – cabbage, mushrooms, onions and so on – and chillies, of course. That's in a big pot in the middle of the table.

A: So, do you share it?

Y: Yes, but you actually use it to cook your food. You get pieces of lamb, fish, prawns (креветки), and some vegetables. They're all raw and you cook them in the hot soup.

A: Well, that sounds like fun. Let's have it then.

Y: OK.

4. Tick the kinds of food the girls order.

- 1) chicken chow mein
- 2) sweet and sour pork
- 3) Sichuan orange beef
- 4) bread
- 5) spicy hotpot

5. Which of the kinds of food in exercise 4 contain these ingredients? Write the number of the dish with the ingredients.

- a) honey and orange juice ...
- b) raw lamb, fish and prawns ...
- c) noodles ...
- d) pineapples and lime juice ...

6. Complete the sentences about your own likes and dislikes in food and drinks.

1. I'm very fond of
2. I'm not very keen on
3. I don't mind ... , but I prefer
4. I really like
5. I'm quite happy with

LESSON 3

Discussing traditional family meals

1. Work in small groups and discuss the following questions.

- 1) Who does the shopping / the cooking in your family?
- 2) How often do you have breakfast / lunch / dinner together?
- 3) Do you have your meals in the living room / in the kitchen / outside?

2. Read the text about a typical American family and answer the question: *When do the family make time for home-cooked meals?*

Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Andrea, 5, and Ryan, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shop. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340g of instant coffee, four litres of milk, two litres each of apple and orange juice, five litres of bottled water, and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals, and a family-sized frozen pizza. It is only at weekends that the family make time for home-cooked meals; pasta is very popular with the children.

3. Compare your family's eating habits with those of the Cavens. Use the words from the box.

beef	chicken	fish	vegetables	frozen food
fresh fruit	bottled water	juice	cola	
pizza	pasta	milk	instant coffee	

1. We eat more / less ... than the Cavens.
2. We drink more / less ... than the Cavens.
3. We also eat / drink a lot of / many / much

4. Read the cultural note and describe the traditional Sunday lunch.

Cultural note

In Britain, traditional Sunday lunch consists of roast meat such as beef, chicken, or lamb, served with Yorkshire pudding, gravy, roast potatoes and other cooked vegetables, with a dessert served after this. Sunday lunch is traditionally eaten at about one o'clock, with the whole family sitting together. This does not happen as often as in the past, but many British pubs and restaurants serve a traditional Sunday lunch.

5. Listen to the way three different people describe their breakfast. Try to identify whose breakfast is very similar to yours.

Winston: I'm Winston and I'm from the UK. Breakfast? I usually have a bowl of cereal (хлопья) with milk and sugar. Then I have some toast with butter and jam. Oh, and I have a cup of tea – well, usually two cups of tea – with milk and sugar.

Barbara: My name's Barbara and I'm from Poland. For breakfast, I have coffee with milk and sugar. What do I have to eat? I have bread with cheese and ham, and some salad with that too, – lettuce (салат) and cucumber. I normally have a glass of orange or apple juice, too.

Tuyen: My name's Tuyen and I'm from Vietnam. My breakfast is a bowl of noodles (лапша) or rice with some fish or sometimes meat – usually pork or beef. And at every meal in Vietnam we have a plate of fresh vegetables and herbs (травы). A lot of people drink tea or coffee with their breakfast, but I like a cup of cocoa.

6. Work in pairs and role-play the situation. You discuss with your English friend the traditional family meals in Belarus and in England. Make use of the following questions.

- What time do you have meals?
- What do you usually have for breakfast / lunch / dinner?
- How often do you eat fast food?
- Do you drink a lot of tea / coffee / cola and other fizzy drinks (газированные напитки)?
- Are there any vegetarians in your family?
- Do you prefer low-fat and sugar-free food?
- Do you avoid getting overweight?

The following words and expressions may be of help to you:

porridge	cereals	yoghurt	bacon and eggs	
fish and chips	jam / marmalade	soup	salad	
muesli	boiled egg / scrambled egg	beefsteak		
toast	dessert	pudding	roast beef	ice-cream
pork / mutton chop	cheese	tea with milk		

Test yourself

1. Think about a typical dish in Belarus and make a list of five or ten basic ingredients. Discuss the list with your partner. You may add or exclude a few ingredients.

- 2. Work in groups. Make a list of typical dishes in Belarus and discuss them. Ask and say what they are made from / with and how to make them (if you know).**
- 3. Read the text and identify which food is typical for different regions in the USA.**

Anyone who thinks that food in the USA is all junk food (неполноценная пицца) will be astonished by the variety of the true cooking of the country. American dishes come from different traditions and different regions of the country. There are six main cooking regions in the USA: New England, New York, Deep South, Mid West, Tex Mex and West Coast. Here's a quick guide to what you can eat there.

- In New England they eat a lot of fish and shellfish (моллюски). Many dishes are left on the stove to be eaten all day, such as boiled beef and chicken stew (тушеный цыпленок), and Boston is the home of the famous baked beans (печеные бобы).
 - New York is a place where people from all over the world meet, and you can see this in its cooking: Greek, Italian, Russian, Chinese and many others. Pizza and pasta are favourites, and it's the home of the hot dog and the hamburger.
 - In the Deep South, it's a mix of English, French, African and Caribbean cooking, with spicy seafood, beans and rice, pork dishes, pecan pie (ореховый пирог) and of course, southern fried chicken.
 - The Farmland of the Mid West produces maize, steak, tomatoes, potatoes and lettuce, and baked hams. The people who live there came from Europe, so you can also try Hungarian goulash, Swiss, Dutch and English cheeses and Scandinavian coffee cake.
 - Tex Mex is hot and spicy, with green and red peppers, beans, tomatoes, mangoes, avocados, chocolate sauce and chillies.
 - The West Coast is known for its fruit, especially oranges and lemons, and for its seafood, crabs and lobsters.
- 4. Work in pairs. Discuss which region you would like to visit and what food you would like to try.**

UNIT 2. *At the Cafe / Fast-Food Restaurant*

LESSON 1

Recommending a dish

1. Read bits of conversation and act them out.

a) A: What would you like for your starter?

B: Hmm. I think I'll have a shrimp cocktail (коктейль из креветок). I'm crazy about shrimp. What about you?

A: I'm not sure. I can't decide.

B: Oh, if I were you, I'd have the smoked salmon (копченый лосось). You always say you like smoked salmon, and you haven't had any for a long time.

b) C: Are you ready to order now?

A: Yes, one shrimp cocktail and one smoked salmon, please.

C: Fine. And for the main course?

A: Well, we can't decide between the veal (телятина) and the chicken. What do you recommend?

C: Both are good, but if I were you I'd have the veal. It's the specialty of the house.

2. Complete the sentences. Use the words from the box.

recommend	dessert	menu
order	starter	main course

a) Could I have the ... , please ?

b) I'd like strawberries with ice-cream for

c) I can't decide. What do you ... ?

d) Are you ready to ... ?

e) I'll have beefsteak with vegetables for the

f) I'd like tuna salad for my

3. Read the text about American restaurants and explain what a “doggie bag” is.

At American restaurants and cafes you’re usually served cold water before you order. You may find the bread and butter is free, and if you order coffee, you may sometimes get a free refill.

Most cities and towns have no rules about opening and closing times for stores and restaurants, though they usually make rules for bars.

Servings (порции) in restaurants are often large – too large for many people. If you can’t finish your meal but would like to enjoy the food later, ask your waitress or waiter for a “doggie bag”. It may have a picture of a dog on it, but everybody knows you’re taking the food for yourself.

Supper and dinner are both words for the evening meal. Some people have “Sunday dinner”. This is an especially big noon meal.

Tips (чаевые) are not usually added to the check. They are not included in the price of the meal either, and you should leave it on the table when you leave.

LESSON 2

Ordering food / drink

1. Listen to the dialogue and say what the people order.

Waiter: Are you ready to order?

Wendy: Yes. Can I have the fillet steak, please?

Waiter: And what would you like with that?

Wendy: Oh, I can have the potatoes and mushrooms, please.

Waiter: And for you, sir?

Bill: The grilled chicken for me, please – with roasted vegetables (запеченные овощи).

Waiter: Anything to drink?

Wendy: Can I have a mineral water, please?

Waiter: Still or sparkling, madam?

Wendy: Still, please.

Bill: Could I have the same, please?

Waiter: Sure. Thank you.

2. Work in pairs and complete the following bits of conversation.

a) *A:* ... beef, please?

B: ... ?

A: Yes. ... lettuce, please?

b) *A:* ... ?

B: Orange juice, please.

A:

B: Thank you.

c) *A:* ... a sandwich, please?

B: ... in the sandwich?

A: Cheese, please.

3. Read and act out the conversation.

Assistant: Yes, please?

Customer: Two coffees, please.

A: Regular or large?

C: Regular, please.

A: To drink here or take out?

C: To drink here, please.

A: Would you like anything else?

C: Yes, can I have one of these cakes, please?

A: Here you are. Is that everything?

C: Yes, thank you.

A: That's £ 6.80 altogether, then. Milk and sugar are over there.

4. Match the sentences with the responses.

1) I'd like two mineral waters, please.

2) Can you get me an orange juice?

3) Do you want a coffee?

4) There's no apple juice left.

5) I should drink more water.

- a) Me too. I haven't had any today.
- b) Do you want it in a glass or a bottle?
- c) Yes, please. Black, no sugar.
- d) Fizzy or still?
- e) That's OK, I'll get some later.

LESSON 3

Appreciating the dish

1. Read the following bits of conversation and note down the words and expressions that will help you to say that you are pleased / displeased with the dish / food.

- a) *Waiter:* Was everything OK?
Customer: Yes, it was fine, thank you. Could we have the bill, please?
- b) *A:* Did you like the dinner?
B: The food was absolutely delicious. In fact it was probably the best meal I've ever had.
- c) *A:* Did you enjoy the chocolate cake?
B: Oh, yes. It was fantastic! It's the specialty of the house.
- d) *A:* How's the dessert?
B: It's nice – very sweet and creamy. Try it, please.
A: Mmm. Yes. That's delicious.
- e) *A:* Are those apples nice?
B: Yes. They're very crispy and juicy. Do you want one?
A: Yes, please... Mmm, they are nice, but a bit sour.
B: Oh, I like them like that.
- f) *A:* Don't you like the soup?
B: No, it tastes a bit too salty for me.
A: Well, we should send it back then.
- g) *A:* Is that milk fresh?
B: I don't think so. It smells off to me.
A: I'll have my coffee black then.

2. Work in pairs and role-play the situations.

1) You're leaving the hosts after dinner. You've enjoyed the fillet steak very much.

2) You're talking to the waiter in a restaurant. You think the soup was terrible and too salty.

3) You enjoyed the salmon, which is the specialty of the house, very much.

4) You didn't like the dessert at the café. You think it's a bit sour.

3. Read the cultural note and discuss if there's any difference in attracting the attention of a stranger in Britain and in our country.

Cultural note

In British culture tapping someone on the shoulder or touching their arm is quite an intimate gesture, and would normally only be done to people you know. Whistling at someone is acceptable amongst boys and young men to their friends, but can be disrespectful in other circumstances; it is often associated with calling a dog.

*If you need to attract the attention of a stranger who is not looking at you, you should call out **Excuse me**, not *Mister / Madam, etc.* It is not polite to call someone by their job title, e.g. *Waiter! Barman!* Use **Excuse me**, or the person's name if you know it. In restaurants and bars, you normally attract the waiter / bar person's attention by catching their eye or raising your hand or saying **Excuse me**.*

4. In some countries customers tip the waiters for the service. Read the dialogue and say where a usual tip is smaller.

American: The check, please.

Waiter: Here you're, sir.

American: What sort of tip do you leave here in England?

Briton: We usually leave ten to twelve per cent.

American: Wow, that's not bad. In California it's fifteen to twenty.

Briton: And I know, in Japan waiters don't expect a tip.
American: That's really interesting.

5. Discuss in pairs if we should tip waiters in our country.

Test yourself

1. Read the dialogue and complete the questions.

A: Hello. Mario's.

B: Hello. I'd like to order something, please.

A: Okay. What ...?

B: A vegetarian pizza and some garlic bread, please.

A: Would you ...?

B: Er, yes. I'll have 2 cans of Coke as well.

A: Okay. What's ...?

B: It's 27, Green Lane.

A: And ...?

B: 864229.

A: Thank you. It'll be about 20 minutes.

B: That's great. Thanks a lot. Bye.

A: Thank you.

2. Work in pairs and build conversations. Make sure your dialogues sound polite. Each conversation should follow the pattern:

- Ask the waiter for the menu
- Choose a starter
- Ask your partner's advice on the main course
- Order some food and drink
- Say that you're pleased / displeased with the dish.

3. Try to guess what an American would do.

Signaling a waiter is done by:

- a. snapping the fingers
- b. whistling

- c. raising one hand briefly
- d. saying “Waiter” and gesturing to him.

UNIT 3. *At the Bank / Exchange Office*

LESSON 1

Changing money

1. When you travel in a foreign country you sometimes need to change money. Read bits of conversation and note down the expressions you may use while changing money.

a) *A*: I'd like to change these English pounds, please.

B: OK. How many pounds do you have?

A: Thirty. What's the exchange rate?

B: Just a second. I'll check today's rates.

b) *C*: Excuse me...

D: Yes?

C: I haven't got enough change for the parking meter (счетчик на стоянке). Have you got change for a five?

D: I think so. Yes, there you are.

C: Great. Thanks.

c) *E*: Excuse me, can you give me change for 50 pence? I need some 5p pieces for the coffee machine.

F: Sure. Here you are.

2. Act the conversations out.

3. Read the cultural note and say where you can use traveller's cheques.

Cultural note

Mind the difference between the words money and cash. Money is the most general term. Cash usually means 'money

in coins or notes'. For example: "May I pay by cheque?" – "I'm sorry, sir, we only take cash". But the word **cash** can be used informally to mean: 'money in any form': I'm a bit short of cash / money at the moment.

When abroad you can also use **traveller's cheques**, bought from a bank or travel agency. They can be exchanged for the money of the country one is in. If you use traveller's cheques, you may be asked for identification or proof of identity. Your passport or driving licence should be all right.

4. Reorder the jumbled dialogue.

- Good. Here you are.
- Sure. Is my driver's licence all right?
- I don't have enough cash on me. Do you take traveller's cheques?
- Yes, that's fine.
- Thank you. I'll need some identification too.
- Yes, of course.

Test yourself

1. Complete the dialogue.

A: ... a twenty-pound note, please.

B: OK. How ... the money?

A: A ten and two fives, please.

B:

2. Fill in the gaps using the words from the box.

lend afford earn owe save spend borrow

Could I ... £ 50 from you until tomorrow?

Could you ... me \$ 20 until Friday?

I want to buy a car, so I ... £ 200 every month.
My job is well paid. I ... £ 35,000 a year.
I always ... more than I earn.
I borrowed £ 200 from my sister, so I ... her £ 200.
It's too expensive for me. I can't ... it.

UNIT 4. *Getting Acquainted with School Traditions*

LESSON 1

Asking about school traditions

1. Read the dialogue and find out what school traditions are mentioned in it.

Andy: Well, Dasha, you've told me a lot about your classmates and your favourite subjects at school. And have you got any school traditions?

Dasha: Oh, yes. Definitely. Our school will be 40 next year, so we've got a lot of traditions. First of all, it's Knowledge Day...

A: When do you celebrate it?

D: At the beginning of September, when a new school year begins. We also have a lot of different clubs: a Drama Club, an Art Club, a Debate Club, a Translators Club and many others where schoolchildren can develop their talents for painting, drama, music, literary translation and so on.

A: Do many schoolchildren enjoy going in for sports?

D: Surely. Out-of-class activities include numerous sports contests and competitions. Football, swimming, table tennis, martial arts (восточные единоборства) are all very popular. And our school is also famous for its museum of the Great Patriotic War.

A: Oh really? That's great! What is there on display in the museum?

D: We've got a lot of documents connected with the heroism of our former pupils during the war. There's a special club at school whose members have been searching for the materials for many years...

- 2. Work in pairs and act out the situation. One of you is a visitor from Britain who wants to find out what traditions you have at your school.**
- 3. Imagine that you're going to study at an English college. Read the information you received from the college and then answer the questions.**

Your first day at school

When you first arrive, you fill in a form with some personal details. Then you do a written test and you are interviewed by one of the teachers. After that the teacher introduces all the new students and you are shown around the college. Then you receive a coursebook and a dictionary. After lunch you start your new class. Later everyone is taken on a tour of the city and in the evening you're invited go to a party.

- 1) What will your feelings be on your first day at the college? Will you feel shy / excited / homesick?
- 2) Do you find anything interesting and unusual about this day?
- 3) Will you have any problems with understanding other students?
- 4) Will you find it easy or difficult to make friends with them?

LESSON 2

Asking for permission to visit a club / a party

- 1. Read a story told by a 16-year-old English girl and find out if she likes her school.**

I'm in the fifth year at a comprehensive school. Like most of 1,000 kids who come here, I travel here every morning on the

school bus. At 9 a.m. the buzzer (bell) goes and we have our first two 50-minute lessons, then a break of 20 minutes. We have two more lessons, then lunch which lasts 50 minutes.

We have a 25-minute tutorial (беседа-консультация) after lunch and before our next two lessons.

Our school is strict on discipline, with detentions for breaking the school rules. We have to wear dark blue or black clothes but we can wear any style we want, although if something is too bright or extraordinary, we have to take it off. I like our uniform. It's comfortable to wear and the colour's okay.

The activities at school are really good – both the kids and teachers are into them. There are many after-school activities – squash, hockey, music lessons, orchestra, drama club, ski trips, school discos, charity fetes (благотворительные мероприятия), etc.

I like my school – it's friendly and my mates are here. I think my school has a high standard of education and a good reputation – I'd never want to go anywhere else!

2. Name three or four reasons why the girl likes her school.

3. Imagine that it's your first day at this comprehensive school. You would like to visit one of the after-school activities. Ask for permission a) the Headmaster; b) the teacher; c) one of the classmates. Choose the appropriate expressions from the given below.

- | | |
|--------------------------------------|-------------------------------|
| – <i>Can I ..., please?</i> | – <i>Do you mind if I...?</i> |
| – <i>Do you think I could...?</i> | – <i>Is it alright if...?</i> |
| – <i>Is it okay if...?</i> | – <i>Could I possibly...?</i> |
| – <i>Would it be possible to...?</i> | |

Example: for A: Do you mind if I go to the drama club meeting?

for C: Is it okay if I come to the school disco?

Now match the possible answers to the questions.

Certainly; Yes, of course; Sure, go ahead; Of course not! Sorry, but...; I'm afraid not.

LESSON 3

Recommending

1. Answer the questions about the most popular out-of-class activities in your school.

1. What clubs have you got in your school?
2. What activities do you enjoy most of all?
3. Do you carry out any projects with other schools from our country and abroad?
4. Do you often go on educational excursions or trips?
5. Have you got a school museum?
6. What kinds of contests and competitions are organized in your school?

2. Read the text and think of the similarity and differences between after-school activities in Britain and in our country.

All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for doing sports and attending different clubs. Most schools have their own student newspapers, orchestras and choirs, theatres and drama groups, which give public performances. For example, in Eton, one of the oldest and best-known public schools for boys, students are offered a wide range of spare-time activities: art, sculpture, pottery, woodwork, metalwork and silverwork. Almost any musical instrument can be learnt; fifty societies, run by boys themselves, cater for enormous number of interests. Most of the Etonians are very keen on sports. The principal games are rugby, football and cricket. Athletics, swimming, rowing, golf, tennis, judo and karate are also very popular.

3. Work in pairs. Recommend your partner to join a club or sports team at school. Give your reasons. The words and expressions in the box can be of use to you.

I think you should / ought to...
It helps...

be in good shape develop speaking / writing skills
acquire research skills develop self-study skills
explore nature develop artistic taste widen your outlook
give arguments have a good time
make your own decisions make friends

Test yourself

1. Speak about your school traditions. Use the prompts.

- I think the most interesting traditions observed in our school are ...
- They help pupils ...
- Lots of pupils enjoy ...
- ... arrange exhibitions of pupils' paintings / posters / projects.
- ... take part in all the out-of-class activities.

2. Most of the British pupils wear school uniforms. But what do they think of them? Read the pros and cons.

Pros

- A school uniform is smart.
- It makes you feel like you really belong to the school.
- You don't have to think "What can I wear today?" every morning.
- In a uniform everybody looks the same. You can't tell who comes from a rich or a poor family.

Cons

- A school uniform is boring (and usually expensive).
- It makes you feel like a number, not an individual.
- You can only wear your own clothes in the evening and at weekends.

- In a uniform everybody looks the same. That's bad, because it doesn't help young people to be independent.

3. Work in groups. Discuss the arguments of the British pupils and decide:

a) Which of them sound more convincing; b) Do you like your uniform or would you like it to be changed?

UNIT 5. *Discussing a Book / Musical / Literary Genre*

LESSON 1

Expressing preferences

1. Read the text about music in Maria's life and answer the questions.

- 1) Which types of music does she prefer?
- 2) How has her taste in music changed?

My earliest memory of music is the songs my mother used to sing to me when I was about three or four. We used to have music lessons at school too; when we were very young, we had singing lessons. We also played musical instruments like the drums while the teacher played the piano. My mother wanted me to take up the violin, but I didn't like it at all, and I gave it up after a year.

Then when I was ten, I bought my first record with some birthday money. I think it was a record by *The Police* – before Sting became a solo artist.

As I got older, my musical taste changed. When I was a teenager, we used to go to clubs and pop concerts to listen to groups playing live, mostly rock and pop and that sort of thing. At the time I didn't like classical music at all. Later, when I went to

university, I really got into classical music and started going to concerts. I was particularly keen on opera.

Nowadays, I listen to all sorts of music, but I'm not too keen on loud rock music. On the whole, I prefer classical music and opera, but I still listen to pop music in my car. I haven't been to any concerts for ages, but I've always got a CD on at home. Music is an important part of my life.

2. Think and say which music style (styles) you prefer: *classical music, pop music, rock, folk music, rap, jazz*, etc. Use the prompts given below.

- On the whole, I prefer...
- I find ... more enjoyable than...
- I'd rather listen to... any time.
- I'm not too keen on...
- But I sometimes listen to ... at home.

3. Which words do you associate with your favourite type of music? You may use the words from the box.

<i>I enjoy ... because it is ... / it helps ...</i>
to relax expressive soft loud optimistic to get energy to create ideas to stir imagination sad rhythmic impressive

4. Read the cultural note about a type of popular music. Do you like this kind of music? Why / why not?

Cultural note

R and B (rhythm and blues) is a type of popular music that developed from BLUES music (a slow sad style of music) and JAZZ and is usually played on electric instruments, especially the electric guitar. R and B was originally played by Afro-American musicians such as Chuck Berry and it strongly influenced rock music in the 1960s and 1970s.

LESSON 2

Asking about preferences

1. Listen to the bits of conversation and try to identify where the speakers use more formal language.

- a) *A*: Which would you prefer: rock or pop music?
B: Well, I'd rather listen to rock music, it's much more energetic.
- b) *C*: Do you find classical music more enjoyable to your taste?
D: That's quite right.
- c) *E*: What's your favourite music style?
F: Rap, of course.
- d) *G*: Do you like jazz more than folk music?
H: Definitely.
- e) *I*: Which appeals more to you: opera or music show?
J: My preference would always be – opera performances.

2. These phrases will help you to ask your partner about his / her preferences.

Informal or neutral: *What's your favourite...? Would you prefer... or ...? Do you prefer...? Do you like ... better / more than...?; Would you rather...?*

Formal: *Which appeals more: ... or ...? Do you find ... or ... more enjoyable to your taste?*

3. Read the text about Ricky Martin and find out how he started his solo career.

Ricky Martin has established himself as one of the top Latin American pop stars of all time. Ricky first began singing in primary school, and when he was ten he had an audition with Latin boy band *Menudo*. He eventually joined *Menudo* in 1984, and recorded and toured with them until the late 80s.

Ricky then spent several years trying to establish a solo career until his third Spanish-language album, 1995's *A Medio Vivir* generated the hit *Maria*.

His next album *Vuelve* was released in February 1998. The title track topped the Latin singles chart for four weeks, while *La Copa De La Vida*, the official song of the football World Cup, was also successful when released as a single. In 1999 he won the award for Best Latin Pop Performance at the American Music Awards. In May 1999, Ricky Martin's next single *Livin' La Vida Loca* became Columbia Records' biggest-selling single of all time.

Later that year, his first English-language album, entitled *Ricky Martin* entered the US chart at number one, and in July, *Livin' La Vida Loca* went straight to the top of the UK singles chart. Ricky Martin's next two English-language singles, *She's All I Ever Had*, and *She Bangs* have since confirmed his status as an international star.

4. Match the beginning with the end of the sentences.

- | | |
|---|---------------------|
| 1) If your performance is voted the best, you win ... | a) singles chart. |
| 2) A song which has the same name as the album it's on, is called ... | b) a single. |
| 3) A collection of songs on tape or CD is called ... | c) an audition. |
| 4) When you want to join a band you have to go for ... | d) the title track. |
| 5) An individual song that you can buy is called ... | e) an award. |
| 6) The list of songs that have sold the most copies that week is called ... | f) an album. |

5. Imagine you are a reporter. Ask your classmates questions about Ricky Martin. Find out:

- who likes / dislikes this singer;
- why he (or she) likes / dislikes him;
- who has a CD with his songs, etc.

LESSON 3

Agreeing / disagreeing

1. Look at the phrases and try to divide them into three groups:

a) *agreeing* b) *agreeing partially* c) *disagreeing*

I agree with you / that; I'm not so sure about that; That's quite right; Yes, but on the other hand...; I don't agree / disagree with you; That's true; I don't think you're right; Yes, maybe, but...; You're absolutely right; Not really; I'm afraid I disagree with...; I agree in some ways; You must be joking!; Nonsense!; I'm sure / certain about.

2. Read the cultural note.

Cultural note

In Britain it is usually important to be polite even when we disagree with people. Many British speakers try not to be very direct when disagreeing, and they often use phrases of partial agreement, especially with people they do not know well. Such phrases as "I completely disagree with you" can sound rude, particularly to strangers. Using "that" in place of "you" softens the phrase slightly, as well as "I think / I don't think" used at the beginning of the phrase.

Bear it in mind that the shorter, more impolite forms of disagreement (for example, "You must be joking!"; "Nonsense!"), with aggressive intonation, should not be used to an older person (a parent or a teacher) or to a person you do not know well. With a friend, brother, sister, etc. of one's own age, the shorter forms are acceptable.

3. Read how people express their opinion about different types of music or books and respond with a phrase from ex. 1.

a) I think not many people can understand classical music.

...

b) In my opinion, fantasy is a very popular genre nowadays.

...

c) I suppose young people would always prefer thrillers to historical novels.

...

d) To my mind, you can listen to jazz music only at clubs.

...

e) I think people at all ages are interested in detective stories.

...

f) It seems to me that lots of young people are keen on pop music.

...


- 4. Divide into two groups according to your preferences; one group prefers pop music to rock; the other is of the opposite opinion. Think of the arguments supporting your opinion and organize a discussion. For example:**

Pop music fan: I think rock music is too loud and aggressive, while pop music helps you to relax.

Rock music fan: I'm afraid I disagree with you. Rock music isn't aggressive, it's energetic. And I think pop music is not the type of music that young people enjoy.

At the end of the discussion try to reach an agreement. The following phrases can be of use to you:

- Right, we agree that...
 - Well, both types of music are...
 - It normally depends on the mood / the time / the person's character, etc.
- 5. Read the cultural tips and say which of the recommendations you already observe.**



Cultural Tips

How to have a successful conversation

- Express your interest in the topic of the conversation and in your partner. Show a real interest by nodding, smiling, saying "Really?" or "That's interesting!", etc.

- Use the other person's name frequently in the conversation.
- Respect your partner. Agree enthusiastically; disagree gently. If you have to disagree, be polite.
- Speak distinctly, don't hurry.
- Make sure the other person has understood you, by using "Right?", "Do you follow me?", "Are you with me?", etc.
- Don't monopolize the conversation; let the other person talk too.
- Listen to your partner carefully without interrupting him / her.

Test yourself

1. Complete the conversation between Andrew and Brenda about their preferences in reading.

A: Well, I reading books about animals ... adventure stories.

B: Oh, no. I'm not too ... on books about nature. I find them a bit boring. I'd ... read detective stories.

A: And why do you ... them?

B: You see, they provide the thrill and excitement. You never know what happens in the end and who the murderer is.

A: And what's your ... book in this genre?

B: It's definitely *Death on the Nile* by Agatha Christie.

2. Read the bits of conversation. Identify who the speakers are in each extract, and what their relationship is. Try to decide which of the phrases used to express disagreement were inappropriate (not polite). What could you say instead?

1) *Teacher*: So, you should finish reading this book by the end of the week.

Boy: You must be joking!

- 2) *Lucy*: On the whole, lots of people prefer jazz to pop music.
Chris: I don't think that's really true.
- 3) *Mother*: I think that playing computer games all day long is a waste of time.
Boy: Nonsense!
- 4) *Boy of 16*: I've made up my mind to leave school and get a job.
Girlfriend: I'm not sure that's a good idea. What do your parents think?
Boy: I haven't told them yet.

UNIT 6. *Exchanging Opinions* about *Favourite Writers / Actors*

LESSON 1

Expressing an opinion about a writer / an actor

- 1. Read a short passage about a book, which is very popular with teenagers nowadays. Try to guess the title of the book and who wrote it.**

This novel was written as a story for children, but many adults also read it. It takes place in a land called Middle-Earth, and has a lot of strange magical characters in it, including the wizard Gandalf and a hobbit called Frodo, who has to save the world from great evil.

- 2. Have you guessed the title? Surely you have. Now read a few more facts about the books of this genre.**

The book was written by J.R.R. Tolkien (1892–1973), a British writer and university teacher who wrote his stories and novels in the genre of *fantasy*. These works are about imaginary worlds which often involve magic. The characters are often searching for an object which will cause good to win over

evil, and they usually fight with swords rather than modern weapons. Peter Jackson, a film director from New Zealand, made three very successful and award-winning films on the book we are talking about: *The Fellowship of the Ring*, *The Two Towers* and *The Return of the King*.

3. Work in pairs. One of you is very keen on the books by J.R.R. Tolkien. Your partner wants to know why you like this author. You can use the following prompts.

- I'm crazy about...
- In my view...
- ... is really terrific!
- I really enjoy...
- It stirs your imagination...
- I think it's real magic...
- The author makes his characters fascinating...

4. Read the dialogue and answer the questions.

- 1) What television work is Jennifer Aniston famous for?
- 2) Which words does Rodger use to characterize Jennifer?

G: Jennifer Aniston! Where did you meet her?

R: It was in New York, and I was visiting a friend who did her make up.

G: Goodness me!

R: And I went to the premiere of her latest film and afterwards we went to a party and she was there.

G: Did you get to speak to her?

R: Yes, for quite a long time.

G: What's she like?

R: She's really nice. She's charming, intelligent, and she really wants to become...

G: Oh, that's interesting.

R: Yeah. She seemed very confident and controlled, but in some ways she isn't. I mean, OK, she's famous for her television work, you know, *Friends*, but she really wants to do well in films.

G: Really?

R: Yeah, anyway, she is a lovely person.

G: Have you seen her again?

R: No, unfortunately.

- 5. Think of your favourite actor or actress. Which words from those mentioned in the dialogue can you use to describe him / her? Add a few more adjectives.**

LESSON 2

A. Finding out about a favourite writer / actor

- 1. Choose a famous actor or actress. Try to recollect a few facts from his / her biography.**

1) Approximately how long has he / she been an actor / actress?

2) What films or TV programmes has he / she been in? Are they on now?

3) Which is their best film or performance?

4) Have they done other things, for example singing or writing?

5) What do you like about this person?

- 2. Work in pairs. Tell your partner about your actor / actress, but don't say the name. She / he will try to guess who you're describing. Then change the roles.**

- 3. Divide into two groups. The first group will interview your classmates in order to find out who their favourite writers are and why they like them. The other group will try to find out about the pupils' favourite actors. Then give a summary of your findings. You can use the following prompts.**

- It turned out that people in our class are fond of...
- The most popular writer with our classmates is ... while the most popular actor (s) is / are...
- Most of the boys prefer reading the books by ... while the girls enjoy reading...

- Well, it proves that...
- From the point of view of our classmates, the best works by the authors are..., and the best films / roles are...
- Well, to sum it all up...

B. Appreciating the writer's works

1. When you discuss a book / a film with someone you normally take into account the following issues:

- 1) Is the plot interesting?
- 2) Where and when does the action take place?
- 3) Have you learnt anything new about people, places or things?

What else do you consider?

... .. ?

... .. ?

2. The success of the book with its readers also depends on how well the characters are presented. Each character must have some special qualities that make the reader remember him or her. Try to match the expressions from the box with a) *the plot* and b) *the characters*. Some words can refer to both: the plot and the characters. You may add a few more expressions.

The plot can be ...

The character can be ...

intricate (сложный, запутанный)	brave
imaginary independent simple	humorous
witty romantic strong and powerful	strange
lonely historical	unforgettable
careless of danger a man of honour	weak
dangerous leading unpredictable	attractive
terrible admirable sentimental	talented

3. Recollect a character from your favourite book that impressed you very much. Tell your partner about him or her.
4. Work in pairs. Choose a book you admire very much and recommend your partner to read it. Use the prompts.
 - The title of the book is...
 - The plot is...
 - It was very... funny / instructive / entertaining...
 - It made me... cry / laugh / think...
 - I found it very... sentimental / unpredictable / moving...

LESSON 3

Giving reasons

1. When you talk about your favourite authors or films you often have to give reasons why you like them. In order to practise giving reasons play a game “Sweet reason”.

Divide into groups of three or four. Each group will get one set of cards, including *reason cards (R)* and *consequence cards (C)*. The cards should be shuffled and dealt out equally to each member of the group. Look at the cards but don't show them to the other players. Player 1 chooses a C card from the cards he / she holds and reads it out, for example, *I enjoyed the plot...* Any of the other players can complete the sentence with a suitable R card, for example, ... **because** *it was very intricate*. The first player to complete the sentence appropriately may collect the two cards as a ‘trick’. Then it is the second player's turn. The winner of the game is the player with most ‘tricks’. The players should use the connectives *because, as, because of, since*.

2. Work in pairs and discuss pros and cons of the genre of fantasy. One of you will provide arguments *for* and the other *against* this genre. For example:

FOR

1. Novels and stories written in this genre develop your imagination.

...

AGAINST

1. You shouldn't substitute the imaginary world for real life.

...

Use the following phrases:

- The point is...
- The reason was that...
- The basic reason is that...
- It's right for the following reasons:...

Test yourself

1. Imagine that you've read a very interesting book. You would like your friend to read it. What book is this? What would you say about the book and its author to persuade your friend to read it?
2. Imagine that your favourite actor / actress has come to your school. What questions would you ask him?
3. Work in groups. Imagine that you're given an opportunity to write comments on the back cover of your favourite book in order to draw readers' attention. Discuss what you would like to write and report to the class. Then listen to the comments of other groups.

UNIT 7. *Planning a Visit to the Concert / Cinema / Theatre*

LESSON 1

Suggesting

1. Read the dialogue and find out what film Anna and Brenda are going to see.
- A: So, let's do something on Friday then. I've got the paper in front of me, so let me see what's on. Mmm... there's the Kirov Ballet at the Playhouse.

B: I like ballet. That would be nice.
A: Oh, but it's their last two performances today, so we're too late for that. Pity! How about a musical?
B: What is it? I don't like musicals very much.
A: *Guys and Dolls*. It ends on Saturday.
B: No, I don't really want to see it.
A: Well, how about the cinema?
B: What's on?
A: Just a minute... er ...*Jurassic Park*.
B: Oh, yes! I didn't see it when it first came out. Where is it on?
A: At the *Show case*. You know, the cinema in Grey Street.
B: Mm... I'm just thinking. What time does it start?
A: Well, it's on at 2.10, 5.10 and 8.10.
B: Let's go to the 5.10 and then have something to eat.
A: All right, then.
B: OK. Let's meet outside the cinema at five o'clock.
A: OK. See you on Friday then.

2. Reorder the jumbled dialogue and then act it out.

- That's a good idea! Where shall we go?
- OK then, jazz.
- Why don't we go to the concert tonight?
- Let's have a look at the Music section in *Time Out* magazine. Do you enjoy classical music?
- What time does it start?
- Yes, I do. But I usually prefer jazz concerts because the music is more lively.
- All right, then.
- Well, at half past seven. Let's meet at seven outside the concert hall.

3. Work in pairs. Suggest your partner going to the cinema / concert / theatre. He agrees. Use the prompts.

- Let's... then.
- What's on?
- How about...?
- That would be nice.

- What time...?
- Let's meet...

LESSON 2

A. Saying one is not sure

1. Read the dialogue and note down the expressions used to express doubt / uncertainty.

Tina: So you want to go to the cinema, Ted? OK. Do you know what's on?

Ted: I've got the paper here... Hang on a minute, I'll read out the films to you. ...

The ABC has got three films: at Screen One there's that new James Bond film... Erm..., then at Screen Two there's that new film about ancient Rome, with Romans and wild animals in the arena...

Tina: I like going to James Bond films. I don't like old Romans and lions... Those films about history are boring.

Ted: I haven't finished yet... At Screen 3 there's *Love Story* – “the greatest romantic film of all time”, it says here.

Tina: Mmm, yeah, I've seen it. It is good, too. I really enjoyed it... Well, I can't make up my mind. Which one would you prefer?

Ted: I can't say for certain. You know, I'm in two minds... I usually prefer thrillers, but *Love Story* is really well-known, and I've never seen it.

Tina: I prefer going to happy or exciting films. Sad films make me cry, and *Love Story* is quite sad in some parts.

Ted: OK, then. So you prefer the James Bond one?

Tina: Yeah.

Ted: Let's go and see that. What time shall we meet?

2. Work in pairs. Say that you're not sure in the following situations. Use the expressions:

- *I can't make up my mind.*
- *I'm not really sure ... (about...)*

- *I'm in two minds...*
- *I can't say for certain.*
- *I can't decide...*
- *I couldn't say, really.*

1) Your friend invites you to an adventure film, but you're not very keen on this type of films. You'd rather go to a romantic comedy.

2) Your classmate suggests going to a jazz concert, but you're not sure you'll be able to get the tickets.

3) Your Mum says that thrillers are not good for children. You have some doubts about that.

B. Persuading

1. Read the dialogue and write down the expressions that the children used to persuade Pete.

A: Come here, Pete! Do you want a ride?

P: No, thanks, not really! I don't feel like riding a motorbike.

B: He's scared!

P: No, I'm not! It's dangerous to ride a bike without a helmet (шлем).

A: So is everything else. Come on, get on!

P: I'd rather not.

B: I think you're frightened that your Mum will find out. It won't hurt you to try! You don't know what you're missing.

P: I really don't want a ride. I don't feel like it.

2. Read the situation. You've been invited to a really good party but your aunt and uncle are coming to visit you. You know that your mother will want you to stay at home.

A: Mum, can I go to a party on Saturday?

B: This Saturday?

A: Yes.

B: I'm afraid not. Auntie Pat and Uncle John are coming round.

A: I know, Mum, but it's going to be a great party – everyone is going!

B: That may be true, but you know that Auntie Pat likes seeing you, and you weren't here last time.

A: But I'll be here when she arrives and I promise I'll sit down and talk to her then.

B: You've known about Auntie Pat's visit for months...

A: I know. But I really want to go. It's going to be the party of the year. Look! I'll even help you cook, if you let me go.

B: I'm sorry. You'll have to miss it.

A: Oh come on, Mum! Why can't I go?

B: Because you've got responsibilities here and that's all there is to it.

A: Mum!!

3. Work in pairs and decide how you would persuade Mum to let you go. You may use the following expressions:

- *Please let me...*
- *Won't you... , please?*
- *Do...*
- *Come on!*
- *Just for me!*

4. Work in pairs. You invite your friend to go to a disco, but he is not in the mood for it. Try to persuade him. Act out the dialogue.

LESSON 3

Inquiring about tickets

1. Read the dialogue and act it out.

A: Can I help you?

B: I'd like three tickets for the 7:00 pm performance. Have you got reduced rates for children?

A: Yes, we have. Children pay half-price.

B: I'd like one full-price and two half-price, please.

A: That'll be £ 25, please.

B: Here you are. Thanks.

2. Read the bits of conversation and complete them using the words in the box.

at the front	to book tickets	an extra ticket
four together	got tickets	at the back

- 1) *Jane*: There's a concert at the Apollo on Saturday.
Jim: Have you ... ?
Jane: Yes, and I've got ... for you.
Jim: That's fantastic!
- 2) *A*: I'd like four tickets for the 6: 00 pm performance. Near the front if possible.
B: There are only a few left We haven't got There are still a lot
- 3) *Voice*: Thank you for calling West End Cinemas. If you want information about films showing at the moment, press 1. If you want ... , press 2. If you want...
Man: I don't want any of these things. Hurry up!

3. Work in pairs and role-play the situations.

- a) You're going to the museum on Saturday. You'd like to find out if there's special price for children.
- b) You're buying tickets for a concert. You'd like to sit near the front together with your two friends.
- c) You wanted to buy a ticket for the popular theatrical performance on the Internet, but there weren't any left. Now you try to get a spare ticket.

Test yourself

1. Complete the dialogue using the words in the box.

A: Would you like to go to the cinema tonight?

B: Sure. What would you like to see?

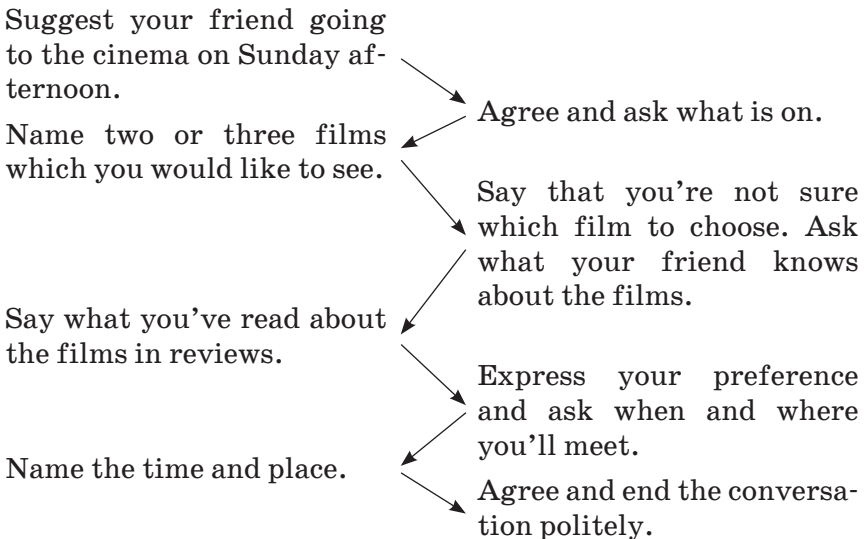
A: Anything that would make me laugh. ... would be nice.
 B: Oh, I'd prefer I love films with aliens (инопланетяне) and spaceships.
 A: Oh, no – I think they are really boring! How about ... ?
 B: Sorry, but I can't stand scary films. I'd rather watch I like learning about world history.
 A: Well, it seems that we can't agree. I think I'll rent ... from the video club – something with a lot of action.
 B: Fine. I'll just stay in and watch ... that's on TV tonight. It's called *Love at first sight*.
 ...

a historical film	a comedy	an adventure film
a romantic film	a thriller	a science fiction film

2. Work in pairs. Act out the situation using the communicative scheme given below.

Student A

Student B



3. Play the game “Sweet talk”.

Each student in the group gets a card with a suggestion on it (for example, *There’s a good film on tonight; You’d like to go to a rock concert tonight, etc.*). The object of the game is to persuade as many people as possible to come out for the evening with you. To do this, students move around the class, trying to persuade others to accompany them for the evening.

The rules of the game are:

- When two students try to persuade each other to come out for the evening, one *must* give in and agree to go with the other.
- The two students should then go round together and try to persuade others to join them.
- Whenever a student is persuaded to join them, he / she should go round with them.
- After a certain time (determined by the teacher) the largest group is the winner.

UNIT 8. *Exchanging Impressions* *after the Concert / Film / Performance*

LESSON 1

Expressing positive / negative attitude

1. Read the dialogue and find out what Chloe thinks of classical music.

Chloe: How was the concert last night, Angela?

Angela: Well, the music was great. I’ve never heard Vivaldi played so well. The orchestra really was fantastic.

Chloe: I’m glad you liked it, although I don’t really enjoy classical music myself. I think it’s rather boring.

Angela: So did the people who sat behind me last night! They chatted constantly throughout the performance.

Chloe: Oh no! What did you do?

Angela: Well, I couldn't really do anything without making it worse. So I just turned around a couple of times and glared at them.

Chloe: Did it make any difference?

Angela: No, they just continued talking. People like that shouldn't be allowed to go to concerts.

2. Answer the questions.

- a) What is your attitude to classical music?
- b) Do you find it boring?
- c) Have you ever met people who chat constantly at the performance?
- d) What was your reaction to that?
- e) What did you do?

3. Read the comments and try to guess what each person is talking about (*film / theatre performance, opera / concert, circus, art gallery*).

- | | |
|---|---|
| 1 The plot was really uninteresting. I was bored to tears. | 2 The acrobats were fantastic, but there were moments I was afraid they would fall. |
| 3 The acting was so realistic. I was very impressed with the scenery too. | 4 The solos were so uplifting. I was moved almost to tears. |
| 5 The collection was first rate. | 6 The last scene was very moving. |

4. Work in pairs. Think of the films you've seen recently. Use the words and expressions given below to talk about the film you a) liked and b) disliked.

- Interesting, impressive, realistic, moving (трогательный), uplifting (вызывающий духовный подъем), exciting, funny

- Boring, uninteresting, unrealistic, no special effects, bored to death / to tears, a complete flop (полный провал).
5. Read the text and say if we have the same problem with cinema-goers in our country.

Cinema managers have been complaining that people don't know how to behave properly in cinemas anymore. People have always talked during films, but unfortunately the problem is getting much worse. People who normally watch films at home on television or DVD frequently forget that they're in a public place. They eat popcorn noisily, and discuss the film loudly with their companions. If they've seen the film before, they'll tell friends what's going to happen next. Obviously the mobile phone has become a major problem. People often forget to switch them off, which can be extremely annoying. One manager reports that a customer took out his phone ten minutes before the end of the film, and phoned for a taxi. He didn't try to speak quietly. The public around him got quite angry and told him to be quiet. Then other people told them to shut up too. Soon everyone was shouting angrily at everyone else and they all missed the ending of the film.

6. Do you have any ideas how to solve the problem?

LESSON 2

Expressing disappointment

1. Read the dialogue and answer the questions:

- a) Why was Simon disappointed with the film?
- b) Was Jenny disappointed with her choice of film too?

Presenter: Welcome to the new series of *Film Critic*. And a special welcome tonight to Simon and Jenny, our guest film critics. Simon, tell us about the film you chose for us. It was called *The Mountain of Death*, wasn't it?

Simon: Yes, it was. Usually I like disaster movies, but I'm afraid this one just made me want to laugh.

Presenter: You wanted to laugh? Why was that?

Simon: Well, the story was too complicated for a start. That made it very difficult to believe. The acting was also pathetic. In the end I just wanted to laugh.

Presenter: So, you wouldn't recommend it, then.

Simon: No way!

Presenter: How about you, Jenny? Were you disappointed with your choice of film, too?

Jenny: No, not at all. I really enjoyed it. I particularly liked the main characters. The acting was really good and the film was clever and serious.

Presenter: Do you normally enjoy thrillers like *Dark Moon*?

Jenny: Well, no I don't really. I usually prefer historical films. But this film was very well-written and there was one part of the story that was really exciting. I very nearly screamed (кричать, вопить).

Presenter: Did you scream?

Jenny: No, I didn't, but I really wanted at the point when the detective was in danger from the gangsters.

Presenter: Well, I'm glad you enjoyed it, anyway.

2. These expressions will help you to express disappointment:

Informal or neutral: *That's very disappointing; I'm rather / very disappointed...; Oh, no! That's too bad; What a pity! That's a real pity / disappointment; Just our luck...*

More formal: *I have to say, I'm very disappointed; It comes as a great disappointment.*

3. Read bits of conversation and complete them.

a) *A:* What did you think of the film?

B: I ... I'd heard it was good, but I didn't like it at all.

b) *C:* I thought that was a really interesting story, wasn't it?

D: Oh, no! In fact

c) *E:* Did you enjoy the thriller, Mr Smith?

F: Unfortunately not. The plot is too complicated. I have to say

4. Act the conversations out.

LESSON 3

Supporting / Refuting an argument

1. Read the dialogue in which Tina and Ted are discussing the film they have just seen. Which arguments for and against James Bond films do they present?

Ted: Well, what did you think of it?

Tina: I always like all that action and excitement in James Bond films – the story was really fast-moving, really good! Don't you agree?

Ted: Mmm, not really. I often find it hard to understand what's happening in James Bond films.

Tina: You always say that!

Ted: I mean, how did James Bond escape from the bad guys at the beginning? It was really confusing.

Tina: Oh, Ted! You always believe that people should understand everything in thrillers, don't you?

Ted: Well, I find them confusing, that's all.

Tina: And you often complain that you haven't understood the stories, too! I think the stories are meant to be complicated! It doesn't really matter how James Bond escaped. He just escaped! Anyway, I always like James Bond – he's so good-looking!

Ted: Yeah! You often say that...

2. In Tina's opinion the stories in James Bond films are meant to be complicated. Ted finds them confusing and hard to understand. Whose side do you take?

3. Work in pairs. Discuss the following statements. One of you gives arguments in favour of the idea, the other tries to refute them.

1) Very soon people will not go to the cinema at all. You'll be able to get any film on the Internet.

2) Most people are really annoyed when the film ends and it's not clear what happens to the main characters.

3) A lot of young people think that classical music is out of date.

4. While discussing the statements try to be polite. The following phrases can help you to interrupt the other speaker politely.

Informal or neutral: *I'm sorry, but I have a question; Sorry to interrupt, but I didn't understand; Just a quick interruption, if it's okay.*

Formal: *Excuse me, but I didn't quite understand; Could I interrupt you for a minute? Could I ask you a question?*

5. When you take part in a heated argument (жаркий спор), you may sometimes need to change the subject. Listen to the bits of conversation and note down the expressions the speakers use to do it.

a) *A:* I don't think you have a good point there. You must be joking!

B: Just to change the subject for a moment,...

b) *C:* I can't find anything amusing in it! It's the worst soap opera I've ever seen.

D: Oh, before I forget,...

c) *E:* Well, that's rather a sweeping statement. It really irritates me.

F: Oh, by the way, there was something I meant to tell you...

Test yourself

1. Express your attitude to the cinema habits given below. Either support or reject the idea.

1) I prefer to download all the films from the Internet.

2) I always read film reviews before I make up my mind to go to the cinema.

3) My favourite films are thrillers; I'm not very keen on romantic comedies.

4) If I'm watching a film in English, I don't like to see the subtitles; I prefer films, which are dubbed.

5) I prefer to sit in the back row in the cinema.

6) When I go to the cinema, I usually ring and book in advance.

2. Imagine you are a film critic. Write a short review of your favourite film. The following guidelines will help you.

- Decide what you can tell your readers to encourage them to see the film.
- Choose your words carefully and check you have included something on:
 - the setting
 - the story
 - the main characters
 - the music
 - the special effects
 - the director
- If there is something you don't like about the film, write it.

UNIT 9. Discussing National Habits and Traditions

LESSON 1

Showing your interest

- 1. Read the text and say why it is difficult to generalize about customs.**

When talking about British customs, bear in mind that Britain is a multi-ethnic society with a great diversity of cultures

and social groupings, especially in its cities. This means that it is difficult to generalize about customs.

It is usual to say *Hello* (and perhaps to add the telephone number) when you pick up the phone in your home, although some people also announce their name (for example, *Hello, Mary Jones speaking*).

Eating times vary, but typically breakfast might be between 7.00 and 8.00 and lunch between 1.00 and 2.00. People may sit down to dinner at any time from about 6.30 to 8.00. Generally British people will finish what is on their plate, though it is not impolite to leave a little. The food may be served from communal dishes, but people eat only what they have put on their own plate.

Some restaurants, clubs and pubs in Britain have a certain dress code (for example, customers may be asked not to wear jeans or shorts or to come in bare feet) and fairly formal dress is expected in most churches and other religious centers. Otherwise there are very few restrictions for either men or women.

Some galleries and museums in Britain do not allow photography. Otherwise, there are no laws prohibiting the use of cameras in normal public places, but it is polite to ask permission before pointing the camera at a particular person.

2. Express your attitude to the following British customs. Show your interest by using the expressions: *Really? Wow! I find it very interesting; That's interesting!* If you want to show a lot of interest use *(That's) fantastic!; I find it fascinating.*

a) Some restaurants, clubs and pubs have a certain dress code.

b) It is polite to ask permission before pointing the camera at a particular person.

c) Kissing people on one cheek when you meet them is only for relatives and friends you know well. The double kiss, one on each cheek, is becoming more common.

d) The common British habit is queuing, for example at the bus stop and in other places where you need to wait for service.

e) You can ride a motorbike when you are sixteen, but you can't drive a car until you are seventeen.

f) You can't go into a pub until you are fourteen and if you go in, you must be with an adult.

3. Work in pairs. Compare the customs mentioned in exercise 2 with similar situations in our country.

LESSON 2

Asking to clarify something

1. Read the text and try to explain how you understand "culture shock".

When people travel to other countries, they find that many things are different from their own country – the weather, the food, the times that shops are open, and so on. Often this upsets people and they feel lonely, depressed and homesick. This is called culture shock. Here are some things that visitors to Britain find strange.

The weather in Britain can be very unpredictable. It changes very quickly. People who come from hot countries often find that it is too cold or wet for them.

Shops close at 5.30, which is much earlier than in many other countries. Most pubs and restaurants close at 11 p.m. Visitors who like to go out late in the evening find this strange.

People in Britain usually live in small families and they are generally quiet. Visitors who normally live in large families or groups can feel lonely.

Of course, there are also lots of good things about Britain that people like. And remember that visitors to your country will find your lifestyle strange, too.

When you visit other countries you should accept the way that people do things there. Because something is different, it doesn't mean that it's better or worse. It would be a very sad world if everything was the same, so don't let culture shock spoil your visit to another country. Enjoy the differences.

2. Which of the facts mentioned in the text do you find strange? What things do you think people will find strange about our country?
3. Work in pairs. Read the advice given for the visitors to Britain. Some of the information is true and some is false. Which do you think is the false information?
- When you enter a railway carriage, shake hands with everyone.
 - You can pick all the fruit in a greengrocer's to choose the best.
 - If you need help in a shop, clap your hands to call the assistant.
 - Don't be surprised if taxi drivers or shop assistants call you "love" or "darling".
 - It's perfectly acceptable to read someone else's newspaper over their shoulder.
 - You always say "Have a nice day!" when you say goodbye.
4. Now read the dialogue in which John and Gertrude are talking about the advice. Check if you guessed correctly.

Gertrude: Er... now , I was told there are certain ways to behave, when I go to Britain. And I would like to check a few of those statements with you, because I'm not quite sure if they really apply.

John: Okay.

G: And I would like your advice on those. For instance, if I enter a railway carriage, um...am I supposed to shake hands with everyone?

J: No, no, the English tend to keep themselves to themselves. ... No, they would think you were mad if you went and shook hands with everyone.

G: So, it isn't a good idea?

J: Not a good idea.

G: And, um... I was also told that, if I go to a greengrocer's I can pick up all the fruit and choose the best.

J: I don't think they would like you to do that because if everybody did that then the fruit would get very squishy and nobody would like to buy it. So, not on that one.

G: And, um... I was also told, and this sounds quite strange to me, that if I need help in a shop, if I want the attention of the shopkeeper I have to clap my hands.

J: Oh, no. You shouldn't do that. It smacks of, um... being a mistress (хозяйка) and a servant (слуга) relationship.

G: Right. And somebody told me that taxi drivers and shop assistants can call a girl "love" or "darling".

J: Sure, that's very common. "Hello, love", "All right, darling".

G: Does it mean anything?

J: It means they're being friendly. It's complimentary.

G: Right. And also... is it true that it is totally normal and acceptable to read someone else's newspaper over their shoulder?

J: I'm not too sure about that. In general, not. But there are exceptions.

G: It's better not, but it's not a disaster if you do. Right. And, um...when you say goodbye to people, do they really always say "Have a nice day!"?

J: Americans do. Um... it's becoming a little bit more of a habit in England because of the American influence. But lots of people don't like it. It's a very American thing.

G: Yes, right. So, it's not a really British thing to do.

J: Not really British, no.

G: Right, thank you.

LESSON 3

Clarifying something

1. Read the text and find out why the British like drinking tea.

Everything in Britain, says a popular song, "stops for tea". It's certainly true that tea is the most popular drink in Britain – far more popular than coffee, which is favoured throughout the rest of Europe and the United States. The Dutch brought the first tea to Europe in about 1610, but it was not until 1658

that the first advertisement for tea appeared in a London newspaper. By 1750, tea had become the principal drink in Britain, yet at that time a pound of the cheapest tea cost about one-third of a skilled worker's weekly wage! Tea was jealously (ревностно) guarded by the lady of the house, and kept in special containers called tea-caddies, often with a lock.

Gradually, tea-drinking developed into a fashionable social ritual and tea gardens blossomed in places like Vauxhall and Marylebone in London, where couples could stroll in the afternoon and enjoy a cup of tea with bread and butter and cakes. Tea parties were also popular at home, and soon the ritual of "afternoon tea" was firmly established. Today, throughout the homes, tea-shops and hotels of Britain, the custom of tea-time continues.

At 11 a.m. a lot of people stop working and have a cup of tea (or coffee). This meal is called elevenses. Most people in Britain prefer a rich, strong cup of tea with milk, and sugar is sometimes added to taste. High Tea is a more substantial evening meal, popular in northern England and Scotland.

2. Work in pairs and discuss the following questions.

- Is tea-drinking as popular in Belarus as it is in Britain?
- Do we have the custom of tea-time in our country?

3. In groups, try to explain the origin of one of the most popular Belarusian customs / traditions (for example, Maslenitsa).

LESSON 4

Expressing emotional attitude

1. Read the text and say if you agree with the writer.

How to be an American

Despite all our different origins, there is a style that marks North Americans. We have shy people and bold, talkative and quiet, and yet you cannot mistake the quality of "Americannes".

- Nearly everyone agrees that we're friendly. It shows that we think everyone is equal and has rights. But being friendly is different from being friends. True friends are as difficult to make here as everywhere else.
- Americans do not think it necessary to hide their emotions. Sometimes we seem to exaggerate (преувеличивать) them. We show happiness with big smiles, gestures and exaggerated statements. Unlike many Asians, Americans smile only around good news or happy feelings. An American smiles often, but not when embarrassed or confused. Bad news does not come with a smile.
- Latin Americans find us cold. We have a strong sense of private space. We stand at least an arm's length apart, and are made uncomfortable by people who stand closer.
- Because it is important to be assertive, Americans speak fairly loudly. Foreigners sometimes mistake loudness for anger, especially because it is more acceptable to show anger than in other cultures.
- Visitors usually find Americans very polite, because we use *please* and *thank you* very often and because of the way we are friendly to strangers. We are polite to waiters and garage attendants as well as doctors and senators.
- We are very informal. The forms of our language do not change when we talk to a superior, as they do in many languages. People dress casually and use first names most of the time. But it is still easy for a foreigner to make mistakes and be too informal in the wrong circumstances.

(Adapted from *Culture shock USA* by Esther Wanning)

2. In pairs, express your emotional attitude to the characteristics of Americans described in the article. Choose the characteristics, which you a) agree with, b) disagree with. Use the expressions: *Oh, yes! Oh, no! Surely not! It's really surprising. Oh, exactly! I really don't approve of... How true!*
3. In your opinion, how similar are national characteristics of Belarussian people to those of Americans? Discuss in groups.

Cultural Tips

How to be successful in intercultural communication

- Be tolerant of the representative of another culture. Avoid being dogmatic.
- Initiate a conversation with a smile and positive behaviour.
- Do not use direct and negative phrases (for example, “You’re not right”).
- Keep down your emotions and voice while speaking to your partner.
- Make use of non-verbal means of communication (gestures, postures, mimics, eye-contact) correctly.
- Use appropriate strategies to overcome misunderstanding (for example, explain that you do things differently in your country, change the subject, make a joke, etc.).

Test yourself

1. **Work in pairs. One of you is a foreign guest. Try to describe to him the traditions connected with Kupala day. Use the expressions: *magic firn-flower, come into bloom, throw wreaths, make fires, dance, search for.***
2. **Write a few adjectives describing, in your opinion, the characteristics of Belarusians. Compare your list with that of your classmates.**
3. **When you communicate with people from other countries, you may sometimes have misunderstandings. Discuss in pairs what you can do if there is a misunderstanding (apologize immediately, make an excuse, try to explain something, etc.).**

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