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COMMUNICATION IN ACTION

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ФЕДЕРАЛЬНОЕ АГЕНСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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Кафедра английской филологии

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COMMUNICATION IN ACTION

Учебное пособие

Рекомендовано Советом по филологии Учебно-методического объединения по классическому университетскому образованию в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлению 520300 и специальности 021700 – «Филология»

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Unit 1

Puppy Love

Grammar: *The Gerund*

Topic: *Pets and Animals*

Reading. Read aloud and try to understand the following text.

«SHIRO! Shiro!» Mr. and Mrs. Nakamura were worried. Their dog Shiro was missing. "Shiro!" They called again and again. Mr. and Mrs. Nakamura lived on a small island in Japan. They looked everywhere on the island, but they didn't find Shiro.

The next day Mr. Nakamura heard a noise at the front door. He opened the door, and there was Shiro. Shiro was very wet, and he was shivering.

A few days later Shiro disappeared again. He disappeared in the morning, and he came back late at night. When he came back, he was wet and shivering.

Shiro began to disappear often. He always disappeared in the morning and came back late at night. He was always wet when he came back.

Mr. Nakamura was curious. "Where does Shiro go?" he wondered. "Why is he wet when he comes back?"

One morning Mr. Nakamura followed Shiro. Shiro walked to the beach. He ran into the water and began to swim. Mr. Nakamura jumped into his boat and followed his dog.

Shiro swam for about two miles. Then he was tired, so he climbed onto a rock and rested. A few minutes later he jumped back into the water and continued swimming. Shiro swam for three hours. Then he arrived at an island. He walked onto the beach, shook the water off, and walked toward town. Mr. Nakamura followed him. Shiro walked to a house. A dog was waiting in front of the house. Shiro ran to the dog, and the two dogs began to play. The dog's name was Marilyn. Marilyn was Shiro's girlfriend.

Marilyn lived on Zamami, another Japanese island. Shiro and the Nakamuras used to live on Zamami. Then, in the summer of 1986, they moved to Aka, a smaller island. Shiro missed Marilyn very much and wanted to be with her. But Shiro wanted to be with the Nakamuras, too. So, Shiro lived with the Nakamuras on the island of Aka and swam to Zamami to visit Marilyn.

People were amazed when they heard about Shiro. The distance from Aka to Zamami is two and a half miles. The ocean between the islands is very rough. "Nobody can swim from Aka to Zamami!" the people said.

Shiro became famous. Many people went to Zamami because they wanted to see Shiro.

During one Japanese holiday, 3,000 people visited Zamami. They waited on the beach for Shiro. "Maybe Shiro will swim to Zamami today," they said. They all wanted to see Shiro, the dog who was in love.

Task 1. Read the following words and word combinations and choose synonymous word combinations for them from the box.

- to be worried
- to miss
- rough
- to shiver
- to disappear
- to be curious about
- to climb
- to arrive
- toward
- to be amazed
- island
- famous

- to notice that something or someone isn't in place
- to get to some place
- in the direction of
- to be extremely surprised
- to be unhappy or anxious because of some problem
- a piece of land surrounded by water
- to shake slightly because of cold or fear
- to feel sad because someone you love is not with you
- to become impossible to see or find
- wanting to know about something
- to move up something using feet and hands
- with strong winds and storms
- known about and talked about by many people in many places

Task 2. Give two missing forms of the following regular and irregular verbs.

miss find hear walk ran swum wait became saw visit

Task 3. Say what the main ideas of the story are.

1. «Puppy Love» is about
 - a. two islands in Japan
 - b. life of two people.
 - c. a dog who visits his girlfriend.
2. Mr. and Mrs. Nakamura were worried because
 - a. Shiro was ill.
 - b. Shiro disappeared in the morning and came back late at night.
 - c. Shiro left them for good.
3. Shiro swam to Zamami
 - a. to have some fish.
 - b. to visit Marilyn.
 - c. to play with other dogs.

4. During one Japanese holiday about 3000 people visited Zamami because
- they loved the beach there.
 - they wanted to see the island's nature.
 - they wanted to see the dog who was in love.

Task 4. Do you agree with these statements?

- Each family should have a pet.
- Looking after animals is boring.
- Animals can do more harm than good to children.

Task 5. Read and translate the following text. Use a dictionary if necessary.

In February of 1998, a Somerset (UK) man was trapped under a fallen van he had been repairing. As he cried for help and darkness fell, it seemed he would be left there all night: his leg had been caught beneath the wheels. The area was rather isolated and nobody heard his cries - except a parrot perched on a caravan in a nearby camp site. The bird mimicked the man's cries which is apparently normal behaviour for this type of animal, and alerted two men working in the area. These reversed the van off the injured man who, in the end, only had slight injuries.

Task 6. Can you answer the following questions?

- Have you been in a similar situation?
- Has an animal ever helped you in any way?

Task 7. Do you think animals are necessary for humans? Why?

Examples: Animals are necessary for company/protection/cosmetic testing etc.

Task 8. List the most helpful animals and explain why they are helpful.

Examples: Dogs keep us company; cows give us meat and leather etc.

Task 9. List negative points associated with animals.

Examples: They bite humans; they bark and wake us up at night.

Task 10. Should we use animals in testing drugs and cosmetic products? Explain why.

Task 11. Match the sounds with the animals that make them. There may be more than one match.

to bark	a lion/a tiger
to mew/miaow	a hen
to moo/to low	a snake

to crow (cock-a-doodle-doo)	a sparrow/a bird
to cuckoo	a cock/rooster
to caw	a cuckoo
to chirp/to twitter	a cat
to hiss	a dog
to cackle/cluck	a cow
to squeak	a crow
to growl/snarl	a mouse

Some Grammar:

The Gerund is a noun in the form of the present participle (*v+ing*), that describes an action or experience, such as «*shopping*» in the sentence: I like *shopping*.

Task 12. Use the gerund of the verbs from the box in the sentences given below.

*to read to speak to meet to let to keep to answer
to listen to see to go to drive to do*

1. I remember ____ him in Paris.
2. He didn't remember ____ that man before.
3. Lady Chiltern remembered ____ to school with Mrs. Chevley once.
4. I prefer ____ this work today.
5. He loved ____ a car.
6. This medicine needs ____ dry.
7. Excuse me for not ____ your letter sooner.
8. They avoided ____ about it.
9. Thank you for ____ me know about it.
10. I'm looking forward to ____ you again.
11. We were tired of ____ to him.
12. He was fond of ____ adventure books.

Task 13. What prepositions should we use here (if it's necessary)?

1. Mr. and Mrs. Nakamura lived ____ a small island in Japan.
2. The next day Mr. Nakamura heard a noise ____ the front door.
3. He disappeared ____ the morning, and he came back late ____ night.
4. One morning Mr. Nakamura followed ____ Shiro.
5. Shiro walked ____ the beach.
6. He ran ____ the water and began to swim.
7. Mr. Nakamura jumped ____ his boat and followed his dog.
8. Shiro swam ____ about two miles.
9. He climbed ____ a rock and rested.

10. A few minutes later he jumped back ____ the water and continued swimming.
11. Shiro swam ____ three hours.
12. Then he arrived ____ an island.
13. He walked ____ the beach, shook the water off, and walked ____ town.
14. A dog was waiting ____ the house.
15. Then, ____ the summer ____ 1986, they moved ____ Aka, a smaller island.
16. Shiro missed Marilyn very much and wanted to be ____ her.
17. So, Shiro lived ____ the Nakamuras ____ the island ____ Aka and swam ____ Zamami to visit Marilyn.
18. People were amazed when they heard ____ Shiro.
19. The ocean ____ islands is very rough.
20. ____ one Japanese holiday, 3000 people visited ____ Zamami.
21. They waited ____ the beach ____ Shiro.
22. They all wanted to see ____ Shiro, the dog who was ____ love.

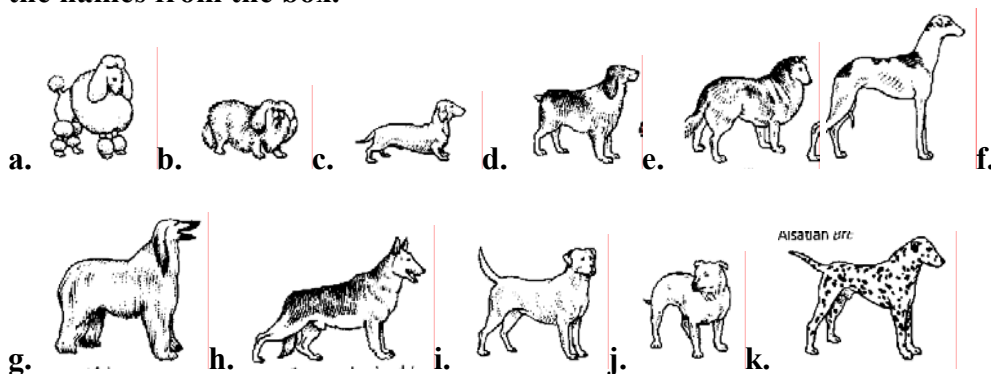
Task 14. Make up dialogues using one of these topics:

1. You're a child of ten and desperately want to have a pet. You're trying to persuade your mum/dad to let you have a pet (cat/dog etc.).
2. You've come to a pet-shop or a pet-market; one man/woman is asking you to buy a kitten from him/her. First, you don't want to buy, but then you agree.
3. You're going abroad for a holiday. You can't take your dog with you. You and your husband/wife discuss the opportunities for leaving the dog in the city.
4. Your child has brought a small kitten that he'd found in a street. He wants to have it at home. What will you say to him?

Task 15. Answer these questions. Discuss your answers with your group-mates.

1. Shiro is famous in Japan. Are any animals famous in our country?
2. Which animals are popular pets in our country?
3. Where do people in our country keep their pets?
4. Which animals do you like?
5. Which animals do you dislike? Why?
6. Has an animal ever hurt or scared you? What happened?
7. What kind of pet do you have?
8. What is your pet's name?
9. How old is your pet?
10. Is your pet smart like Shiro?
11. Does your pet do anything unusual?
12. Do you enjoy your pet?

Task 16. Look at these dogs. What - do you think - they are called? Choose the names from the box.



poodle pekinese dachshund spaniel collie greyhound Afghan

German shepherd/Alsatian Labrador pit bull terrier dalmatian

Task 17. You and your wife (husband) have heard about Shiro. You will have a holiday shortly and you're discussing the opportunity to go to Aka and see Shiro.

Task 18. What do you think of pets and animals? Tell your group-mates everything you think of them.

Task 19. Give a close retelling of the text as if you were

- Mr. Nakamura;
- Marilyn's owner;
- One of the tourists who came to Aka.

Task 20. Translate these sentences into English, using the *Gerund* where necessary.

- Они продолжали звать свою собаку.
- Учитель увидел, что на столе не хватало двух учебников.
- Я помню поездку на тот чудесный остров.
- Джек дал ей горячего кофе, но она продолжала дрожать.
- Наша кошка исчезла 3 дня назад.
- Он очень интересовался попугаями.
- Мы очень устали, поэтому остановились передохнуть. Затем мы продолжили взбираться на гору.
- Самолет прибыл в Париж утром.

9. Он поплыл по направлению к скале.
10. Хотя море было очень беспокойным, катер прибыл вовремя.
11. Мы были изумлены, увидев как он быстро плавает.

Task 21. Render the following text into English.

В селе Красные Ключи Самарской области у тракториста Александра Трондина живет настоящий медведь. Он ест по ведру фуража в день и иногда на цепи сопровождает хозяина. Он любит пошалить, например, заскочить в дом и плюхнуться на диван, откуда снять его очень трудно из-за его сопротивления и крупных габаритов.

Александр приобрел медвежонка бесплатно, потому что прежний хозяин не знал, что с ним делать. Он привез его домой на обычном автомобиле. Во время поездки медведь высунул голову из машины и смотрел на природу. К счастью, инспекторов дорожного движения на дороге не было, но встречные шоферы останавливались, чтобы посмотреть на медведя в машине.

Местным жителям нравится, что у них в селе живет медведь, и иногда они возят его на машине на озеро, где Потапыч радостно плещется на мели, выворачивая и бросая на берег камни. Ребятишки посмелей норовят на спине покататься, а парни повадились бороться.

Вечером Александр привязывает медведя к забору у дома, а сам садится на лавочку. Медведь попьет у колонки, недолго на травке поваляется, потом обязательно кто-нибудь подойдет. Дети из школы целыми классами бегут. Медведь их ждет, потому что они угощают его конфетами и играют с ним.

Unit 2

The Gift

Grammar: *must and mustn't; not to want smb to do smth; to be going to do smth; could; "if", degree of comparison* **Topic:** *Health Problems*

Reading. Read aloud and try to understand the following text.

DONNA Ashlock, a 14-year-old girl from California, was very sick. She had a bad heart. "Donna needs a new heart," her doctors said. "She must have a new heart, or she will die soon."

Felipe Garza, 15, was worried about Donna. Felipe was Donna's friend. He liked Donna very much. He liked her freckles, and he liked her smile. Felipe didn't want Donna to die.

Felipe talked to his mother about Donna. "I'm going to die," Felipe told his mother, "and I'm going to give my heart to Donna."

Felipe's mother didn't pay much attention to Felipe. "Felipe is just kidding," she thought. "Felipe is not going to die. He's strong and healthy."

But Felipe was not healthy. He had terrible headaches sometimes. "My head really hurts," he often told his friends. Felipe never told his parents about his headaches.

One morning Felipe woke up with a sharp pain in his head. He was dizzy, and couldn't breathe. The Garzas rushed Felipe to the hospital. Doctors at the hospital had terrible news for the Garzas. "Felipe's brain is dead," the doctors said. "We can't save him."

The Garzas were very sad. But they remembered Felipe's words. "Felipe wanted to give his heart to Donna," they told the doctors.

The doctors did several tests. Then they told the Garzas, "We can give Felipe's heart to Donna."

The operation was a success. Felipe's heart was beating in Donna's chest. But Donna didn't know it. Her parents and doctors didn't tell her. They waited until she was stronger. Then they told her about Felipe. "I feel very sad," Donna said, "but I'm thankful to Felipe."

Three months after the operation, Donna Ashlock went back to school. She has to have regular checkups, and she has to take medicine every day. But she is living a normal life.

Felipe's brother John says, "Every time we see Donna, we think of Felipe. She has Felipe's heart in her. That gives us great peace."

Task 1. Learn the following words and word-combinations:

- gift
- sick
- to need
- to be worried about
- freckles
- smile
- to pay (much) attention to
- to be kidding
- healthy
- a terrible headache
- sometimes
- really
- to hurt
- a sharp pain in
- dizzy
- to breathe
- to rush
- brain
- dead
- save
- to do tests
- chest
- in a short time
- to beat
- an operation
- to be a success
- to be thankful to
- to have regular checkups
- to take medicine
- to live a normal life

Learn or revise:

to be – was/were – been
to give – gave – given
to pay – paid – paid
to think – thought – thought
to hurt – hurt – hurt
to tell – told - told
to wake – woke – woken
to do – did – done

to see – saw – seen
to take – took – taken
to put – put – put
to begin – began – begun
to beat – beat – beaten
to feel – felt – felt
to go – went – gone
to have – had – had
to say – said – said

Task 2. Practice reading of the following words:

California
Healthy
Headache

Breathe
Success
Checkup
Medicine

Parents

Task 3. Say what the main ideas of the story are.

1. The title of the story is “The Gift”. What was the gift?

- d. the toys and balloons.
- e. Felipe's heart.
- f. the operation.

2. Why did Donna feel sad and thankful?

- d. She had an operation, but she went back to school three months later.
- e. She has to take medicine every day, but she is living a normal life.
- f. Her friend Felipe died, but he gave Donna his heart.

Task 4. Find the best way to complete each sentence.

- 4. Felipe Garza was worried about Donna because...
- 5. Felipe's mother didn't pay much attention to Felipe because...
- 6. Donna's parents didn't tell her that Felipe had died because...
- 7. Donna Ashlock is alive today because...

Task 5. Look at the pronouns. What do they mean? Choose the letter of your answer on the line.

- | | |
|--|-----------------------|
| 1. ____ <i>They</i> said Donna needed a new heart. | a. Felipe Garza |
| 2. ____ <i>He</i> was Donna's friend. | b. Felipe's friends |
| 3. ____ Felipe told <i>them</i> his head hurt. | c. medicine. |
| 4. ____ <i>It</i> was a success. | d. doctors |
| 5. ____ Donna has to take <i>it</i> every day. | e. Donna's operation. |

Task 6. Expand on these sentences.

- 1) She had a bad heart.
- 2) My head really hurts.
- 3) Doctors took out Felipe's heart and rushed the heart to Donna.
- 4) They waited until she was stronger.
- 5) Every time we see Donna we think of Felipe.
- 6) That gives us great peace.

Task 7. Make up 10-15 questions to the text, ask them your teacher/classmates.

If the answer is correct, you must say: If it is not correct: (and give the correct variant)

- | | |
|-----------------------------|---|
| That's right | I'm afraid, you're mistaken |
| I agree | Certainly not |
| Exactly so | Of course not; It doesn't seem right to |
| I (quite) agree with you | I don't think so; I'm afraid you're wrong |
| You're right; Quite so | On the contrary; Not at all |
| Right you are; Quite right | Far from it; I'm not sure |
| Looks like that; Definitely | |

Task 8. Find in the text the English equivalents for the following expressions and make up your own sentences with them:

- | | |
|---------------------------------------|---|
| • иметь больное сердце | • шутить |
| • (чувствовать) ужасную головную боль | • обратить особое внимание на |
| • волноваться о ком-либо | • сделать тесты |
| • спасти кого-либо | • быть благодарным кому-либо |
| • проснуться с острой головной болью | • проходить регулярное обследование у врача |
| • чувствовать головокружение | • быть здоровым |
| • принимать лекарства | • иметь успех (пройти успешно) |

Task 9. Find synonyms for the following words and word-combinations:

sick =
to talk =
to be kidding =
to rush =
terrible =
in a short time =

Task 10. Find antonyms for the following words and word-combinations:

terrible ≠
to be sick ≠
new ≠
to die ≠

dead ≠
in a short time ≠
regular ≠
bad ≠
to like ≠
to pay much attention to ≠
strong ≠
to remember ≠

Task 11. Write out the adjectives from the text and give three forms of comparison.

Task 12. Supply the prepositions where necessary:

13. Donna needs ___ a new heart.
14. Felipe was worried ___ Donna.
15. Felipe talked ___ his mother about Donna.
16. Felipe's mother didn't pay much attention ___ Felipe's words.
17. "My head really hurts," Felipe told his friends.

18. The Garzas rushed ___ the hospital.
19. Doctors had terrible news ___ the Garzas.
20. ___ January 5, 1986, doctors took ___ Felipe's heart and rushed the heart to Donna.
21. ___ a short time the heart began to beat.
22. Donna was thankful ___ Felipe.
23. "Every time we see Donna, we think ___ Felipe."

Task 13. Make your own sentences using the models:

Must I learn this rule?

Must she ___?

Must doctors ___?

I don't want you to be sick.

My parents don't want me to ___.

The teacher wanted the student to ___.

I'm going to study hard.

She's going to ___.

They are going to ___.

When I was five I could rest all day long.

After the operation Donna could ___.

After the rain they could ___.

When I was sick I was very happy because I couldn't go to school.

A thousand years ago people couldn't ___.

___ couldn't believe in ___.

How could people live without ___?

Could you speak ___ five years ago?

The film was a success.

The play was not ___.

Donna's operation ___.

Every time I wake up in the morning I think of Sunday.

Every time I close my eyes ___.

Every time I hear this music ___.

Task 14. Write out of the text all the expressions concerning illnesses and health.

Task 15. Say what you will do in the following situations. Choose one of the options or suggest your own:

I am sick,

I'll go to the hospital.

<p>I have a headache, I have terrible headaches for a few days, my arm hurts, my leg hurts,</p> <p>If I have a stomachache,</p> <p>I have a sharp pain in my stomach,</p> <p>I am dizzy, I can't breathe, I feel bad,</p>	<p>I/somebody else/will call 03. I'll take medicine. I won't do anything. I'll drink hot tea and lie in bed all day. I'll go to the chemist's (pharmacy) to get some effective medicine. I'll ask my friends/relatives what to do. _____ _____ _____.</p>
--	---

Task 16. Translate, learn and role-play the following chant:

Easy Solutions

- Gee, I'm hungry!
= Have a sandwich!
- Gee, I'm angry!
= Calm down!
- Gee, I'm sleepy!
= Take a nap!
- Gee, it's chilly in here!
= Put on a sweater!
- Gee, it's hot in here!
= Open a window!
- I've got the hiccups!
= Drink some water!
- My nose itches!
= Scratch it!
- My feet hurt!
= Sit down for a while!
- My shoes are tight!
= Take them off!
- I have a toothache!

- = Go to the dentist!
- I have a headache!
- = Take some aspirin!
- I'm lonely!
- = Call up a friend!
- I'm bored!
- = Go to a movie!

Task 17. Translate the following sentences into English:

1) «У меня ужасно болит голова». «Прими лекарство. Ты должен сходить к врачу. Он сделает тебе анализы». «Ты шутишь? У меня нет времени для врачей. Я здоровый и сильный человек и живу нормальной жизнью. Я не обращаю никакого внимания на эту боль».

2) Один раз мне очень не хотелось идти в школу. Я волновался по поводу контрольной работы по английскому языку. Тогда я решил сказать маме, что у меня ужасные боли где-то в груди. Моя мама позвонила врачу и попросила его прийти к нам домой. Очень скоро пришел врач. Мы услышали звонок, и мама бросилась к двери. Врач обследовал (examined) меня. Он сказал, что я серьезно болен, что у меня больное сердце, и мне необходима операция. Я должен был сказать ему правду (tell the truth). Врач улыбнулся и сказал: «Я тоже пошутил. Ты здоровый ребенок и твое сердце бьется нормально. Но я не хочу, чтобы ты обманывал своих родителей и причинял им боль». Мой обман не удался, и я пошел в школу. Теперь каждый раз, когда я хочу обмануть кого-нибудь, я вспоминаю слова того врача. Я ему очень благодарен.

Task 18. Give a close text retelling 1) as it is; 2) if you were Donna's mother; 3) Felipe's mother.

Task 19. Think about these questions:

The doctors put Felipe's heart in Donna's chest. Donna had a heart transplant. Do doctors in Russia do heart transplants? Do they do other kinds of transplants? Do you know any examples of such cases? Tell your classmates about them. Donna's operation was in a hospital in San Francisco, California. Have you ever been to a hospital? Why were you there? How many hospitals are there in our city? What kind of hospitals are they?

Task 20. The title of the story is *The Gift*. Imagine this: one day you come home from the English class and walk into the kitchen. A big box is on the kitchen table. The box has your name on it. It's a gift for you! You open the box

and look at your gift. It is something you have wanted for a long time. What is your gift? Write about it.

Unit 3

Oh Boy, What a Ride!

Grammar: *Present Simple after when;* *Articles;* *Prepositions* **Topic:** *Driving; misbehavior* *Children's*

Reading. Read aloud and try to understand the following text.

ROBERT Vogel is a police officer in Rye, New York. One morning Officer Vogel was drinking coffee in restaurant. He was on his coffee break. Suddenly the doors of the restaurant opened, and a man ran in. "Officer!" The man yelled. "A car is going down the street – and a little kid is driving it!"

Officer Vogel ran out of the restaurant. He saw a station wagon. It was going slowly – about 25 miles¹ an hour – but it wasn't going very straight. He jumped into his police car and followed the station wagon. When he was behind it, he turned on his red light and siren. The station wagon moved to the side of the road and stopped.

Officer Vogel got out of his police car, hurried to the station wagon, and looked inside. The driver was a little boy. His name was Rocco Morabito, and he was five years old. In the back seat was Rocco's little sister. She was only two years old. Both children were crying.

"I want my mummy!" Rocco cried. "But she can't get here. I have the car." Then Rocco had an idea. "Just a minute," he told Officer Vogel. "I can drive. I'll go get her."

"No!" Officer Vogel said. "You stay with me!" Officer Vogel drove Rocco and his sister to the police station. Then he called their mother. Officer Vogel and Rocco's mother had a lot of questions for Rocco. Their first question was: "Where did you get the car keys?"

Rocco said, "From the top of the refrigerator." At seven o'clock that morning Rocco's father was at work and his mother was sleeping. Rocco saw the car keys on top of the refrigerator. He pulled a chair over to the refrigerator, climbed up on the chair, and took the keys.

Rocco went to the garage and got into the car. Then he started the engine. When Rocco's sister heard the engine, she ran to the car and began to cry. She wanted to go with him, so Rocco opened the back door and let her in the car.

Rocco backed the car out of the garage and drove away. It was 7 a.m. – rush hour – so there was a lot of traffic. Rocco drove one mile² in heavy traffic. Then Officer Vogel stopped him.

¹ 40 kilometres

² 1,6 kilometres

Newspapers and TV stations heard about Rocco, and a lot of reporters went to his house. One reporter asked Rocco, “What do you want to be when you grow up?”

Rocco smiled. “I want to be a truck driver,” he said.

Task 1. Translate and memorise the following words and word-combinations:

- a ride
- a break
- to yell
- a kid
- a station wagon
- straight
- a siren
- a side
- to hurry
- a back seat
- to cry
- the car keys
- a refrigerator
- a garage
- the engine
- back door
- to let in
- to back the car
- rush hour
- traffic
- heavy
- a reporter
- to grow up
- to pull
- to be at work
- to drive away

Learn or revise:

to be – was/were – been
to run – ran – run
to go – went – gone
to drive – drove – driven
to see – saw – seen
to get – got – got
to have – had – had
to say – said – said

to do – did – done
to sleep – slept – slept
to take – took – taken
to hear – heard – heard
to begin – began – begun
to let – let – let
to grow – grew – grown

Task 2. Practise reading of the following words:

restaurant engine
refrigerator garage
climb officer

Task 3. Say what the main ideas of the story are.

1. This story is about

- g. a police officer.
- h. a little boy who drove a car.
- i. safe driving in New York.

2. The story has a happy ending because
- g. Rocco was a very good driver.
 - h. Rocco didn't get hurt.
 - i. Rocco wants to be a truck driver.

Task 4. Make a written translation of the following sentences from the text:

- 8. He saw a station wagon. It was going slowly – about 25 miles an hour – but it wasn't going very straight.
- 9. "I want my mummy!" Rocco cried. "But she can't get here. I have the car." Then Rocco had an idea. "Just a minute," he told Officer Vogel. "I can drive. I'll go get her." "No!" Officer Vogel said. "You stay with me!"
- 10. He pulled a chair over to the refrigerator, climbed up on the chair, and took the keys.
- 11. Rocco went to the garage and got into the car. Then he started the engine.

Task 5. Match the words with the definitions:

- | | |
|----------------|---|
| 1. an hour | a. cars, buses, trams |
| 2. a break | b. to cry |
| 3. a kid | c. when crowds of people are travelling from work in a city |
| 4. traffic | d. a journalist |
| 5. to yell | e. the place for cars |
| 6. a garage | f. an interval in time |
| 7. a reporter | g. 60 minutes |
| 8. a rush hour | h. a little boy or a girl |

Task 6. Match the words with the associations:

- | | |
|----------------|--|
| a break | traffic jams, people move faster than cars |
| an engine | noise, crowds of people, heavy traffic |
| a siren | blue light, police, loud sound |
| a refrigerator | nothing to do, rest |
| rush hour | cold, frost, ice, tasty things |
| heavy traffic | petrol |

Task 7. Use pantomime to show these things. Let your classmates/teacher guess what you have shown:

a rush hour

a siren

the engine

a refrigerator

the car keys

the back seat

Task 8. Think about the story and answer the questions:

1. A man ran into the restaurant. "Officer!" the man *yelled*. Did the man speak loudly or quietly?
2. Officer Vogel jumped into his police car. When he was behind the station wagon, he turned on the *siren*. Rocco heard the siren and stopped. Does a siren make a very quiet sound or a very loud sound?
3. Rocco's sister wanted to go with him, so Rocco opened the back door and *let her in* the car. Did Rocco's sister go with Rocco, or did she stay in the garage?
4. At 7 a.m. – rush hour – Rocco drove one mile in *heavy traffic*. Were there lots of cars? Or were there only a few cars?

Task 9. Find synonyms for the following words and word-combinations:

to rush =

to cry, to shout =

a child =

to switch on =

to go quickly =

Task 10. Find antonyms:

to be at work ≠

to turn off ≠

front seat ≠

to close ≠

heavy ≠

Task 11. Find the following words and word-combinations in the text and make up your own sentences with them:

- перерыв,
- на заднем
- вывести машину

- | | | |
|--------------------------------------|----------------------|--|
| перемена | сиденье | из гаража |
| • в ресторане | • у меня есть идея | • час пик |
| • кричать, вопить | • быть на работе | • проехать мило в интенсивном движении |
| • ехать по улице | • холодильник | • репортер |
| • 25 миль в час | • пододвинуть стул к | |
| • включить сирену | • завести двигатель | |
| • подъехать к обочине и остановиться | • впустить машину в | |

Task 12. Supply the prepositions where necessary:

24. Officer Vogel was ___ his coffee break.
25. A car is going ___ the street and a little kid is driving it.
26. The station wagon is going 25 miles ___ an hour.
27. Officer Vogel turned ___ his red light and the siren.
28. ___ the back seat was Rocco's little sister.
29. Rocco pulled the chair ___ ___ the refrigerator.
30. Rocco backed the car ___ ___ the garage and drove ___.
31. The police officer turned ___ his siren and followed us: we were going 70 miles ___ an hour.
32. Jack pulled the chair ___ to the table and sat down.
33. My father was driving the car. I was sitting ___ the back seat.
34. The car went ___ ___ the garage and went ___ the street.
35. I was ___ my tea break.
36. He said good-bye, got ___ his car and drove ___.

Task 13. Translate into English:

- 1) Дети до 12 должны сидеть на заднем сиденье в машине.
- 2) «Где доктор Смит?» «У него перерыв, он пьет кофе в ресторанчике за (round) углом».
- 3) Выведи машину из гаража и поезжай вниз по улице.
- 4) Садись в машину и уезжай. Скоро будет час пик.
- 5) За нами едет машина полицейских! Они включили сирену! Они остановят нас, потому что мы едем 100 миль в час!
- 6) У меня очень болит голова. Пододвинь стул к холодильнику и достань аспирин для меня.

Task 14. Is there an article in "Officer Vogel"? Explain the use of the articles in the first passage:

Robert Vogel is a police officer in Rye, New York. One morning ___ Officer Vogel was drinking ___ coffee in a restaurant. He was on his ___ coffee break. Suddenly the doors of the restaurant opened, and a man ran in. “ ___ Officer!” The man yelled. “A car is going down the street - and a little kid is driving it!”

Task 15. Now, try not to look at the previous exercise and insert the articles where necessary:

Robert Vogel is ___ police officer in Rye, New York. One morning ___ Officer Vogel was drinking ___ coffee in ___ restaurant. He was on his ___ coffee break. Suddenly ___ doors of ___ restaurant opened, and ___ man ran in. “ ___ Officer!” ___ man yelled. “ ___ car is going down ___ street - and ___ little kid is driving it!”

Task 16. Study the following grammar pattern and then complete the sentences using the verbs in brackets:

Some grammar:

What do you want to be *when you grow up*?

Кем ты хочешь быть, *когда ты вырастешь*?

В английских придаточных времени, которые вводятся союзом *when*, употребляется Present Simple вместо Future Simple.

When you **come** home today we shall have a talk. = Когда ты **придешь** домой сегодня, у нас будет разговор.

When I **am** in London, I'll visit Westminster Abbey. = Когда я **буду** в Лондоне, я посетю Вестминстерское Аббатство.

1. When Rocco ___ (to grow up), he will be a driver.
2. When I am 30 years old, I'll ___.
3. When summer comes, I'll ___.
4. When I go to the USA, I'll ___.
5. When I learn English, I'll ___.
6. I'll get married when ___.
7. I'll have rest when ___.
8. I'll visit Trafalgar Square when ___.
9. My teacher will be pleased when ___.

10. I'll get a job when ____.

Task 17. Translate into English:

- 1) Когда мне будет 50 лет, я буду очень богатым.
- 2) Я посмотрю этот фильм, когда приду домой.
- 3) Джейн станет переводчиком, когда закончит университет.
- 4) Боб купит новую машину, когда отец даст ему деньги.
- 5) Когда Джон вырастет, он станет полицейским.
- 6) Когда ты поедешь по этой улице, ты увидишь полицейское управление.
- 7) Когда у меня будет перерыв, я пойду пить кофе.
- 8) Когда ты сядешь в машину, ты заведешь ее и поедешь по этой улице.
- 9) Я возьму ключи от машины и уеду, когда мама уснет.
- 10) Я напишу тебе письмо, когда приеду в Москву.

Task 18. Continue the chain of sentences:

When I am 30 years old, I'll be very rich.

When I am very rich, I'll buy a ...

When I buy a ..., I'll ...

...

Task 19. Correct the mistakes:

- 1) When I shall grow up, I shall be a lorry driver.
- 2) When I'll have a break, I'll go to the police station.
- 3) Rocco will take the car keys, when his mother will go to sleep.

- 4) When the Officer Smith will come to the police station, I'll tell about the robbery in my house.
- 5) When there are no policemen around I'll drive 100 miles an hour.

Task 20. Put all possible questions to the following sentences:

- 1) At seven o'clock Rocco's father was at work.
- 2) At seven o'clock Rocco's mother was sleeping.
- 3) Rocco pulled a chair over to the refrigerator and took the keys.
- 4) Rocco drove one mile in a heavy traffic.

Task 21. Answer the questions:

1. Where did this story happen?
2. Where was Officer Vogel on his coffee break?
3. How did he learn about Rocco?
4. What did Officer Vogel do when he learned about Rocco?
5. Was Rocco's station wagon going fast?
6. How did Officer Vogel stop Rocco?
7. Who was sitting in the back seat?
8. How old was Rocco's sister?
9. Were the children laughing?
10. What idea did Rocco have?
11. Did Officer Vogel let Rocco drive?
12. Where did Officer Vogel drive the children to?
13. What was the first question for Rocco and his sister?
14. Where did Rocco get the car keys?
15. How did Rocco's sister get into the car?
16. What time was it when Rocco drove away from home?
17. What is a rush hour?
18. How long could Rocco drive? Why?
19. Did Rocco become famous?
20. What did Rocco say to a newspaper reporter?

Task 22. Correct the sentences.

1. Robert Vogel is a salesman in Rye, New York.
2. One day he was drinking coffee in a library.
3. Suddenly the doors of the restaurant opened, and a woman ran in.

4. The man whispered, “A car is going down the street – and a little kid is fixing it!”
5. Officer Vogel jumped into his police car and hit the station wagon.
6. The driver’s name was Rocco Morabito, and he was 50 years old.
7. Rocco took the car keys from the top of the television.
8. Rocco drove one mile in light traffic.
9. A lot of mechanics went to Rocco’s house.

Task 23. Find the best way to complete each sentence. Choose the letter of your answer.

1. Officer Vogel went to a restaurant to _____ a. to get the car keys.
2. Rocco climbed up on a chair _____ b. to ask him questions.
3. Rocco opened the back door _____ c. to let his sister in the car.
4. Officer Vogel called Rocco's mother _____ d. to drink a cup of coffee.
5. Reporters went to Rocco’s house _____ e. to tell her, “Your son is at the police station.”

Task 24. Translate the following expressions into Russian and make up your own sentences using them:

- | | |
|----------------------------|--|
| • a driver's license | • to drive through a red light |
| • a driving test | • to throw trash out of the car window |
| • to be too young to drive | • to park in “NO PARKING” zone |
| • to drink alcohol | |
| • to drive too fast | |

Task 25. Think about these questions. Discuss your answers with your classmates.

1. Rocco drove his family's car. That was bad. Did you do anything bad when you were a child? Tell your classmates/teacher about it.

2. Rocco was only five years old, so he didn't have a driver's license. Do you have a driver's license? Was the driving test easy or difficult? Describe the test.
3. Rocco was too young to drive, so Officer Vogel took him to the police station. What happens in your country when someone:
 - drinks alcohol and drives a car?
 - drives too fast?
 - drives through a red light?
 - throws rubbish out of the car window?
 - parks in a «NO PARKING ZONE»?
4. Has a police officer ever stopped you? Why did the police officer stop you? What happened?
5. Officer Vogel wanted to help Rocco. He was friendly. Are police officers usually friendly in your country?

Task 26. When Officer Vogel went back to the police station, he had to write a report. This is how he began his report:

At 7 a.m. I was drinking coffee at the Coffee Cup restaurant...

Finish Officer Vogel's report.

Task 27. Translate into English:

- 1) Если ты поедешь быстрее, чем 60 км/ч, тебя остановят полицейские.
- 2) Поторопись или попадешь в час пик. В 7 часов движение будет интенсивным и ты опоздаешь.
- 3) - Перестань плакать! Что случилось?
- Моя машина сломалась. Я не могу завести ее. А мне нужно съездить в больницу забрать результаты анализов.
- У меня есть идея. Садись в мою машину. Я отвезу тебя.
- 4) - У меня к тебе много вопросов. Почему ты пьешь спиртное и едешь за рулем? Я видел тебя вчера. Ты проехал на красный свет. Отдай мне свои права!
- Ты не очень-то приветлив сегодня. Вот мои права. Когда мне можно их забрать?
- Когда ты перестанешь пить за рулем.
- 5) Сейчас час пик, поэтому движение очень интенсивное. Машины едут очень медленно, примерно 20 км в час.
- 6) Рокко сказал репортерам: «Когда я вырасту, я буду водителем грузовика.»

Task 28. Give a close text retelling 1) as it is; 2) if you were Rocco; 3) as if you were Rocco's mother; 4) as if you were Rocco's sister.

Task 29. Insert the words form the box back into the text and retell it.

back	OK	brains
position	to the car	asleep

BRAIN DEAD

A man in Arkansas, on his way to do shopping, was walking from a shopping-centre _____ park when he noticed a woman in a car parked nearby. The woman in the car was sitting with her hands clasped firmly behind her head, her eyes were tightly shut. The man thought that the woman was _____, so he went about his business and returned to his car about 45 minutes later. The woman in the next car was in exactly the same _____ but her eyes open. "Are you _____?" the man asked politely. "No," came the reply. "I've been shot in the back of the head and I'm holding my _____ in." Deeply alarmed, the shopper man called the hospital. The doctors discovered that the woman in the car was in no danger at all. Apparently, a tin of bread dough had exploded on the _____ of her car, and splattered her with what she had believed were her own brains.

Task 30. Give the gist of the text in English.

Первые автомобили в Самаре

Самара всегда ненамного отставала от столиц. Первый автомобиль в Самаре появился в 1903 г. у зубного врача Меера Белоцерковского. К весне 1904 г. владелец Жигулевского пивоваренного завода Альфред Филиппович фон-Вакано также обзавелся автомобилем. Летом 1904 года автомобиль «Олдсмобил» появился и у Константина Головкина – владельца художественного и писчебумажного магазина на ул. Панской (совр. Ленинградская). Без помощников владельцам первых автомобилей приходилось туго. Любая поездка на автомобиле становилась целым событием. Водитель надевал в дорогу балахон-пыльник с капюшоном (машины были с открытым верхом и часто без переднего стекла), кожаную фуражку и защитные очки.

В пути часто случались неприятности. В Самаре было немало подъемов, дороги не мостились, поэтому нередко пассажиры и шофер должны были выскакивать из автомобиля и подталкивать его в гору.

Головкину и другим автомобилистам часто приходилось останавливаться и пропускать лошадей. Куры из-под колес не бежали, становясь жертвами наездов. И поскольку Головкин за каждую «жертву» платил целый целковый, об этом скоро узнали и стали подкидывать под колеса дохлых кур с целью получения компенсации.

На венчание К. Головкин поехал с невестой и двумя друзьями в загородную церковь. Священник, увидав диковинную машину, спустил собак и заперся в доме. Пришлось молодым ехать в Семейкино.

В 1906 г. в Самаре появился 1-й автомобиль-такси купца Александра Михайловича Сурошникова. Машину приспособили для перевозки пассажиров от железнодорожного вокзала до гостиницы Сурошникова на Дворянской улице. В 1908 г. решил приобрести автомобиль присяжный поверенный самарского окружного суда Константин Филиппович Белоцерковский. Его не устроили продававшиеся в Самаре машины, и он отправился в Париж с целью приобретения авто последней марки.

В 1911 г. было издано обязательное постановление самарской городской Думы о порядке движения машин по городу, но водители не имели соответствующего образования и продолжали ездить, кто как мог. Периодичность аварий в среднем была раз в неделю. Для регулировки автомобильной жизни Самары при речном яхт-клубе 6 апреля 1912 г. был создан автомобильный отдел.

В 1913 г. в Самаре было уже немало автомашин. У городского главы Самары в 1910-1912 гг., Михаила Дмитриевича Чельшева, был свой автомобиль с шофером Шуметкиным. Автомобилистами и активными участниками самарского яхт-клуба были И. И. Гладкевич и А. Д. Благодаров. Имелся 5-местный автомобиль в магазине Анны Самсоновны Фильчугиной и Александра Петровича Пантеровского. В губернии одним из автомобилистов являлся помещик из Богдановки Валерий Иванович Чарыков.

В Самаре появлялись не только частные легковые машины, но и грузовые, и специальные. Немецкая фирма «Бенц» предложила властям Самары пожарный автомобиль за 13 340 руб. В 1913 г. в Самаре насчитывалось 632 велосипеда, 99 автомобилей (в губернии – около 200) и 9 мотоциклов.

Охотничье-оптический магазин Ф. А. Неймана был первым автомобильным магазином в Самаре. Контора размещалась на Дворянской улице. В 1911 г. одним из первых продаж машин в Самаре занялся Автомобильный гараж Петра Николаевича Полякова. Поляков был дилером нескольких автомобильных фирм, в том числе «Берлие» и «Бюссинг».

Через его магазин городской почтамт приобрел 2 почтовых грузовых автомобиля и открыл гараж почтовых машин. Дилером по продаже машин

стал и торговый дом братьев Клодт. Еще одним торговцем автомобилями можно считать склад Я. А. Витенберга, располагавшийся в селе Сорочинском. С 1914 г. продавала «любые автомобили» и электротехническая контора А. М. Неклютиной. Контора Н. Н. Арнольдова также занималась продажей автомобилей. В Самаре в то время можно купить автомобили «Ф. И. А. Т.», «Н. А. Г.», «Жермен», «Грегуар» и «Опель».

(журнал «Самара», № 2, 2001)

Notes

пивоваренный завод – brewery	присяжный	поверенный
	самарского окружного суда –	
	barrister of Samara court	
художественный	и	авто последней марки - a car of
писчебумажный магазин – arts		the newest model
and stationer's shop		
балахон – overall	Яхт-клуб – yacht-club	
переднее стекло – windscreen	авария – car crash	
капюшон – hood	губерния – province	
защитные очки – goggles	грузовая машина – lorry	
дороги не мостились – the roads	помещик – landowner	
were not paved		
целковый – one rouble	пожарный автомобиль – fire-	
	engine	
пропускать – give way to	охотничье-оптический магазин –	
становясь жертвами наездов – got	the shop where shotguns and	
run over	optical instruments were on sale	
венчание – religious wedding	городской почтамт – the city post-	
ceremony	office	
священник - clergyman	электротехническая контора –	
	electrical and technical office	

Unit 4

Surprise! It's Your Wedding!

Grammar: *Past Continuous Tense* **Topic:** *Wedding Customs*

Reading. Read aloud and try to understand the following text.

«Goodnight, John.»

«Goodnight, Lynn.»

Lynn Millington kissed her boyfriend goodnight. He walked to his car and drove away. Lynn walked into her house. It was midnight. Her parents were sleeping, and the house was quiet. Lynn sat down on the sofa. She had a problem, and she needed some time to think.

Lynn's boyfriend was John Biggin. John loved Lynn, and Lynn loved John. They were very happy together. What was the problem? Lynn wanted to get married. John wanted to get married, too. But John was afraid.

Sometimes Lynn and John talked about getting married. "Let's get married in June," Lynn said. June is a beautiful month for a wedding."

"June?" John asked. "This June? Let's not get married in June. Let's-wait a little longer." Lynn waited . . . and waited. She was very patient. She was patient, but she wanted to get married. Lynn's parents liked John, and John's parents liked Lynn. Their parents wanted them to get married, too. Suddenly Lynn had an idea. "John's parents will help me!" she thought. The next morning Lynn telephoned John's parents. "I need your help," Lynn told them. "John wants to get married, but he's afraid. Let's plan a wedding for John and me. It will be this Saturday. Invite your family. But don't tell John about the wedding."

Next, Lynn telephoned Bob Raper. Bob was John's best friend. "I need your help," Lynn told Bob. "Tell John that you're getting married this Saturday. Invite him to your wedding."

Bob wasn't really getting married on Saturday. It was a trick. John and Lynn were getting married on Saturday, but John didn't know it.

On Saturday morning John put on his best suit. Then he drove to the courthouse in Bridlington, England. He walked into the courthouse and looked around. He saw his friend Bob. He saw his girlfriend, Lynn. Then he saw his parents, relatives, and friends. He saw Lynn's family and friends. Suddenly John understood. This was not Bob's wedding! This was John's wedding! John began to shake, but he didn't run away. Twenty minutes later John and Lynn were husband and wife.

After the wedding a photographer took pictures of John and Lynn. In one picture John is pretending to punch Lynn. He is pretending that he is angry. John is not really angry. He is smiling. Lynn, of course, is smiling, too.

Task 1. Explain the meaning of the following words and word combinations in English. Use the English-English dictionary. Make up your own sentences using them.

- midnight
- boyfriend
- to get married
- wedding
- girlfriend
- parents
- relatives
- husband
- to be patient
- to pretend
- to be angry
- courthouse
- wife
- to punch
- to smile
- best suit

Task 2. Give the missing two forms of the following irregular verbs.

drove-	shaken-
sit-	run-
thought-	took-
get-	put-
have-	see-
known-	understood-

Task 3. Find the false sentences and correct them.

1. After Lynn Millington had kissed her boyfriend goodnight, he left the town.
2. Lynn sat down on the sofa and began to think the problem over.
3. Lynn loved John, but John didn't love Lynn.
4. Lynn offered that they should get married in May, but John told her to wait till June.
5. John's parents agreed to help Lynn with planning a wedding.
6. Bob was really getting married on Sunday.
7. Bob, Lynn, parents relatives and friends of John and Lynn gathered in the courthouse in Bridlington.
8. On one of the photos John is pretending that he is smiling.
9. John is not really angry.

Task 4. Finish these sentences. Choose the correct variant from below.

1. Lynn's problem was
 - a. that John didn't love her.
 - b. that her parents didn't like John.
 - c. John was afraid to get married.

2. Lynn needed help, so she
 - a. asked John's parents and his best friend to help her.

- b. telephoned the court house.
- c. invited John's best friend her home.

3. John thought

- a. that Lynn was going to leave him after all.
- b. that they were getting married on Saturday.
- c. that Bob was getting married on Saturday.

4. In one picture John is pretending to

- a. to kiss Lynn.
- b. to punch Lynn.
- c. that he's smiling.

Task 5. What's the meaning of the words given in italics?

1. She was very *patient*.

- a. waited calmly for a long time.
- b. reserved.

2. Suddenly Lynn had an *idea*.

- a. had a plan or suggestion for a possible course of action.
- b. had a dream.

3. It was a *trick*.

- a. focus.
- b. a sort of deceiving.

4. In one picture John is pretending to *punch* Lynn.

- a. to hit someone with a fist.
- b. to hurt someone by pressing a part of flesh tightly between a finger and thumb.

Task 6. What do you think of the following statements? Suggest advantages and disadvantages.

- 1. Parents should choose marriage partners for their children.
- 2. Young people ought to decide whom to marry themselves.
- 3. Young people should not get married until they reach the age of 21.

Task 7. Work in pairs. Make up a dialogue about preparations for the wedding reception (imagine that your son or daughter is getting married shortly). Use the words and word-combinations given below:

to hire a photographer

the best suit

to hire musicians

to borrow glasses

to book chauffeur

to arrange flowers

to buy presents

the courthouse

to send out invitations

to set up marquee

to prepare food

to order drink

Task 8. Finish the following statements. Give your arguments.

1. The main reasons for getting married are...
2. The drawbacks of a marriage are...
3. The best age to get married is...
4. Weddings should/shouldn't be religious because...
5. People get divorced because...
6. When people decide to get divorced, they face the following problems...

The Past Continuous Tense

We use the past continuous to say that somebody was in the middle of doing something at a certain time in the past. The action or situation had already started before this time but had not finished.

Subject + was/were + Participle I (verb+ing)

- This time last year I **was living** in Brazil.
- At 10 o'clock last night I **was reading** a newspaper.
- They **were playing** tennis at 10.30 yesterday.

We often use the past simple and the past continuous together to say that something happened in the middle of something else:

- John **was watching** TV when his father **came** home from work.

The negative and interrogative forms of the past continuous are:

- What **were** you **doing** at ten o'clock last night?
- I waved to her but she **wasn't looking**.

Task 9. Put the verbs from the box into the sentences in the past continuous.

Model: Lynn Millington *was kissing* her boyfriend goodnight.

<i>smile do talk pretend drive congratulate</i>

1. He _____ away in his car.
2. Lynn and John _____ about getting married yesterday.
3. When I _____ my homework, my friend phoned from London.
4. When he came into the courthouse, the guests _____ the newlyweds.
5. On one of the photos John _____ to punch Lynn.
6. Lynn _____ too.

Task 10. Say what you would do if you were John.

Example: If I were John, I would marry Lynn earlier.

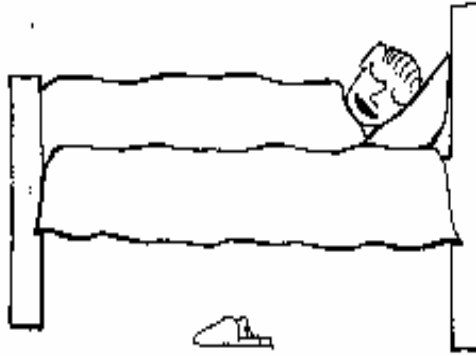
Task 11. Insert the prepositions where necessary.

1. He walked _____ his car and drove away.
2. Lynn walked _____ her house.
3. She needed _____ some time to think.
4. Sometimes Lynn and John talked _____ getting married.
5. Let's get married _____ June.
6. June is a beautiful month _____ a wedding.
7. Let's wait _____ a little longer.
8. The next morning Lynn telephoned _____ John's parent's.
9. Let's plan a wedding _____ John and me.
10. It will be _____ this Saturday.
11. But don't tell John _____ the wedding.
12. Invite him _____ your wedding.
13. Bob wasn't really getting married _____ Saturday.
14. On Saturday morning John put _____ his best suit.
15. He saw _____ his friend Bob.
16. After the wedding a photographer took pictures _____ John and Lynn.

Task 12. Look at the pictures below and say what these people were doing at that moment. Now put your sentences into negative and interrogative forms.



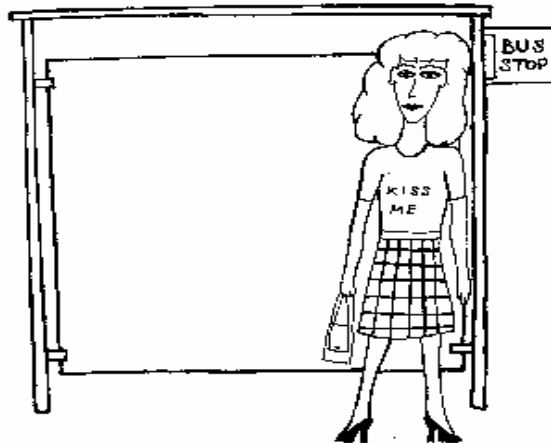
1



2



3



4

Task 13. Match the words to the definitions:

trick	a situation that has difficulties.
to pretend	able to wait calmly for a long time or to accept difficulties.
problem	a marriage ceremony.
patient	something one does to deceive someone.
wife	a girl or a woman that you have a friendly, loving relationship with.
girlfriend	a woman that a man is married to.
wedding	to behave as if something is true when in fact you know it is not

Task 14. Look at the words given below and say what place in the family you have. Suggest advantages and disadvantages.

eldest child youngest child middle child only child

Task 15. Work in pairs. Make up dialogues using one of the topics given below.

1. You have a beloved. You love him/her very much, but your parents don't like him/her, and oppose your marriage. Discuss ways of solving this problem with a close friend of yours.
2. Your friend says he/she loves you very much; he/she wants to get married as soon as possible, but you aren't sure whether you really love this person. What will you say to him/her?
3. You've seen an attractive boy/girl, and you desperately want to get acquainted with him/her. Discuss how you could do that with a close friend of yours.
4. You've quarrelled with your boy/girlfriend, and haven't talked to each other for quite a while. Discuss the ways of starting a conversation.

Task 16. Find the opposites of the following words.

Example: Goodnight! - Good morning!

midnight ? _____	best ? _____
happy ? _____	girlfriend ? _____
friend ? _____	angry ? _____

Task 17. Insert the verb in a proper form.

1. Her parents ____ (to sleep) when she came back home.
2. Lynn ____ (to wait) for a long time.
3. Jack ____ (to help) his younger brother with his homework.
4. They ____ (to plan) to get married in June.
5. Bob ____ really (to get married) on Saturday.
6. ____ they (to drive) to London?
7. Kate ____ (to surf) Internet when I typed the documents.
8. Andrew and Ann ____ (to shake) with laughter when they watched the comedy.
9. John ____ (to take) pictures of Sao Paulo from the helicopter.
10. He ____ (to talk) to Jane over the phone.

Task 18. Look at the prepositions given below. Now make up your own sentences using them.

to into about in of for on after by across

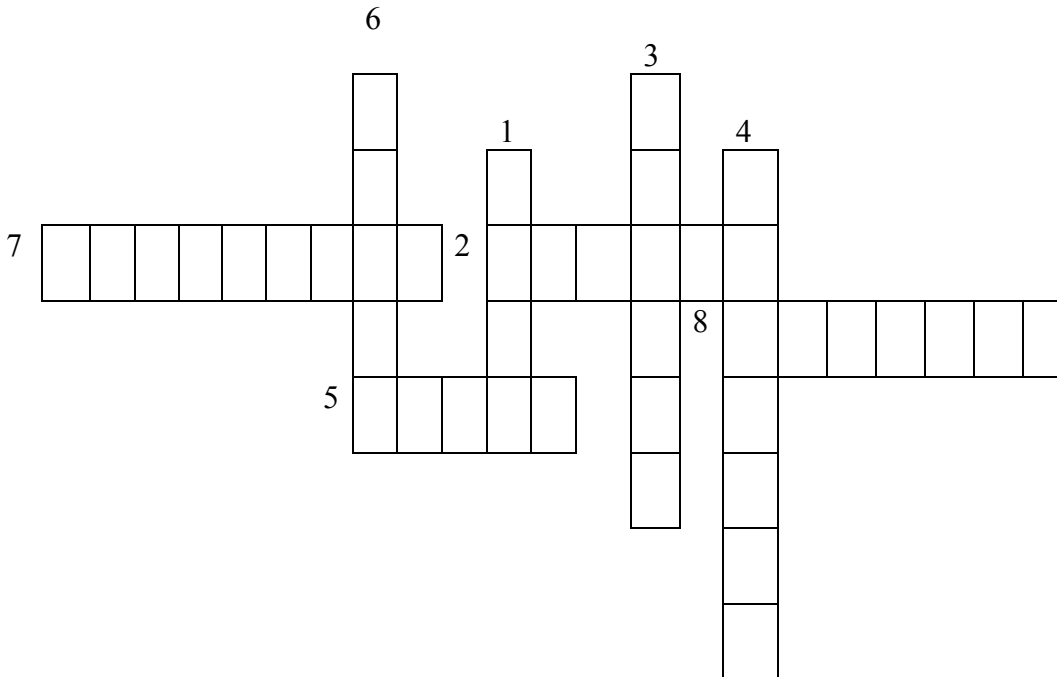
Task 19. Answer the following questions. Discuss your answers with your classmates.

1. In the picture John is smiling. Is he happy that he is married? What do you think?
2. Lynn planned the wedding, but she didn't tell John. The wedding was a surprise for him. Was that a good idea or a bad idea?
3. John didn't want to get married because he was afraid. Why do you think John was afraid? Are you (were you) afraid to get married?
4. In many countries a man asks a woman, «Will you marry me?» If the woman says «Yes», they get married. What is the custom in our country? Do you know other countries' traditions?

Task 20. Give a close retelling of the text as if you were

- a. Lynn.
- b. John.
- c. John's best friend.

Task 21. Fill in the crossword.



Across:

2. to ask someone to come.

5. a building that you live in, especially the one that has more than one level and is intended to be used by one family.
7. the system of communication that you use to have a conversation with someone in another place.
8. someone who seems very nice, generous, friendly etc.

Down:

1. to touch someone with your lips as a greeting or to show love.
3. someone who you like very much and like to spend time with.
4. a marriage ceremony.
6. one of the twelve named periods of time that a year is divided into.

Task 22. Translate these sentences into English.

1. Когда я приехала домой, Джек разговаривал по телефону о свадьбе.
2. Они собирались пожениться в июне.
3. Когда мы ехали в Хельсинки, наша дочь спала на заднем сиденье автомобиля (back seat).
4. Когда мы готовились к свадьбе, родители покупали подарки.
5. В прошлый четверг мы готовили еду для гостей.
6. Он притворялся, что улыбается.
7. Когда мы с другом ехали на машине, мы слушали радио.
8. Мои родственники и друзья вчера делали покупки в супермаркете.
9. Когда мы пили чай, мы обсуждали его свадебный костюм.
10. Моя жена изучала английский в университете.

Task 23. Watch the video «A Wedding» («Voices» by Leo Jones) and finish the following statements:

1. Mick and Gina
 - a. didn't want to get married at first.
 - b. fell in love at first sight.
 - c. wanted to get married as soon as possible.

- Gina met Nick

- a. in a pub
- b. in a shop
- c. at work.

3. They met each other

- a. 5 years ago.
- b. two months ago.
- c. 2 and a half years ago.

4. Gina's children
- are looking forward to their marriage.
 - are missing their father.
 - don't like Mick

5. Mick is
- a wonderful cooker.
 - a brilliant dad to Gina's children.
 - an excellent gardener.

6. On their honeymoon
- they will go to California.
 - they will stay in England.
 - they will go to France.

Task 24. Read the following short stories and insert words from the box .

<i>terms</i>	<i>native</i>	<i>logical</i>	<i>difference</i>	<i>equivalent</i>
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WHAT IS THE ENGLISH FOR “ТЕЩА” AND “СВЕКРОВЬ”?

The two Russian words have one English _____ - "mother-in-law". English terms for relatives through marriage are much easier and more _____ than the Russian counterparts. Nowadays, few Russian _____ speakers know for sure who is "деверь" or "свояк" and what is the _____ between "золовка" and "свояченица". Generally speaking, the English system of family _____ is easier and more logical than the Russian one. The wife's or husband's mother will be "mother-in-law", father - "father-in-law", sister - "sister-in-law", etc.

WHY IS THE SECOND WEDDING ANNIVERSARY CALLED "COTTON"?

There is a longstanding tradition associated with giving wedding anniversary presents, especially on major anniversaries. In old times it was probably considered that the young family would need linen in their third married year, especially if they have started family (have a baby). Here is a list of wedding anniversaries. Guess what kinds of presents were given for these and try to explain the logic of it. It should be added, however, that most of these anniversaries are not observed nowadays (with the exception of silver, golden and diamond ones).

<i>First</i>	<i>Paper</i>	<i>Seventh</i>	<i>Woollen</i>	<i>Thirteenth</i>	<i>Lace</i>	<i>Thirty-</i>	<i>Coral</i>
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<i>Second</i>	<i>Cotton</i>	<i>Eighth</i>	<i>Salt</i>	<i>Fourteenth</i>	<i>Ivory</i>	<i>fifth</i> <i>Fortieth</i>	<i>Ruby</i>
<i>Third</i>	<i>Leather</i>	<i>Ninth</i>	<i>Copper</i>	<i>Fifteenth</i>	<i>Crystal</i>	<i>Forty-</i> <i>fifth</i>	<i>Sapphire</i>
<i>Fourth</i>	<i>Fruit &</i> <i>Flowers</i>	<i>Tenth</i>	<i>Tin</i>	<i>Twentieth</i>	<i>China</i>	<i>Fiftieth</i>	<i>Golden</i>
<i>Fifth</i>	<i>Wooden</i>	<i>Eleventh</i>	<i>Steel</i>	<i>Twenty-</i> <i>fifth</i>	<i>Silver</i>	<i>Fifty-</i> <i>fifth</i>	<i>Emerald</i>
<i>Sixth</i>	<i>Sugar &</i> <i>Candy</i>	<i>Twelfth</i>	<i>Silk</i> <i>Linen</i>	<i>& Thirtieth</i>	<i>Pearl</i>	<i>Sixtieth</i>	<i>Diamond</i>

Task 25. Match the idiom with its explanation.

a. a labour of love	<i>there is great dislike</i>
b. love game	<i>anyone who wishes to remain friendly with me will have to accept all my personal habits and opinions</i>
c. not for love nor money	<i>something done for personal pleasure and not pay or profit;</i>
d. love me love my dog	<i>pretended love that is shown in the hope that one will obtain something</i>
e. cupboard love	<i>not for any price or offer</i>
f. there's no love lost (between)	<i>a game of tennis which is won without the opponent scoring</i>

Task 26. Who does what before and at the wedding? Match the person to their wedding duties and responsibilities.

Traditional Wedding Etiquette and Special Duties

the bride	the bridegroom	best man
chief bridesmaid	bride's father	bride's mother

1.
 - selects the type of the service
 - decides on the bride's dress and the bridesmaid attire

2.
 - selects the best man and the ushers (if any)
 - buys the ring and pays the church fees
 - buys the flowers for the bride, bride's mother, groom's mother, buttonholes for the groom and the best man
 - can also buy presents for the bridesmaids, best man and ushers as a gesture of gratitude for their help
3.
 - is the bridegroom's right hand man
 - keeps the ring and ensures the bridegroom gets to the church on time
 - pays the church fees on behalf of the bridegroom
 - checks and ensures transport for guests to the reception and that any travel arrangements for the honeymoon are in order
 - reads any congratulatory notes
4.
 - assists the bride to dress, holds the bouquets during the ceremony and organizes bridesmaids
5.
 - gives the bride away
 - receives guests at the reception
 - pays for the wedding dress, bridesmaid's dress, cars (except bridegroom's), photographs, church and reception flowers, invitations and press announcements (if any)
6.
 - is in charge of all the proceedings
 - decides on the guest list together with the bridegroom's mother and the venue for the reception

Unit 5

Margaret Patrick ... Meet Ruth Eisenberg

Grammar: *Imperative Mood*

Topic: *Playing musical instruments*

Reading. Read aloud and try to understand the following text.

Ruth Eisenberg and Margaret Patrick play the piano. They give concerts in the United States and in Canada, and they are often on TV. They are famous.

Why are these women famous? They play the piano well, but they are not famous because they play well. They are famous because Mrs. Eisenberg plays the piano with only her right hand, and Mrs. Patrick plays the piano with only her left hand. They sit next to each other and play the piano together. Mrs. Eisenberg plays one part of the music, and Mrs. Patrick plays the other part.

Both Mrs. Eisenberg and Mrs. Patrick love the piano. Mrs. Patrick was a piano teacher. She taught hundreds of students. She taught her own children, too. Then, when she was 69 years old, Mrs. Patrick had a stroke. She couldn't move or speak. Gradually she got better, but her right side was still very weak. She couldn't play the piano anymore. She was very sad.

Playing the piano was Mrs. Eisenberg's hobby. She often played five or six hours a day. Then, when she was 80 years old, she, too, had a stroke. She couldn't move the left side of her body. She couldn't play the piano anymore. She was very sad.

A few months after her stroke, Mrs. Eisenberg went to a senior citizens' center. A few weeks later, Mrs. Patrick went to the same center. The director was showing her around the center when Mrs. Patrick saw a piano. She looked sadly at the piano. "Is anything wrong?" the director asked. "No," Mrs. Patrick answered. "The piano brings back memories. Before my stroke, I played the piano." The director looked at Mrs. Patrick's weak right hand and said, "Wait here. I'll be right back." A few minutes later, the director came back with Mrs. Eisenberg. "Margaret Patrick," the director said, "meet Ruth Eisenberg. Before her stroke, she played the piano, too. She has a good right hand, and you have a good left hand. I think you two can do something wonderful together."

"Do you know Chopin's Waltz in D flat?" Mrs. Eisenberg asked Mrs. Patrick. "Yes," Mrs. Patrick answered. The two women sat down at the piano and began to play. Mrs. Eisenberg used only her right hand, and Mrs. Patrick used only her left hand. The music sounded good. The women discovered that they loved the same music. Together they began to play the music they loved. They were not sad anymore. Mrs. Patrick said, "Sometimes God closes a door and then opens a window. I lost my music, but I found Ruth. Now I have my music again. I have my friend Ruth, too."

Task 1. Read the following words and word combinations and use them in the sentences of your own.

- famous
- gradually
- to be sad
- waltz
- to have a stroke
- to be weak
- parents
- to discover

Task 2. Give the missing two forms of the following irregular verbs.

give-
sit-
teach-
get-
gone-
bring-

come-
say-
known-
begun-
lost-
find-

Task 3. Say what this story is about.

- ◆ playing the piano
- ◆ the return to music
- ◆ friendship that gives strength
- ◆ unusual concerts

Task 4. Answer the following questions on the text.

1. Do Mrs. Patrick and Mrs. Eisenberg play the piano or the violin?
2. Are they famous because they play well?
3. Where did they meet each other?
4. What was Mrs. Patrick's profession before?
5. What was playing the piano for Mrs. Eisenberg?
6. Do the women like the same music?

Task 5. Correct these sentences if necessary.

1. Mrs. Eisenberg and Mrs. Patrick travel only in the US.
2. Mrs. Patrick's children can play the piano.
3. Mrs. Eisenberg and Mrs. Patrick met at a restaurant.
4. Mrs. Eisenberg had a stroke when she was 80 years old.
5. Mrs. Patrick's left side was very weak after the stroke.
6. Only old people have strokes.

Task 6. Insert the missing words in the following sentences.

1. Ruth Eisenberg and Margaret Patrick ____ the piano.
2. They are ____.
3. Mrs. Patrick was a ____.

4. She ____ her own children too.
5. When she was 69 years old, she ____.
6. She couldn't ____ or ____.
7. She was very ____.
8. Playing the piano was Mrs. Eisenberg's ____.
9. She ____, too.
10. They met each other at a ____.
11. The women ____ that they loved ____.
12. Together they began ____ they loved.
13. Now they ____ concerts in the US and Canada.
14. They are often ____.

Task 7. Discuss the following statements with your classmates:

1. Young people should take more interest in the classical music.
2. Russian teenagers prefer American music to Russian one.
3. British pop and rock music is the best in the world.
4. Each child should study at a musical school.
5. People should visit as many concerts as possible.

Task 8. Work in pairs and make up dialogues using one of the topics given below:

- Playing your favourite musical instrument.
- Your favourite type of music.
- Going to a concert.
- After a concert.
- The kind of music that parents like.

Task 9. Make up a story using the words and word combinations given below. First, a student produces one sentence. Then, another student should continue and use the next word or word combination. The story should be different from the one of this unit.

- | | |
|--|--------------------------------------|
| • to play the piano/ guitar/ violin/ fiddle/ a cello/ accordion/ flute/ bagpipes/ saxophone/ trumpet/ pipe/ drums/ keyboards/ contrabass | • to show somebody round something |
| • to give concerts | • to look sadly at something |
| • to be on tour | • to bring back memories |
| • to be famous | • to meet someone |
| • to play the piano well | • to do something wonderful together |
| • to teach students | • to sound good |
| • to have a stroke | • to discover |

- to get better
- to be weak
- to be sad
- not to be sad anymore
- audience
- concert hall

Task 10. Listen to the song “Anybody Seen My Baby” by “Rolling Stones”.

Now do the following tasks:

1. Listen to the song and insert the missing words.
2. Translate the song into Russian.
3. Sing the song together.
4. Answer the following questions:
 - Why did the girl leave him?
 - Where is he looking for her?
 - Where was she lost?
5. How - do you think - this story will end?

Anybody Seen My Baby?

She confessed her _____ to me
 Then she vanished on the breeze
 Trying to hold on to that was just _____
 She was more than _____
 Closer to ethereal
 With a kind of down to earth _____
 Close my _____
 It's three in the _____
 Then I realize
 That's she really gone _____
 Anybody seen my baby
 Anybody seen her _____
 Love has gone and made me _____
 I've looked but just can't _____
 She has gotten lost in the _____
 I was flipping _____
 In that place on Mercer Street
 When I thought I spotted her
 Getting on a _____
 Looking rather lady like
 Didn't she just give a me a _____
 _____ tears
 It's three in the afternoon
 Has she _____

Is she really gone _____
Anybody seen my baby
Anybody seen her _____
If I just close my eyes
I reach out and touch the _____
Anybody seen her _____
Lost, lost and never found
I must have called her a thousand _____
Sometimes I just think she just in my _____
Lost in the _____

Task 11. Match the words to the definitions.

- music** a slow dance with a strong regular beat
piano remembering things, places etc.
sad sudden bursting of a blood tube in brain
stroke to find something that was hidden or that people did not know about before
citizen a place or building which is used for something special
centre a large musical instrument that you play by pressing the keys
memory unhappy because something unpleasant has happened to you
waltz the pleasant arrangement of sounds made by instruments or voices
discover someone who lives in a town, country or state and has rights there

Task 12. Make up a dialogue concerning singers and bands you like and dislike. Use the names of the singers and bands popular today. The model is given below.

Model:

Jack: What do you think of the Beatles?

Chris: I adore them!!! They are fantastic!

Jack: Do you like Bee Gees?

Chris: No, I don't.

Jack: Why?

Chris: Because they don't play good music anymore!

Task 13. Find the odd one out.

<i>piano</i>	<i>tube</i>	<i>waltz</i>	<i>guitar</i>	<i>violin</i>	<i>cello</i>
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Task 14. Translate these sentences into Russian.

1. Подождите здесь.
2. Познакомьтесь с М-ром Джонсоном.
3. Приходите в наш центр.
4. Откройте окно, пожалуйста.
5. Не закрывайте дверь.
6. Принесите ноты (to fetch).
7. Сыграйте вальс, пожалуйста.
8. Сыграйте для меня на гитаре.
9. Приходите на наш концерт.
10. Включите магнитофон.

Task 15. Insert the prepositions where necessary.

1. Ruth Eisenberg and Margaret Patrick play ____ the piano.
2. They are often ____ TV.
3. Mrs. Eisenberg plays the piano ____ only her right hand, and Mrs. Patrick plays the piano ____ only her left hand.
4. They sit next ____ each other and play the piano together.
5. Mrs. Patrick taught ____ hundreds ____ students.
6. Mrs. Eisenberg often played ____ five or six hours a day.
7. A few months ____ her stroke, Mrs. Eisenberg went ____ a senior citizens' centre.
8. The director was showing her ____ the centre when Mrs. Patrick saw ____ a piano.
9. She looked sadly ____ the piano.
10. ____ my stroke, I played the piano .
11. «Wait ____ here. I'll be right back.»
12. A few minutes later, the director came back ____ Mrs. Eisenberg.
13. «Margaret Patrick,» the director said, «meet ____ Ruth Eisenberg.»
14. «Do you know Chopin's Waltz ____ D flat?»
15. The two women sat down ____ the piano and began to play.

Task 16. Use the prepositions from the box in the sentences of your own.

<i>at</i> <i>after</i> <i>to</i> <i>with</i> <i>on</i> <i>around</i> <i>before</i> <i>in</i>
--

Task 17. Make up a story about a concert of Margaret Patrick and Ruth Eisenberg in an American town. Use the following words and word-combinations:

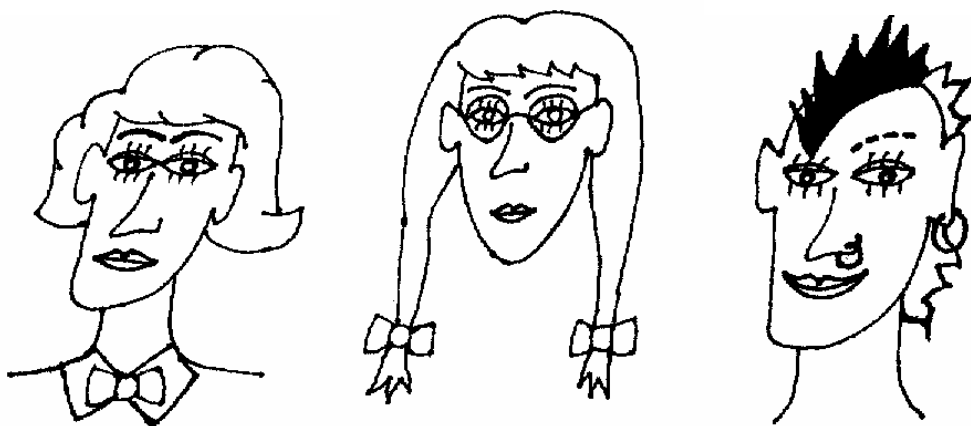
<i>to applaud</i>	<i>to begin the concert</i>
<i>to raise the curtain, to play an encore</i>	<i>to give bouquets</i>

Task 18. Give a close retelling of the text as if you were:

- a. one of Mrs. Patrick's children.

- b. Mrs. Eisenberg.
- c. the director of the senior citizens' centre.

Task 19. Look at these pictures and say what kind of music these people like. Explain why.



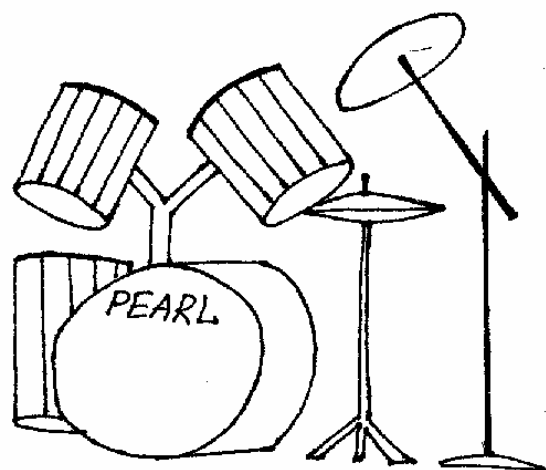
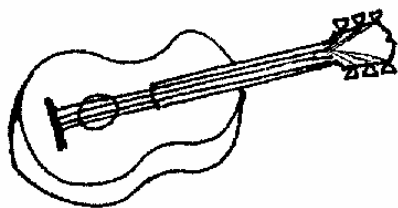
Task 20. Translate these sentences into English.

1. Сыграйте нам вальс, пожалуйста.
2. Анна очень хорошо играет на гитаре.
3. Вы часто слушаете музыку? - Да, очень часто.
4. Они давали концерты во многих городах Франции.
5. Он очень хорошо играет на флейте.
6. После той встречи у М-ра Гордона был удар.
7. Ее бабушка очень слаба, поэтому Джейн часто навещает ее.
8. Через неделю мне стало лучше.
9. Директор показывал английским туристам здание консерватории.
10. Я люблю ходить на концерты классической музыки. Это вызывает у меня приятные воспоминания.
11. Познакомьтесь с м-ром Эдвардсом. Он - известный виолончелист (cellist).

12. У меня много кассет и компакт-дисков разных групп.
13. Я обнаружил, что мы учимся в одной музыкальной школе.
14. В темном зале бара саксофон звучал хорошо.
15. В Шотландии волынка является народным инструментом.

Task 21. Match the words with the pictures.

- a. a musical instrument that has six strings and is played by plucking.
- b. a musical instrument made of skin stretched over a circular frame that you hit with your hand or a stick.



Task 22. Write your ideas on the topic “Music in my life”.

Task 23. Answer the following questions:

- Have you got many CD's, tapes and MD's?
- Are you a good singer?
- Can you play a musical instrument? If so, what do you play?
- Do you enjoy music videos?
- What kind of music do you like?
- Do you like to dance?
- Do you listen to music while doing a homework?
- Do you watch music shows on TV? If so, what do you watch?
- How much time do you spend listening to music?
- How often do you listen to the radio?
- If you could start a band, what type of music would you play?
- Is there any kind of music that you hate? If so, why do you hate it?
- What are the concerts you've been to?
- What is one of your favourite songs?
- What kind of music do you listen to cheer you up?
- What was the last CD/tape you bought?
- What was the last concert you went to?
- What was your favourite music 5 or 10 years ago? How have your musical tastes changed?
- Where do you usually listen to music?
- Which do you prefer, songs in English or songs in Russian?
- Who is your favourite singer or band?

Task 24. Give the gist of the text in English.

Секрет ее молодости

51 год носится на мотоцикле «ИЖ-49» по улицам маленького шахтерского городка лихая дама-блондинка Шурочка. И мало кто в округе знает, что 9 мая ей исполнилось 90 лет.

В Торезе Александра Павловна Дуброва известна не только как «рокерша», но и как большая меценатка. Лет десять назад она объединила вдов-старушек в некое подобие клуба, где учила их не сдаваться возрасту, поддерживать друг друга и вообще «жить со вкусом». Они и пели, и танцевали, и читали друг другу любимые стихи. Увы, все подружки уже на кладбище, а Шурочка по-прежнему ловко управляет с хозяйством. И картошечку сажает, и овощи, и кур держит, и козочку, и поросенка.

Удивительное дело, но Александра Павловна назло незыблемым законам жизни изменилась с возрастом не сильно. Годы ее не согнули, не забрали легкости походки, не погасили блеска в глазах. Вот уже пятнадцать лет, как она похоронила мужа, но с

хозяйством управляется сама. А помогает ей решать хозяйственные заботы... мотоцикл: то привезти травы для козы, то съездить на базар (до центра-то далеко, а автобусы не ходят), то просто прокатиться с ветерком. Я нагрязнула к ней неожиданно и застала не первой молодости «рокершу» за работой:

Александра Павловна отремонтировала сарай. С неба срывались капли дождя, остро пахло цветущими абрикосами.

- Фотографироваться? - всполошилась Шурочка и кинулась в дом наряжаться.
- У меня в шифоньере 25 платьев висит, - похвасталась она, - а носить все некогда было...
- У вас, наверное, и жених имеется, предположила я, глядя на подкрасившуюся Шурочку, не без кокетства распустившую волосы.
- Угадали, порозовела она. - Он в центре живет, навещает меня с шампанским.
- А сколько же ему лет?
- Мальчишка еще... Восемьдесят.
- Ну, тогда, откройте мне свой секрет - и как вам удается не стареть?
- Я никогда не злилась!

(Труд International, № 6, 2001 год, стр. 7)

Choose the correct variant to finish the statements.

1. Shurochka is
 - a. 80 years old.
 - b. 90 years old.
 - c. 75 years old.
2. Her husband died
 - a. 15 years ago.
 - b. 20 years ago.
 - c. 1 year ago
3. Her secret is that
 - a. she always went to the doctors.
 - b. she was never angry.
 - c. she always had a good rest.

Unit 6

The Twins of Siam

Grammar: *Smth / smb is too + adj.* **Topic:** *Twins*

Reading. Read aloud and try to understand the following text.

A young mother was lying on a bed. She had just given birth to twin boys. She was tired but happy. A woman was helping her. Suddenly the woman screamed. "What's the matter?" the mother cried. She lifted her head and looked at her babies. The babies were joined at their chests. She could not separate them.

That happened in Siam – now called Thailand – in 1811. The mother named her babies Chang and Eng. Chang and Eng grew up and became the famous Siamese twins.

People came from all over Siam to stare at the twins. One day, when the twins were 18, an American saw them. He thought, "I can make money with the twins." He asked Chang and Eng, "Will you come with me to the United States?" Chang and Eng wanted to go to the United States, so they went with the man. They never saw Siam or their family again.

Chang and Eng travelled with the American for ten years. Later they travelled alone. People paid to see them and ask them questions about their lives. Finally, the twins got tired of travelling. They got tired of answering questions. They decided to live quietly in North Carolina. Soon after they moved to North Carolina, the twins met two sisters. The sisters' names were Adelaide and Sarah. The twins fell in love with the sisters. Chang married Adelaide, and Eng married Sarah. The marriages were very unusual. Adelaide and Sarah lived in separate houses. The twins lived in one house for four days. Then they went to the other house for four days. The marriages were unusual, but they were long and happy. Chang and Adelaide had ten children, and Eng and Sarah had eleven children.

The twins were happy with Adelaide and Sarah, but they were not always happy with each other. Sometimes they argued, and they didn't talk to each other. They asked doctor after doctor, "Please separate us." Every doctor said, "I can't separate you. The operation is too dangerous." So, the twins stayed joined together. One night, when the twins were 63, Eng suddenly woke up. He looked at Chang, who was lying beside him. Chang was not

breathing. Eng screamed for help, and one of his sons came. "Uncle Chang is dead," the young man said. "Then I am going to die, too," Eng said, and he began to cry. Two hours later Eng was dead. For 63 years the twins of Siam lived together as one. In the end, they also died as one.

Task 1. Learn these words.

- twins
- to scream
- to join
- joined
- to stare
- to decide
- to separate
- separate
- to argue
- dangerous
- to lift
- famous
- finally
- unusual
- to give birth to
- to get tired
- to travel
- marriage
- to fall in love
- to happen

Revise or learn

to go – went – gone

to give – gave – given

to grow – grew – grown

to become – became – become

to come – came – come

to see – saw – seen

to think – thought – thought

to get – got – got

to meet – met – met

to fall – fell – fallen

to wake – woke – woken

to begin – began – begun

Task 2. Transcribe the following words.

to separate

separate

unusual

Siam

Thailand

dangerous

Siamese

quietly

argue

North Carolina

marriage

American

Task 3. Choose the letter of the best answer.

1. This story is about
 - a. dangerous operations.

- b. unusual marriages.
 - c. Siamese twin brothers.
2. The twins talked to many doctors because
- a. the twins were often sick.
 - b. they wanted the doctors to separate them.
 - c. the doctors wanted to study the twins.

Task 4. Correct these sentences (one word in each sentence is not correct).

- 7. The story happened in Siam – now called China – in 1811.
- 8. Chang and Eng grew up and became the famous Siamese doctors.
- 9. People came from all over Siam to laugh at the twins.
- 10. An Australian asked Chang and Eng to come to the United States.
- 11. Chang and Eng travelled with the American for ten months.
- 12. After they moved to North Carolina, the twins telephoned two sisters.
- 13. The marriages were unusual, but they were long and unhappy.
- 14. Every doctor said, “I can separate you because the operation is too dangerous.”

Task 5. Read the sentences. What is the meaning of the words in italics? Choose the letter of the right answer.

- 15. A woman was helping the young mother. Suddenly the woman *screamed*. “What is the matter?” the mother cried.
 - a. cried in a loud voice.
 - b. smiled happily.
- 16. The babies were joined at their chests. She could not *separate* them.
 - a. take them apart.
 - b. wake them up.
- 17. People came from all over Siam *to stare* at the twins.
 - a. yell.
 - b. look.
- 18. The twins were not always happy with each other. Sometimes they argued.
 - a. spoke quietly.
 - b. spoke in angry voices.

Task 6. Translate into Russian the following sentences in writing.

- 1. Suddenly the woman screamed. “What's the matter?” the mother cried. She lifted her head and looked at her babies. The babies were joined at their chests. She could not separate them.
- 2. Chang and Eng grew up and became the famous Siamese twins. People came from all over the world to stare at the twins.

3. Soon after they moved to North Carolina, the twins met two sisters. Chang married Adelaide, and Eng married Sarah, the marriages were very unusual.
4. They asked doctor after doctor, "Please separate us." Every doctor said, "I can't separate you. The operation is too dangerous."

Task 7. Find synonyms in the text.

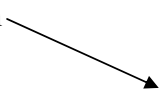
to cry =
 to look =
 to call =
 to occur =
 well-known =
 strange =

Task 8. Find antonyms.

to ask ≠
 long ≠
 happy ≠
 young ≠
 to separate ≠
 to live ≠
 unusual ≠
 dangerous ≠

Task 9. Match the words with the definitions.

twins	to visit other countries
to scream	to put together
to join	to look for a long time
to stare	to cry loudly
to travel	something strange, rare
unusual	two children born of the same mother at the same time



Task 10. Find words and word-combinations in the text and make your own sentences:

- | | |
|----------------------|--------------------|
| • родить | • решать |
| • внезапно закричать | • вырастать |
| • поднять голову | • делать деньги |
| • устать | • переехать |
| • влюбиться | • близнецы |
| • необычный брак | • спорить |
| • путешествовать | • опасная операция |

Task 11. Cross out the word that does not belong to this group:

1. to scream, to cry, to speak, to shout, to yell
2. to stare, to look, to gaze, to hear, to peep
3. sometimes, always, seldom, usually, unusual, never
4. Siam, Thailand, Sarah, North Carolina, the United States
5. Siamese, Pekinese, Japanese, Chinese

Task 12. Read the sentences and say whether you agree or disagree with them.

1. The babies were joined at their heart.
2. The twins were born in 1811.
3. When the twins were 20, an Englishman saw them.
4. The twins got tired and decided to live in North Carolina.
5. Chang married Sarah, and Eng married Adelaide.
6. Every doctor said, "I can't separate you. The operation is too dangerous."
7. For 67 years the twins of Siam lived together as one.

Task 13. Find the best way to complete each sentence. Choose the letter of your answer on the line.

1. The young mother lifted her head ____ a. to see the twins.
2. Chang and Eng went to the US ____ b. to ask about an operation.
3. People paid money ____ c. to earn money.
4. The twins went to doctor after d. to look at her babies.
doctor ____

Task 14. Put special questions to the text. The questions begin with the following words:

when (5 questions), where (3 questions), how many (2), who (4)

Task 15. Supply the prepositions where necessary.

A:

- 1) She lifted her head and looked ____ her babies.
- 2) The babies were joined ____ their chest.
- 3) People came ____ all over Siam to stare ____ the twins.
- 4) Chang and Eng wanted to go ____ the United States.
- 5) Finally the twins got tired ____ travelling.
- 6) Soon after they moved ____ North Carolina.

- 7) The twins fell ____ love ____ two sisters.
- 8) Chang married ____ Adelaide, and Eng married ____ Sarah.
- 9) The twins lived in one house ____ four days.
- 10) ____ 63 years the twins of Siam lived together as one.

B:

- 1) People came ____ all over the world to look ____ the famous picture.
- 2) My sister likes travelling. She wants to go ____ Europe.
- 3) Sarah wants to move ____ the United States because she has family there.
- 4) I hate when people stare ____ me.
- 5) Three months ago John met Betty and fell in love ____ her.
- 6) They went out together ____ 10 weeks. Last Friday John married ____ Betty.
- 7) Lucy and Kent lived ____ 15 years together, then they divorced.
- 8) The artists got tired ____ travelling, got tired ____ interviews, got tired of noise, got tired of everything. They moved ____ the country because they wanted to live quietly.

Task 16. Discussion: Siamese twins are the people who are joined at one part of the body. Think of the things that may be difficult for them to do, or that they can't do.

E.g. It is difficult for them to read the same book.

or

They can't ride a bicycle.

Task 17. Study the following speech pattern:

The operation is too dangerous. – Операция слишком опасна.
 Smth / smb is too + adj. – Что.-л./кто-л. слишком + прил.

Choose the correct word for each blank:

sweet	heavy	expensive	difficult
cold	loud	boring	small

- | | |
|----------------------------|--------------------------|
| 1. This task is too ... | 5. The cake is too... |
| 2. The weather is too... | 6. The house is too... |
| 3. The dress is too... | 7. The music is too... |
| 4. The programme is too... | 8. The traffic is too... |

Task 18. Study the following speech pattern and translate the sentences into Russian:

to get tired of doing something – устать ч.-л. делать

1. She got tired of talking over the phone.
2. He got tired of working in the garden.
3. They got tired of arguing.
4. She got tired of walking.
5. The students got tired of going to University.

Task 19. Do you always argue with your parents? What do you argue about? Ask your classmates or friends what they argue about with their parents. Make a list of the things they argue about. Put them in order. No. I will be the thing about which the most people argue.

Task 20. Read, learn and role-play the following chant:

You are just like your mother

- | | |
|------------------------------------|---------------------------|
| - Stop it. | = <i>No, I am not.</i> |
| = <i>Stop what?</i> | - Yes, you are. |
| - Stop arguing with me. | = <i>No, I am not.</i> |
| = <i>I'm not arguing with you.</i> | - She loves to argue. |
| - Yes, you are. | = <i>No, she doesn't</i> |
| = <i>No, I am not.</i> | - Yes, she does. |
| - Yes, you are. | = <i>No, she doesn't.</i> |
| = <i>No, I'm not.</i> | - Yes, she does. |
| - You are too. | = <i>No, she doesn't.</i> |
| = <i>I am not.</i> | - She does too. |
| - You are too. | = <i>She does not.</i> |
| = <i>I am not.</i> | - She does too. |
| - You are just like your mother. | = <i>She does not.</i> |
| = <i>I am not.</i> | - Don't argue with me. |
| - Yes you are. | |

Task 21. Render the text into English:

Самыми известными близнецами являются, родившиеся в 1811 году в Сиаме, близнецы Энг и Чанг. Сейчас Сиам называется Таиланд.

Энг и Чанг были соединены в области груди. Сначала они могли смотреть только друг на друга, но потом они могли поворачиваться и смотреть вперед. Когда они были маленькими, мать прятала их, потому что боялась короля Сиам, который ненавидел уродливых детей. Позже Энг и Чанг стали известными. Они умели ловить рыбу, грести и хорошо плавали.

Когда им было 16 лет, один английский капитан купил их у одинокой бедной матери. Он привез их в США и показывал за деньги. Позже Энг и Чанг путешествовали одни.

В 32 года они женились на дочерях американского священника. У Чанга было 12 детей, у Энга - 10. Каждая сестра жила в отдельном доме. Близнецы жили в одном доме, а потом в другом доме. Когда Энг и Чанг стали старше, они стали очень часто ссориться. Они были очень разными по характеру. Энг был добрым и умным человеком. Чанг был злым и не очень умным, он любил выпить. Братья часто спорили, иногда дрались (to fight).

Они просили многих врачей разделить их. Но врачи не хотели делать эту опасную операцию. Близнецы умерли в 1874 г. Чанг заболел и умер. Через четыре часа умер и Энг.

Энг и Чанг стали очень известными, потому что дожили до 63 лет.

Task 22. Compare the text “The Twins of Siam” and your translation. Can you find differences in these 2 stories about the same twins?

Task 23. Twins are people who are alike. Do you look like anyone in your family? What are you similar in? Tick the words that describe you and the person in your family.

We have the same...	We both have...	We are both...
- eye colour	- curly hair	- tall
- hair colour	- straight hair	- short
- skin colour	- big eyes	- average height
- smile	- big feet	- thin
- teeth	- small feet	- a little heavy
- nose	- big hands	- average weight
- eyebrows	- glasses	- strong

Task 24. Give a close text retelling.

Unit 7

A Long Fishing Trip

Grammar: *Past Tense form of the verbs “need”, “can”;* **Topic:** *Journeys and Travelling*
“If/When+Subj.+Pr. Ind. Tense, subj.+Future Ind. Tense”

Reading. Read and understand the following text.

On January, 24, 1988, Joel Gonzalez kissed his wife goodbye. Joel is a fisherman, and he was going on a short fishing trip. “I’ll see you in a week”, he said. But Joel did not see his wife in a week. He did not see his wife again for a long, long time.

Joel left his house and went to the harbour in Puntarenas, Costa Rica. He got on a fishing boat. Four other fishermen were on the boat too. The boat left the harbour, and the men began to fish.

The first few hours on the ocean were not unusual. Then there was a terrible storm. The storm continued for twenty-two days. When the storm finally stopped, the men checked their boat. Their fishing nets were gone. The engine and the radio didn’t work. There was no food, and there was no fresh water.

Without their nets the men couldn’t fish. But they could reach out of the boat and catch big turtles. The men didn’t want to eat raw turtle meat, so they needed a fire for cooking. They tore down the boat’s wood cabin and made a fire with pieces of the cabin.

They needed protection from the sun and rain, so they built a simple roof. The roof held rainwater, too. The men could drink rainwater from the roof.

For the next five months the men ate turtles - when they caught them. They drank rainwater - when it rained. Often there was no food and no water, and the men were hungry and thirsty. Sometimes they thought, “We are going to die soon.”

Joel wrote a letter to his wife. “My dear Edith”, Joel wrote. “If I die, I hope someone will send you this letter. Then you will know how I died. I had the best in life - a great woman and beautiful children. I love you, Edith. I love you.”

In June it didn’t rain for a long time, and the men ran out of water. They were thin and weak, and they thought, “We are going to die now.” They put on their best clothes, lay down and closed their eyes. After a while it began to rain. The men stood up and licked the water from the roof. Then all five men began to cry.

Ten days later, on June 15, a Japanese fishing boat found the men. They were four thousand miles from Costa Rica.

Nobody sent Joel's letter to his wife. He showed it to his wife himself. Joel will always keep the letter. The letter, he says, helps him remember. "On the ocean I realized that I love my wife and children very, very much. My family is everything to me. I don't want to forget that."

Task 1. Read the following words and word combinations.

- fisherman
- harbour
- boat
- to fish
- storm
- engine
- net
- to catch
- raw meat
- cabin
- protection
- to be thirsty
- to be thin and weak
- to realize
- to be everything to somebody
- turtle

Task 2. Give the missing two forms of the following irregular verbs.

see-	eaten-
left-	drink-
go-	think-
begin-	forgot-
kept-	write-
held-	sent-
know-	run-
catch-	put-
laid-	stand-
find-	torn-

Task 3. Say what the story is about.

- a. fishermen.
- b. storm on the ocean.
- c. being out on the ocean without food and drink.
- d. unwilling separation from families and home.
- e. love for wife and children.

Task 4. Correct the false sentences.

1. Joel was preparing to go on a long fishing trip.
2. Joel saw his wife in two weeks.
3. There were four other fishermen on the boat.
4. When the storm finally stopped, the men left the boat.
5. The fishermen could catch big turtles.
6. They built a simple roof to keep raw turtle meat under it.
7. They made a fire with pieces of the cabin.
8. The men were often hungry and thirsty on the boat.
9. Joel wrote a letter to his mother.
10. The fishermen were very close to death.
11. They were saved by a Korean fishing boat.
12. On the ocean Joel realized that his family was everything to him.

Task 5. Paraphrase these sentences. Use “a” or “b”.

1. The first few hours on the ocean *were not unusual*.
 - a. The first few hours on the ocean were strange.
 - b. The first few hours on the ocean were usual.

2. Their fishing nets *were gone*.
 - a. disappeared.
 - b. were in another place.

3. They could *reach out* of the boat and catch big turtles.
 - a. jump out of the boat.
 - b. catch turtles with hands from the boat.

4. The men *licked* the water from the roof.
 - a. drank.
 - b. put a small amount of water into the mouth using the tongue.

Task 6. Answer the following questions.

1. Where was Joel Gonzalez going on January 24, 1988?
2. What happened on the ocean when the fishermen were fishing?
3. Why couldn't they contact other boats or rescue forces?
4. What did the men eat on the boat?
5. How did they make a fire?
6. Why did they build a roof?
7. Why did they put on their best clothes, lie down and close their eyes on one day in June?
8. Who found the men on June, 15?
9. Who sent Joel's letter to his wife?
10. What did Joel realize on the ocean?

Task 7. Put the following sentences from the text into a chronological order.

- a. The first few hours on the ocean were not unusual.
- b. Joel left his house and went to the harbour in Puntarenas, Costa Rica.
- c. The boat left the harbour, and the men began to fish.
- d. There was no food, and there was no fresh water.
- e. Then all five men began to cry.
- f. Joel wrote a letter to his wife.
- g. Sometimes they thought, "We are going to die soon."
- h. They tore down the boat's wood cabin and made a fire with pieces of the cabin.
- i. Then there was a terrible storm.
- j. Ten days later, on June 15, a Japanese fishing boat found the men.

Task 8. Complete the following sentences. Choose the correct variant from below.

1. A **harbour** is for

- a. planes.
- b. cars.
- c. boats.

2. Fishermen **catch fish** with

- a. bags.
- b. nets.
- c. pots.

3. **Turtles** are

- a. plants.
- b. animals.
- c. birds.

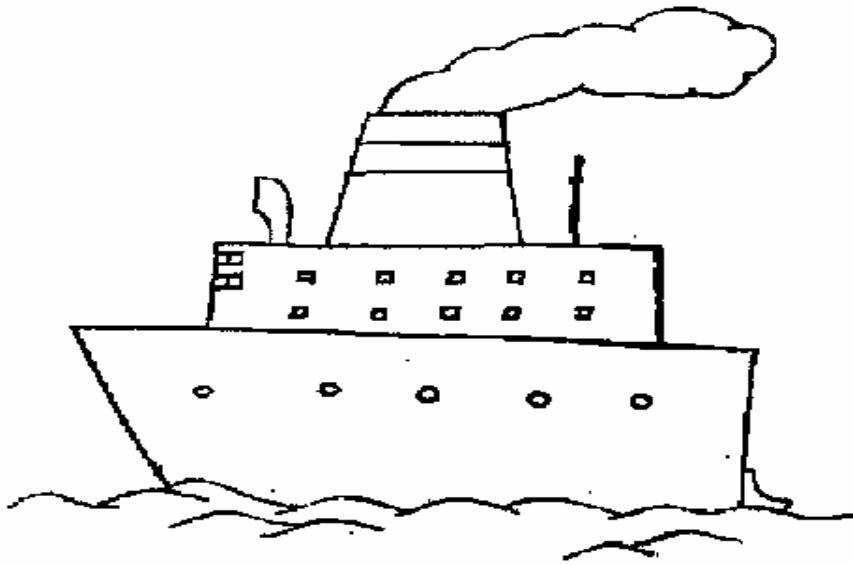
4. **Raw** meat is

- a. uncooked.
- b. cooked.
- c. half-cooked.

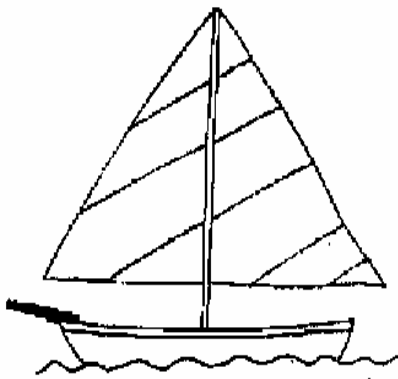
5. They needed **protection** from

- a. the storm.
- b. fire.
- c. the sun and rain.

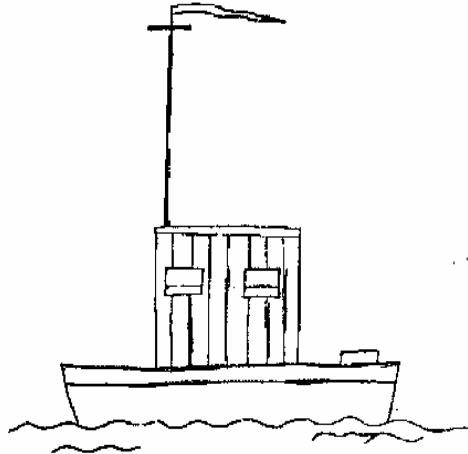
Task 9. The fishermen went to the sea on boat. Which boat, do you think, they had. Explain why you think so.



a.



b.



c.

Task 10. Make up your sentences using the following words and word combinations.

to kiss somebody goodbye
to go on a trip
harbour
to be on/to have holiday
to have rest
harbour
boat
airport
to go by plane
ocean
to check in at a hotel

to swim in the sea
to lie in the sun
to try the native cuisine
to send letters/postcards
to make friends with
to go sightseeing
to be excited
to come to an end
to check out from hotel
to return home
to meet friends and relatives

Task 11. Match the words to the definitions.

1. **trip** a. an area of water by a coast where ships are safe
2. **fisherman** b. an animal that lives especially in water and has a soft body covered by a hard shell that she uses to pull the head, legs and tail into
3. **harbour** c. a material of strings, wires, threads, etc., twisted, tied, or woven together with spaces between them.
4. **storm** d. a unit for measuring length (1609 metres)
5. **boat** e. the act of keeping safe or state of it
6. **engine** f. a room on a ship usually used for sleeping
7. **nets** g. a small ship for travelling across water
8. **turtle** h. a man who catches fish for sport or as a job
9. **cabin** i. a piece of machinery with moving parts that makes power from steam, electricity, oil etc.
10. **protection** j. a weather condition with strong wind, rain and often lightning
11. **mile** k. a journey when you go to a place, stay there for a while, and then come back

Some Grammar:

The past tense form of the verb 'can' is 'could/couldn't'
e.g.: Without their nets, the men couldn't fish.

The past tense form of the verb 'need' is 'needed/didn't need'
e.g.: So they needed a fire for cooking.

Task 12. Insert the proper form of the verb.

1. Yesterday I (can) watch TV till 10 p. m.
2. When I cooked dinner, I (need) meat, rice, pepper, salt.

3. I (cannot) meet her at the meeting yesterday, because she was ill.
4. She (need not) her friends' help, she (can) prepare well for the examination herself.
5. Last year we (can) watch Russian TV programs in Tel-Aviv.
6. She (need) some money to get home by train.
7. In the village children (can) swim in the river and lie in the sun.
8. She (need not) a visa to enter Belgium from France.
9. They (cannot) eat raw turtle meat, so they (need) a fire for cooking.
10. The men (can) drink rainwater from the roof.

Some Grammar:

When the future indefinite tense is used in the main clause, we use the present indefinite tense in a conditional clause of a compound sentence.

e.g.: If I **die**, I hope someone **will send** you this letter.

Task 13. Make up your sentences using the words and word combinations given below. Pay attention to the use of the future indefinite tense and present indefinite tense in the main and conditional clauses.

*e.g.: If, go, post-office, post, your letter - If I **go** to the post-office, **I'll post** your letter.*

1. If, see, tell, your request.
2. If, go, shop, buy, ice-cream.
3. If, go, England, visit, the Tower of London.
4. If, travel, South, go, by train.
5. If, cannot come, my friend's place, telephone.
6. If, see, my pal, invite, party.
7. If, do well at examinations, go to the country, for a week-end.
8. If, enter, University, study Mathematics.
9. If, visit, my aunt in St.-Petersburg, send a telegram, beforehand.
10. If, visit Moscow, go, the Tretyakov Gallery.

Task 14. Look at the pronouns given below, and say what they mean. Choose the necessary word from the right-hand column.

He got on a fishing boat.

letter

But **they** could reach out of the boat and catch **Edith** big turtles.

“If I die, I hope someone will send **you** this **fishermen** letter.”

He showed **it** to his wife himself.

My family is everything to me

I don't want to forget **that**.

Joel

Some Grammar:

When we want to say what we would do in the present, we use **if+ past** (if I knew/if you were/if we didn't) in the subordinate clause. And we use **would+infinitive** in the main clause. But the meaning is present, not past:

If I were in your position, I **would go** to visit her in the hospital.

Task 15. Say what you would do if you were

- on a boat on the ocean far from land.
- on a desert island.
- lost in a foreign city being unable to speak any foreign language.
- on board a sinking ship.

Task 16. Insert the prepositions where necessary.

- On January, 24, 1988, Joel Gonzalez kissed ____ his wife goodbye.
- Joel is a fisherman, and he was going ____ a short fishing trip.
- But Joel did not see his wife ____ a week.
- Joel left his house and went ____ the harbour ____ Puntarenas, Costa Rica.
- He got ____ a fishing boat.
- The boat left ____ the harbour, and the men began to fish.
- The first few hours ____ the ocean were not unusual.
- The storm continued ____ 22 days.
- When the storm finally stopped, the men checked ____ their boat.
- ____ their nets, the men couldn't fish.
- But they could reach ____ the boat and catch big turtles.
- They needed a fire ____ cooking.
- The tore down the boat's wood cabin and made a fire ____ pieces of the cabin.
- They needed protection ____ the sun and rain.
- The roof held ____ rainwater.
- Joel wrote a letter ____ his wife.
- In June it didn't rain ____ a long time, and the men ran ____ water.

18. They put ____ their best clothes.
19. ____ a while it began to rain.
20. The men stood ____ and licked the water ____ the roof.

Task 17. Work in pairs. Make up dialogues using one of the following topics.

1. Travelling by boat down the river.
2. Visiting a foreign country.
3. Visiting a seaside resort.
4. Going for a picnic in the country.

Task 18. Look at the picture of these two tourists. Think of the journeys each of them had. Make up stories about their journeys.



a.



b.

Task 19. Give a close retelling of the text as if you were

- a. Edith.
- b. Joel.

Task 20. Make up your own sentences about a journey using the prepositions given below.

for, in, on, without, out of, with, from, to, after

Task 21. Translate the following sentences into English.

1. Мы могли добраться туда на лодке, но у нас было мало времени.
2. В выходные дни папа обычно ездит на рыбалку.
3. В гавани было много судов из разных стран.
4. Когда мы плыли в Неаполь (Naples), на море был ужасный шторм.
5. Тщательно проверь свой багаж перед тем, как выйти из дома.

6. Если мне были нужны открытки, я мог купить их в отеле.
7. Я не мог купить много книг и словарей, потому что они стояли дорого.
8. Им был нужен новый компьютер для менеджера и они купили его.
9. В пустыне (desert) мы часто испытывали жажду.
10. У нас вскоре закончились запасы хлеба.
11. Когда мы приехали в деревню, начался дождь.
12. Если они полетят на самолете, они купят билеты первого класса.
13. Если он будет в Китае, он обязательно попробует традиционную китайскую кухню.
14. Если мы попадем в Сиэтл (Seattle), мы пришлем тебе открытку оттуда.
15. Если я буду отдыхать на морском курорте (seaside resort), я буду загорать 1 час в день - с 10 до 11 утра.
16. Если бы я жил на побережье, я бы купался каждый день.
17. Если бы я посетил Индию, я бы попробовал индийскую национальную кухню (national cuisine).
18. Если бы у меня в номере был телефон, я бы позвонил тебе.

Unit 8

The Baby Exchange

Grammar: *Indirect Speech, I'd prefer, I'd rather* **Topic:** *Appearance, habits, names*

Reading. Read and understand the following text.

SELMA Scarausi looked at her baby daughter and smiled. The baby smiled back. Selma began to cry. "I love my baby very much," Selma thought. "But is she really my baby?"

Selma's baby was born in June 1985 at a hospital in Sao Paulo, Brazil. A few days later Selma and the baby came home from the hospital. Friends and relatives were surprised when they saw the baby. The baby didn't look like her parents. The baby had dark skin and curly hair. Selma and her husband had light skin and straight hair. "Babies change," everyone thought. "She will look like her parents when she is older."

But the baby didn't change. When she was nine months old, she still looked very different from her parents. Selma and her husband, Paulo, took the baby back to the hospital. "Are you sure this is our baby?" they asked the hospital director.

"Of course she is your baby," the director said. "Immediately after the babies are born, we give them bracelets with numbers. Your baby was number 51. You left the hospital with baby 51. A mistake is impossible." "A mistake *is* possible," Selma and Paulo thought. "We have another family's baby. And somewhere another family has our baby. But Sao Paulo is a city of seven million people. How can we find our baby?"

Selma and Paulo went to the hospital again. A nurse at the hospital told Paulo. "I remember another couple. Their baby didn't look like them. The parents had dark skin, but the baby had light skin. The father had very curly hair, but the baby had straight hair." The nurse gave Paulo the couple's address.

The next day Selma took her baby to the couple's house. She knocked, and a woman opened the door. The woman took one look at Selma's baby and fainted. Selma helped her into the house. There, in the living room, was a nine-month-old baby. Selma knew that the baby was hers.

Selma and Paulo's baby was living with Maria and Luiz Souza. The Souzas also had wondered about their baby. She looked so different from them. When Maria Souza saw the baby in Selma's arms, she, too, knew the baby was hers.

The hospital made a mistake. Both babies were born at the hospital on the same day. The hospital gave both babies the number 51.

During the next weeks the two families prepared to exchange babies. First they exchanged information about the babies' habits. Then they exchanged toys and clothes. Finally, with smiles and tears, they exchanged babies.

Task 1. Translate and memorize the following words and word-combinations:

really	nurse
relatives	couple
to be surprised	to knock
skin	to faint
to change	to wonder
still	information
immediately	habit
bracelet	toy
impossible	clothes
somewhere	tears

Task 2. Transcribe and read out:

Sao Paulo

Brazil

relatives

immediately
bracelet
couple
parent
address
clothes

Task 3. Write all the irregular verbs out of the text and give their three forms.

Task 4. Which words have the same meaning as the words in the story? Choose the correct answer.

1. Immediately after the babies are born, they are given *bracelets* with numbers.

- a. things we wear on our wrist.
 - b. things we wear on our neck.
2. Maria Souza took one look at Selma's baby and *fainted*.
- a. left the house with the baby.
 - b. fell to the floor and didn't move.
3. The two families exchanged information about the babies' *habits*.
- a. things people do every day.
 - b. Places people like to go to.
4. Finally with smiles and *tears*, they exchanged babies.
- a. water that comes from people's eyes when they cry.
 - b. gifts that people give to babies.

Task 5. Choose the letter of the best answer.

1. The story is about

- c. the city of Sao Paolo, Brazil.
- d. a couple who got the wrong baby.
- e. babies' habits, toys and clothes.

← --- Формат: Список

2. Selma and Paolo thought, "We have the wrong baby" because

- c. hospitals sometimes make mistakes.
- d. they wanted a son, not a daughter.
- e. their baby didn't look like them.

← --- Формат: Список

Task 6. Match the opposites.

dark	straight	different	possible	old
impossible	light	curly	young	the same

Task 7. Explain the use of articles in the following passage:

The next day Selma took her baby to the couple's house. She knocked, and a woman opened the door. The woman took one look at ___ Selma's baby and fainted. Selma helped her into the house. There, in the living-room, was a nine-month-old baby. Selma knew that the baby was hers.

Task 8. Find these words and word combinations in the text and make your own sentences:

- упасть в обморок
- привычка
- браслет
- улыбнуться в ответ
- удивиться
- обменивать
- темная/светлая кожа

- родственники
- пара
- недоумевать

Task 9. Find the best way to complete each sentence:

1. Friends and relatives were surprised _____	a. because Sao Paulo is a big city.
2. Selma and Paulo went back to the hospital _____	b. because she knew that the baby in Selma's arms was hers.
3. The hospital director said that a mistake is impossible _____	c. because they thought they had the wrong baby.
4. It was difficult for Selma and Paulo to find their baby _____	d. because the baby didn't look like her parents.
5. Maria Souza fainted _____	e. because the hospital gave each baby a number.

Task 10. Riddles about parts of the body.

1. What is above your head and under your cap?
2. Two brothers live across a pass, but never see each other.
3. It lives alone between two bright stars.
4. Two mothers have two sons each, and all have the same name. What are they?

Riddles about relatives:

1. My father's son is not my brother. Who is he?
2. My uncle has a brother. He is not my uncle. Who is he?

Task 11. Friends and relatives were surprised when they saw the baby.

Think what they could say? Here are some phrases expressing surprise:

Oh!

Indeed?

Is that so?

You don't say so!

I'm surprised.

I'm shocked.

It's amazing!

It's incredible!

My God!

How come? (*AmE*)

Task 12. Translate the following:

- 1) Боже мой, как вы меня поразили!

- 2) Я просто потрясен тем, что вы мне сказали!
- 3) - Он уехал, никому ничего не сказав.
- Не может быть! Я крайне удивлен!
- 4) - Я достала только один билет на этот концерт.
- Неужели? Боже мой, это значит, что я на него не попаду. Как жаль!

Task 13. Make up short dialogues based on the following situations. Express your surprise.

- 1) You meet a friend. He/she tells you that your classmate moved to the USA to make money.
- 2) Your friend has won a car in the lottery.
- 3) You couldn't get a ticket for the symphony concert. You were pleasantly surprised when your friend invited you to this concert.
- 4) You were away from home for about 2 or 3 years. When you came back you found that your little sister had grown into a young girl.

Task 14. The families exchanged information about the babies' habits. What are your habits? What do you do every day? Tell about your habits. Use the following expressions:

I have a habit of doing smth. E.g. *I have a habit of eating in front of the TV.*

I'm in a habit of doing smth. E.g. *I'm in a habit of making long telephone talks/calls.*

Task 15. In the story the hospital made a mistake. Do you make mistakes? Do you remember some of them? Can you think of examples of:

- a silly mistake
- a dangerous mistake
- a lucky mistake
- a funny mistake
- an embarrassing mistake

There are some other expressions with *make*:

make a mistake
make a phone call
make a bed
make an appointment

Make your own sentences with these expressions.

Do not mix the expressions with make and do:

- an exam / a test
- do homework
- exercises
- housework

Make your own sentences with these expressions.

Task 16. Put in *make* or *do* in the correct form:

- 1) I hate ____ house work, especially cleaning.
- 2) Why do you always ____ the same mistake?
- 3) Have you ____ your homework?
- 4) The last time I ____ an exam was ten years ago.
- 5) When you finish exercise 1, you can ____ exercise 2.
- 6) It was a bad mistake. It was the worst mistake I've ever ____.
- 7) What did you ____ at the week-end?
- 8) Do you know how to ____ bread?
- 9) Richard didn't help me. He sat in an arm-chair and ____ nothing.
- 10) What do they ____ in that factory? ____ Shoes.
- 11) I am ____ coffee. Would you like some?
- 12) Why are you angry with me? I didn't ____ anything wrong.

Task 17. When Maria Souza saw the baby in Selma's arms she knew the baby was *hers*. Note the form of the pronoun.

We use *my / your* etc. + a noun (my hands / your hands). We use *mine / hers* without a noun.

I → my → mine

We → our → ours

You → your → yours

He → his → his

She → her → hers

They → their → theirs

Task 18. Finish these sentences with ... friend of mine / yours etc.

1. I went to the cinema with a.....
2. They went on holiday with some.....
3. She's going out with a friend.....
4. We had dinner with some.....
5. I played tennis with a

6. He's going to meet a
7. Do you know that man? Is he a

Task 19. Choose the right word.

1. Is this your/yours book?
2. It's their / theirs problem.
3. Are these your / yours shoes?
4. Is this camera your / yours?
5. That's not my / mine umbrella. My / mine is yellow.
6. They know our / ours address but we don't know their / theirs.
7. They've got two children but I don't know their / theirs names.
8. My / mine room is bigger than her / hers, but her / hers is nicer.

Task 20. Read, learn and role-play the following chant.

Selfish

This is mine!
 That's yours!
 Don't touch mine.
 Get your arm.
 This is mine.
 That's yours.
 This is mine.
 That's yours.

Hey, what are you doing?
 What are you doing with that?
 That's mine.

Hey, what are you doing?
 What are you doing with that?
 That's his.

Hey, what are you doing?
 What are you doing with that?
 That's hers.

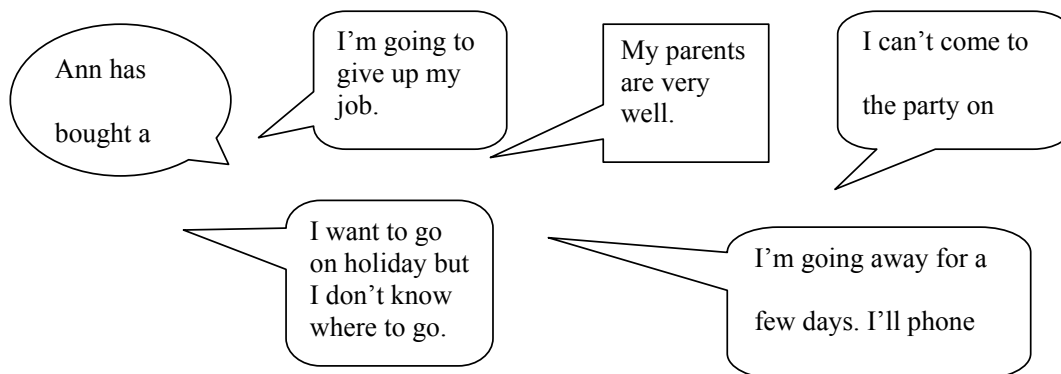
What's mine is mine.
 What's yours is yours.
 What's his is his.
 What's hers is hers. What's ours is ours. What's theirs is theirs.

Task 21. Learn or revise the rules of indirect speech:

When we use indirect speech, we are usually talking about the past. So verbs usually change to the past in indirect speech. This is called 'Sequence of Tenses'. Thus,

am/is → was have/has → had can → could
are → were will → would do/want/know → did/wanted/knew etc.

For example: You met Tom. Here are some things he said to you:



Now you tell someone else what Tom said:

- Tom said (that) his parents were very well.
- Tom said (that) he was going to give up his job.
- Tom said (that) Ann had bought a new car.
- Tom said (that) he couldn't come to the party on Friday.
- Tom said (that) he wanted to go on holiday but he didn't know where to go.
- Tom said (that) he was going away for a few days and would phone me when he got back.

The Past Simple (I did) usually stays the same in indirect speech, or you can change it to the Past Perfect (I had done): **did → did or had done**

Direct: Tom said, "I woke up feeling ill and so I stayed in bed."

Indirect: Tom said that he woke (had woken) up feeling ill and so he stayed (had stayed) in bed.

Task 22. Yesterday you met a friend of yours. Charlie told you a lot of things. Here are some of the things he said to you:

1. I'm thinking of going to live in Canada.
2. My father is in hospital.
3. Nora and Jim are getting married next month.
4. I haven't seen Bill for ages.
5. I've been playing tennis a lot recently.

6. Margaret has had a baby.
7. I don't know what Fred is doing.
8. I hardly ever go out these days.
9. I work 14 hours a day.
10. I'll tell Jim I saw you.
11. You can come and stay with me if you are in London.
12. Tom had an accident last week but he wasn't injured.
13. I saw Jack at a party a few months ago and he seemed fine.

Later that day you tell another friend what Charlie said. Use indirect speech.

Example: Charlie said that he was thinking of going to live in Canada.

Task 23. In this exercise someone says something to you which is the opposite of what they said before. You have to answer **I thought you said...**

Example: "That restaurant is expensive." "I thought you said it wasn't expensive."

1. "Ann is coming to the party."
2. "Bill passed his examination."
3. "Ann likes Bill."
4. "I've got many friends."
5. "Jack and Jill are going to get married."
6. "Tom works very hard."
7. "I want to be rich and famous."
8. "I'll be here next week."
9. "I can afford a holiday this year."

Task 24. Write indirect speech sentences:

Example: The children are playing in the yard. (She thought) She thought the children were playing in the yard.

- 1) Maria has had a baby. (She told me)
- 2) My parents want to give me a gold bracelet as a birthday present. (I thought)
- 3) This information is correct. (We were sure)
- 4) His relatives will come to see us soon. (He wrote in his letter)
- 5) The baby's skin is dark. (The nurse told her)
- 6) The baby has changed. (The doctor said to him)
- 7) The couple is still waiting for you. (The nurse said to the doctor)
- 8) I knocked on your door, but nobody opened it. (Our neighbour told us)
- 9) The teacher was really angry. (The student said to us)

- 10) I am surprised to see you. (I said to him when we met)
- 11) The mistake was impossible. (The nurse informed us)
- 12) They will come immediately after your call. (He assured me)
- 13) He lives somewhere in the North. (I wrote to you in the letter)
- 14) She never faints. (I knew it)
- 15) He is in the habit of knocking on the door. He never rings the bell. (I was told)
- 16) There are tears in her eyes. (I saw it)
- 17) His clothes were dirty when he came. (They told us)
- 18) She is playing with the new toy. (Father said)

Task 25. Learn or revise:

It is not always necessary to change the verb when you use indirect speech. If you are reporting something and you feel that it is true, you do not need to change the tense of the verb:

direct: Tom said, "New York **is** bigger than London."

indirect: Tom said (that) New York **is** bigger than London.

direct: Ann said, "I **want** to go to New York next year."

indirect: Ann said (that) she **wants** (*or wanted*) to go to New York next year.

Notice that it is also correct to change the verb into the *past*.

Task 26. Translate into English:

- 1) Мой друг сказал мне, что солнце вращается вокруг земли, а учитель объяснил нам, что земля вращается вокруг солнца.
- 2) Я прочитал в книге, что Лондон очень большой город.
- 3) Он был уверен, что Н. - обычный маленький городок.
- 4) Американка написала в письме сыну, что зимы в России очень холодные.
- 5) Один студент из России сообщил домой, что ему не очень нравится в Америке и он хочет домой.
- 6) Моя подруга сказала мне, что японский язык очень трудный, а я ей ответил, что она не права.

Task 27. Remember to use the past tense when there is a difference between what was said and what is really true. Study the example situation:

You met Ann. She said, “Jim is ill.” Later that day you see Jim playing tennis. You say: “I’m surprised to see you playing tennis, Jim. Ann said that you *were* ill.” (not “that you are ill”, because he isn’t ill)

Task 28. In this exercise you have to write what you would say in these situations.

Example: Ann says, “I’m tired”. Five minutes later she says, “Let’s play tennis”. What do you say? You said you were tired.

1. Your friend says, “I’m hungry”, so you go to a restaurant. When you get there he says “I don’t want to eat”. What do you say?
2. Tom tells you, “Ann has gone away.” Later that day you meet her. What do you say?
3. George said, “I don’t smoke.” A few days later you see him smoking a cigarette. What do you say?
4. You arranged to meet Jack. He said, “I won’t be late.” At last he arrives - 20 minutes late. What do you say?
5. Sue said, “I can’t come to the party tonight.” That night you see her at the party. What do you say?
6. Ann says, “I’m working tomorrow evening.” Later that day she says, “Let’s go out tomorrow evening.” What do you say?

Task 29. Study the rules of forming indirect questions:

General Questions:

direct: She asked me, “Do you have a driving license?”

indirect: She wanted to know **whether/if** I had a driving license.

Special Questions:

direct: The policeman said to us, “Where are you going?”

indirect: The policeman asked us where we were going.

Questions in indirect speech lose their normal question word order:

direct: Tom said, “What time do the banks close?”

indirect: Tom wanted to know what time the banks closed.

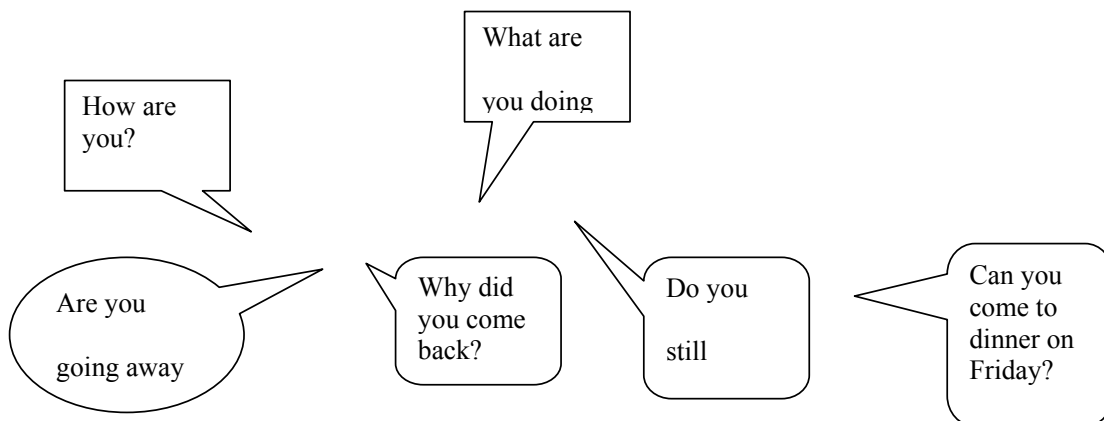
Task 30. You have been away for a while and have just come back to your home town. You meet Gerry, a friend of yours. He asks you lots of questions:

How long have you been back?

83

Where are you living?

Are you glad to be back?



Now you tell another friend what Gerry asked you. Use indirect speech.

Example: He asked me how I was.

Task 31. Make the questions indirect.

1. Where do you live? (He wanted to know)
2. How are you today? (She asked me)
3. When did you buy this beautiful bracelet? (I asked my friend)
4. Were you surprised when they all fainted? (You were interested to know)
5. Will you knock on the door when you come? (I asked you)
6. Why didn't you come immediately? (His wife wondered)
7. Is there any information for me? (I asked the nurse)
8. Have you seen tears in her eyes? (She wanted to know)
9. How do you like his habits? (He asked us)
10. Are you still sleeping? (My mother asked me in the morning)
11. Where are my toys? (The child asked his father)
12. Can your relatives change their attitude towards me?
Or is it really impossible? (She asked her groom)
13. Where does this couple live? (The policeman asked us)
14. Why don't you go somewhere else? (I asked him)
15. What colour is your skin? (She asked you)
16. Are your clothes expensive? (He wanted to know)

Task 32. Imagine that your friend is an Englishman. He doesn't understand Russian. Your teacher wants to ask him some questions. Translate the questions into English, using indirect speech. Your friend must answer the questions:

Example: Your teacher: Откуда вы приехали?

You to your friend: Our teacher wants to know/wonders where you are from.

Task 33. Now write 5 questions in Russian to your teacher. Choose an interpreter. The interpreter must translate your questions in indirect speech. For the interpreter: use the following expressions:

She/he wants to know...; He/she wonders...; She/he is interested...; He/she is eager to know...; She/he enquires...; He/she asks...

Task 34. Put all direct speech sentences from the text into indirect speech.

Task 35. At the end of the lesson recall all the questions your teacher has asked you during the lesson. Say them in indirect speech. Use the following words:

The teacher wanted to know.....

The teacher asked.....

The teacher wondered.....

Task 36. Read the puzzle and answer the questions to find the solution.

the four babies

Anna, Bernard, Carmen and Diana, three girls and a boy, were all recently born in the same hospital. One day all four of their mothers asked a nurse to give them each a bath, because visiting hours were soon to start. Unfortunately, the nurse was new. She took off their identification bracelets one by one as she bathed them, but forgot to put any of them on again.

She knew exactly two things about each baby, but she was in such a panic that they got all mixed up in her mind.

Only one of the babies has a lot of hair, but it isn't Anna or Carmen.

One of the babies cries all the time, but Anna is a happy baby.

One baby always quietly sucks his thumb in his cot, but has no hair at all.

The baby who cries a lot has a tiny birthmark by her right ear, but she isn't the smallest baby.

The fattest baby has no hair, hardly ever cries at all, and doesn't yet realize that her fingers fit in her mouth.

The baby with the fuzzy red hair barely cries, but certainly kicks a lot.

Can the nurse work out which baby is which before another nurse comes along and tells her off?

1. How many of the babies are boys?
2. If the nurse hadn't been in such a panic, should she have known which baby was Bernard straightaway?
3. Has Bernard's hair started to grow yet?
4. Which baby already has a lot of hair and what colour is it?
5. What's the second thing the nurse knows about the baby with a lot of hair?
6. If Anna is the happy baby, can she be the baby who cries a lot?
7. Who must be the cry-baby then?
8. What else does the nurse remember about her?
9. Who's the fattest baby of them all?
10. Now describe each of the babies.

Task 37. Think about these questions. Discuss your answers with your classmates:

1. Selma and Paulo's baby didn't look like them. Do you look like your parents? Do you look like your mother or more like your father? Do you look like your sisters and brothers?
2. Selma and Paulo named their baby Aline. The Sourzas named their baby Ariane. In the United States some popular names for baby girls are Jennifer, Jessica, Sarah, Melissa, and Nicole. Popular names for baby boys are Michael, Jason, Matthew, Christopher, and David. What are some popular names for babies in your country? Is your name popular?

Task 38. Answer the following questions in groups.

1. How many names have you got, and what are they?
2. Who chose your names, and why?
3. Do your family or friends call you by nickname? If so, who chose it, and why?
4. Did you have other nicknames when you were a child?

Task 39. Work in groups. Talk about preferences like these:

I'd rather + verb I'd prefer to + verb

Would you rather / prefer to: - have one first name, or two?

- have one surname or two (for instance, your father's and your mother's)?

- keep your surname or take your partner's surname if you marry?

- have a very long name or a very short one?

- be called by your first name, your surname, or your title in class?

- have your own name or a different one?

Give reasons for your preferences.

Task 40. Read the text. Translate the underlined words.

She makes \$ 50 an hour choosing names for babies.

JOANN SAUNDERS has the world's most unusual job - she earns \$50 an hour helping parents choose the perfect name for their infant!

“A name creates an image. When you choose a name for your child, you want one that is distinctive, one that makes the child feel good about itself,” advises Saunders. “But you don't want one that makes him or her feel strange.”

Do you think this woman does a useful job?

Put several questions to the text and discuss the article.

***Task 41.* You've got 10 mothers and their daughters (or sons). Please find the pairs of a mother and a child and say why you think so. Use the following phrases:**

They have the same... They both have... They are both...

Unit 9

Money to Burn

Grammar: *Past Simple Tense; little/a little; few/a few; Money/hair/news + is* **Topic:** *Spending the money the way you like it*

Reading. Read and understand the following text.

LILLIAN Beard whistled and smiled while she worked. "Why are you so happy?" her co-workers asked her. "Last week I got my income tax refund," Lillian answered. "This morning I went to the bank and cashed the cheque. I have \$462 in my pocket. I'm thinking about the money. How will I spend it?"

After work, Lillian came home and decided to wash some clothes. She looked at the jeans she was wearing. They were dirty, so she put them in the washing machine, too. Ten minutes later she thought, "The money! It's still in the pocket of my jeans!" Lillian ran to the washing machine and took out the jeans. The money was still in the pocket, but it was wet. Lillian put the money on the kitchen table.

A few hours later the money was still wet. "Hmmm," Lillian thought. "How can I dry this money?" Then Lillian had an idea. She could dry the money in her microwave oven! Lillian put the money in the microwave, set the timer for five minutes, and left the kitchen.

When Lillian came back a few minutes later, she saw a fire in the microwave. She opened the oven door, blew out the fire, and looked at her money. The money was burned.

The next day Lillian took the burned money to the bank. A teller at the bank told her, "If I can see the numbers on the burned bills, I can give you new money." Unfortunately, the teller found numbers on only a few bills. The teller took those bills and gave Lillian \$17.

A newspaper reporter heard about the burned money. He wrote a story about Lillian for the newspaper. Several people read the story and called the newspaper. "Tell Ms. Beard to send the burned money to the U.S. Department of Treasury," the people said. "Maybe she can get her money back."

Every year about 30,000 people send damaged money to the Treasury Department. Experts there look carefully at the damaged money. Sometimes they can give people new money for the damaged money. Once a farmer's cow ate his money - thousands of dollars. The farmer killed the cow and sent the cow's stomach, with the money inside, to the Treasury Department. The experts gave the farmer new money.

Lillian sent her money to the Treasury Department. The experts looked at Lillian's burned money and sent her a cheque for \$231. What did Lillian buy with the money? She didn't

buy anything. She gave the \$231 to friends who needed money. Lillian said, "When I burned the \$462, I thought, 'Well, my money is gone.' The check for \$231 was a big surprise. I decided to give the money to my friends. Money is important, but people are more important to me."

Task 1. Explain the meaning of the following words and word combinations in English. Use the English-English dictionary.

- to have money to burn
- to whistle
- income tax refund
- stomach
- microwave oven
- to cash the cheque
- damaged money
- a big surprise

Task 2. Revise the irregular verbs.

get-got-got	leave-left-left
go-went-gone	have-had-had
think-thought-thought	set-set-set
spend-spent-spent	come-came-come
wear-wore-worn	see-saw-seen
put-put-put	blow-blew-blown
run-ran-run	burn-burned-burned/burnt
take-took-taken	tell-told-told
be-was/were-been	give-gave-given

Task 3. Say whether these sentences are true or false.

1. Lillian got the money from her husband.
2. After work, Lillian decided to wash the dishes.
3. The jeans were put into the washing machine.
4. Lillian placed the money on the kitchen table.
5. A few hours later the money was absolutely dry.
6. She decided to finish drying in a microwave oven.
7. Lillian set the timer for 5 minutes.
8. The teller at the bank took some burned bills, and gave Lillian some money for them.
9. Once a farmer's donkey ate several thousands of dollars.
10. Lillian gave the \$231 to the people for whom this money was necessary.

Task 4. Choose the best answer and circle the appropriate letter.

This story is about

- a. Lillian Beard.
- b. damaged money.
- c. burning money in a microwave.
- d. exchanging damaged money for new money.
- e. generosity and kindness that some people have.

Task 5. Read the sentences. Say what the meanings of the words given in italics are. Choose the correct variant from below.

1. She opened the oven door, and *blew out* the fire.
 - a. stopped.
 - b. threw the burning money out of the window.

2. Lillian Beard *whistled and smiled* while she worked.
 - a. Lillian Beard was content when she was at work.
 - b. Lillian Beard could not work, because she was laughing.

3. This morning I went to the bank and *cashed* the cheque.
 - a. She left the cheque at the bank depository.
 - b. She exchanged a cheque for the money.

4. A *teller* at the bank told her that he could give her a few dollars.
 - a. cashier
 - b. an assistant.

Task 6. Make up 5 or 6 questions on the text and ask your classmates to answer them.

Task 7. The following sentences from the text aren't in a chronological order. Arrange them in a proper way.

- _____ a. She didn't buy anything.
- _____ b. The money was still in the pocket, but it was wet.
- _____ c. How will I spend it?
- _____ d. The next day Lillian took the burned money to the bank.
- _____ e. Then Lillian had an idea.
- _____ f. Lillian put the money on the kitchen table.
- _____ g. Lillian sent her money to the Treasury Department.
- _____ h. A newspaper reporter heard about the burned money.
- _____ i. The teller took those bills and gave Lillian \$17.
- _____ j. People are more important to me.

Task 8. Find the synonyms of the following words in the text.
pleased =

to make up one's mind =
to have something on =
covered in liquid =
destroyed by fire =
paper money =
significant =

Task 9. Make up your sentences using the following words and phrases. **Task 10. Finish the following sentences.**

- to get one's income tax refund;
 - to cash the cheque;
 - to spend the money;
 - to wear jeans;
 - to set the timer for 5 minutes;
 - to take the money to the bank;
 - to send a cheque;
 - to need money;
 - to put the jeans in the washing machine.
1. People often whistle when
 2. In a microwave oven people usually cook.....
 3. At the bank one can.....
 4. We can change the damaged money at.....

Task 11. Match the words to the definitions:

- income** a small bag sewn onto or into a coat, trousers, etc. so that you can put things into it.
- tax** to go away from a place or a person.
- pocket** the money that you earn from your work.
- to leave** a government department that controls the money that the country collects and spends.
- bank** a business that keeps and lends money and provides other financial services.
- treasury** one of a set of printed pieces of paper that you can sign and use instead of money to pay for things.
- to damage** amount of money you must pay to the government.
- cheque** to cause physical harm to something or to part of someone's body.

Task 12. Insert the proper verb form.

1. Last week I (to get) my income tax refund.
2. I'm (to think) about the money now.

3. How will I (to spend) it?
4. Lillian's jeans were dirty, so she (to put) them in the washing machine.
5. The money was still in the pocket, but it (to be) wet.
6. Lillian put the money in the microwave oven, (to set) the timer for 5 minutes and (to leave) the kitchen.
7. She opened the oven door, (to blow out) the fire, and looked at her money.
8. A teller at the bank (to tell) her.
9. They (to find) numbers on only a few bills.
10. A newspaper reporter (to hear) about the burned money.

Task 13. Find the odd one out.

- money; income; tax; cheque; jeans
- kitchen table; microwave oven; pocket; cooker; kitchen; sink
- bank; cashier; manager; fire; cash
- cow; horse; table; sheep; bull
- stomach; hand; leg; finger; cow

Task 14. Look at the pronouns given below, and say what they mean. Chose the necessary word from the right-hand column.

1. **They** were dirty, so she put them in the washing machine, too. a. experts.
2. **It** was wet. b. Lillian.
3. Sometimes **they** can give people new money for the damaged money. c. the jeans.
4. **She** didn't buy anything. d. the money.

Task 15. Say what you would do if you had a lot of money.

E.g.: *If I were Lillian, I would spend all the money on myself.*

Task 16. Translate the following sentences into English. Pay attention to the use of the Past Simple Tense.

1. Вчера в университете я встретил старого друга, которого не видел 2 года.
2. Вы сделали покупки в нашем магазине? – Да, мне здесь очень понравилось.
3. Я получил письмо от своей сестры из Санкт-Петербурга (Saint-Petersburg) неделю назад.
4. Анна не видела этого фильма по телевизору. Она готовилась к экзамену.
5. Мы съели все, что мама приготовила на ужин.
6. В Лондоне Андрей потратил все свои деньги на диски.
7. Ты рассказал коллегам о том, как провел выходные?

8. Они хорошо отдохнули на побережье.
9. Джек оставил свой новый адрес Питеру.
10. Компания вложила много денег в этот проект.
11. Он немного говорил по-английски, и мы могли понять друг друга.
12. У нас было совсем мало времени, мы не могли ждать.
13. У нее было мало друзей в Москве.
14. Я видел его несколько дней назад.
15. Последние новости были очень приятными.
16. Ее волосы - рыжего цвета.
17. Деньги были на столе.

Task 17. Insert the prepositions where necessary.

1. This morning I went ____ the bank and cashed ____ the cheque.
2. I'm thinking ____ the money.
3. She looked ____ the jeans she was wearing.
4. Lillian ran ____ the washing machine and took out the jeans.
5. Lillian set the timer ____ 5 minutes and left the kitchen.
6. When Lillian came back ____ a few minutes later, she saw a fire in the microwave.
7. A teller ____ the bank told her....
8. A newspaper reporter heard ____ the burned money.
9. He wrote ____ a story about Lillian ____ the newspaper.
10. Several people read ____ the story and called the newspaper.
11. Experts there look carefully ____ the damaged money.
12. Sometimes they can give people new money ____ the damaged money.
13. The farmer killed the cow and sent the cow's stomach, ____ the money inside to the Treasury Department.
14. The experts gave ____ the farmer ____ new money.
15. What did Lillian buy ____ the money?
16. People are more important ____ me.

Task 18. Translate the following sentences into English. Pay attention to the use of Past Simple Tense.

1. Джек улыбнулся незнакомой девушке, когда вошел в кабинет.
2. На прошлой неделе я получил деньги от родителей, на которые я купил себе книги.
3. Свой отпуск семья Джонсонов (the Johnsons) решила провести на побережье Греции.
4. Свой завтрак я обычно разогреваю в микроволновой печи.
5. Ты слышал, как отец вошел в комнату? - Нет, не слышал.
6. Если я увижу Джейн, я скажу ей о твоей просьбе.
7. Вчера я не ходил в кино, потому что чувствовал себя плохо.

8. Когда мы были в Стокгольме (Stockholm), мы увидели многие достопримечательности города.
9. Помощь была оказана тем, кто нуждался в ней.
10. Я нечаянно сжег свою новую рубашку, когда гладил ее.

Task 19. Say

1. what you would buy if you had \$USD 1000.
2. how much money you need to buy all or nearly all the things you want.
3. how much money a person needs to be happy.

E.g.: *If I had \$USD 1000, I would buy a new PC for myself.*

Task 20. Make up stories using one of the following topics.

- Losing money in an unusual way.
- Finding money in an unusual way.
- Damaging money in an unusual way.
- Situations when money is needed desperately.

Task 21. Work in pairs. Make up your own dialogues using one of the topics given below.

- A visit to the bank.
- Exchanging damaged money.
- Ideas on cooking some meal in a microwave oven.
- Lending money to friends.

Task 22. Jane says a few things to you. Respond to her statements.



- I think money is more important than love.
- Newlyweds usually need a lot of money.
- If you love a person you should give him only expensive presents.
- I would prefer to marry into money, not love.

Task 23. Give a close retelling of the text as if you were Lillian. Change the story the way you like it.

Task 24. The verbs in the sentences given below are missing. What verbs can you insert?

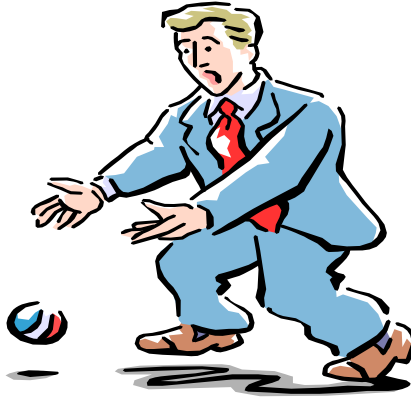
1. Our supply of butter has run out, so I've ____ to go to the nearest supermarket.
2. John's going to ____ the cheque at the bank.
3. Alice has ____ her camera by accident.
4. When I ____ pizza in a microwave oven, I usually ____ the timer for 5 min.
5. When Jack saw ____ that his TV set was ____, he ____ the fire immediately.
6. After the visit to the casino all his money ____.
7. Frank ____ when he saw Alice.
8. Yesterday he ____ from his French pen-pal.
9. She ____ blue jeans at the party yesterday.
10. She is going to ____ her article to a local newspaper.

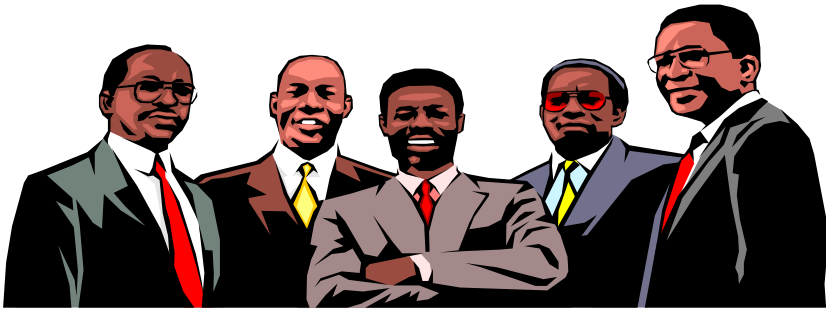
Task 25. Describe Lillian's state at various stages of the story. Use the following adjectives of states.

glad content excited sad calm reserved

Task 26. Look at these pictures. Now use the above-mentioned adjectives to describe the emotional states of these people.







Unit 10

Why Can't They Quit?

Grammar: *Modal verbs can/can't; need/needn't* **Topic:** *Bad habits and health*

Reading. Read aloud the following text.

The man in the picture is Ali. Ali is from Saudi Arabia, but he is living in the United States. Ali will stay in the United States for one year. During the year, Ali wants to do two things. First, he wants to learn English. Second, he wants to quit smoking.

Ali has smoked for nine years. He smokes a pack of cigarettes every day. Ali says, "I tried to quit smoking in Saudi Arabia, but it was impossible. My brothers smoke. My friends smoke. At parties and at meetings, almost all the men smoke. Here in the United States not as many people smoke. I think that in the United States I can stop smoking. It will be easier to quit here."

Many smokers are like Ali. They want to quit smoking. They know that smoking is bad for their health. They know that it can cause cancer and heart disease. But it is difficult for them to stop smoking. It is difficult because cigarettes have a drug in them. The drug is nicotine. People who smoke a lot need nicotine.

The first few times a person smokes, the smoker usually feels terrible. The nicotine makes the person sick. In a few days, the smoker's body gets used to the nicotine, and the smoker feels fine. Later, the smoker needs nicotine to feel fine. Without it, the smoker feels terrible. The smoker is addicted to nicotine.

What happens when people quit smoking? What happens when smokers don't have nicotine? People who quit smoking are often depressed and nervous for weeks. Some people want to eat sweets, so they gain weight.

Doctors sometimes give special chewing gum to people who want to quit smoking. The chewing gum has a little nicotine in it. When smokers need nicotine, they don't smoke cigarettes. They chew the gum instead. Each day the smokers try to chew the gum less often. With the gum, people can quit smoking and then gradually give up nicotine.

It is very difficult to stop smoking. Many people who quit smoking will smoke again. At a party or maybe at work they will decide to smoke "just one" cigarette. Then they will smoke another cigarette, and another. Soon they are smokers again. Maybe there is only one easy way to quit smoking: never start.

Task 1. Translate and memorise the following words and word combinations:

- to quit
- impossible
- smoker
- health
- cancer
- disease
- chewing gum
- nicotine
- to be addicted to something
- to be nervous
- to give up nicotine
- drug
- to feel terrible
- to make smb. sick
- to get used to something
- instead
- to chew
- to feel fine
- to be depressed
- to gain weight

Task 2. Choose the irregular verbs from the box and give their forms.

to live	to know	to happen
to stay	to want	to gain
to smoke	to learn	to give
to think	to feel	to chew
to stop	to get	to try
to quit	to need	to decide
to start		to make

Task 3. Are these sentences true or false?

1. Ali is from Saudi Arabia, but he's living in the UK now.
2. Ali wants to learn English and quit smoking during his stay.
3. Ali has smoked since he's been 9 years old.
4. It was impossible to quit smoking in Saudi Arabia.
5. It's easier to quit smoking in the United States.
6. Smoking never causes cancer and heart disease.
7. Cigarettes have a drug in them.
8. The smoker's body gets used to nicotine in a few days.
9. A smoker is addicted to alcohol.
10. After giving up smoking people are often depressed and nervous for weeks.
11. It's quite easy to stop smoking.
12. Many people who quit smoking will never smoke again.

Task 4. Make up some questions on the text and let your classmates answer them.

Task 5. Find synonyms for the following words in the text.

photo =	awful =
to stop =	to put on weight =
illness =	step by step =
much =	begin =

Task 6. Can you find antonyms for these words?

begin ≠	calm ≠
possible ≠	cheerful ≠
difficult ≠	lose weight ≠
fine ≠	stop ≠
to be free from ≠	

Task 7. Answer the questions:

The nicotine makes the person sick.

What makes you sick?

What makes you nervous?

What makes you depressed?

What makes you feel fine?

What makes you feel terrible?

What makes you happy?

What makes you sad?

Task 8. Unjumble the letters and write the words:

1. n r v u s e o	-----
2. r r e l b t e i	-----
3. t i q u	-----
4. e g c i t t r a e	-----
5. d c i t a d d e	-----
6. w h e c	-----

Task 9. In this exercise you have to explain what some words mean.

1. (an architect) . . . *An architect is someone who designs buildings.*
2. (a smoker).to smoke cigarettes
3. (a driver).to drive a car/truck.
4. (a doctor).to attend and treat sick people
5. (a baby-sitter). . . to take care of babies.
6. (a nurse). . . .to take care of sick, old or hurt people.
7. (a toaster). . . *A toaster is something that toasts bread.*
8. (a computer). to store and recall information; to perform various processes
9. (a dictionary). to have words and their meanings in alphabetical order
10. (a fur coat). . to have fur on

Task 10. Look at these words. Mark them N (noun), V (verb), A (adjective).

smoker chew depressed quit

meeting smoking terrible feel

nervous gain give up easy

health depressed another fine

smoker drug easy

nerve addiction sweet difficult

Task 11. Correct these sentences.

1. He smoke a pack of cigarettes every day.
2. It is difficult to them to stop smoking.
3. People which smoke a lot need nicotine.
4. Some people want eat sweets.
5. The chewing gum have a little nicotine in it.
6. Ali wants to quit smoke.

Task 12. Complete the table with these words:

health, depressed, another, fine, meeting, smoker, drug, easy, nerve, addiction, sweet, difficult.

Noun	Adjective

Task 13. Study the use of prepositions and do some exercises.

At

at home
at work / at school
at university / at college

at the station / at the airport
at a concert / at a party / at a meeting

at Jane's house / at a football
match

Make your own examples with these expressions.

In

in bed

in hospital

in a street

in the sky

in the world

in a newspaper / in a book

in a photograph / in a picture

in a car / in a taxi

in the middle (of)

Make your own examples.

Task 14. Insert in / at.

1. Helen is studying law . . . university.
2. There was a big table . . . the middle of the room.
3. What is the longest river. . . the world?
4. Were there many people . . . the concert last night?
5. Will you be . . . home tomorrow afternoon?
6. Who is that man . . . the photograph? Do you know him?
7. Where are your children? Are they . . . school?
8. How many pages are there . . . this book?
9. "Is Tom here?" "No, he is . . . his brother's."
10. Don't believe everything you see . . . the newspaper.

Note!

In five minutes



five minutes from now

in a few days



few days from now

in six weeks



six weeks from now

Task 15. Transform the sentences using the model.

1. It's Tuesday now. Let's meet on Saturday. - **Let's meet in three days.**
2. It's 17. 25 now. The train leaves at 17. 30.
3. It's Monday now. I'll phone you on Tuesday.
4. Today is 14 June. My exam is on 28 June.
5. It's 3 o'clock now. Tom will be here at 3. 30.
6. It's 2004 now. I'll graduate from the university in 2009.

Study this speech pattern:

it is difficult for me (you , them, him. . .) to do smth. –
мне (тебе, им, ему. . .) трудно что-либо делать.

Например:

It is difficult for me to run quickly - Мне трудно быстро бежать.

После глагола употребляется наречие или герундий.

Task 16. Finish the following sentences.

1. It is difficult for me to.
2. It is easy for me to.
3. It is impossible for me to.
4. It is natural for me to.
5. It is unusual for me to.

Task 17. Learn these words:

to x-ray
to fill teeth
to treat
to cure
to test
'flu
mumps
chicken pox
pain
tonsils
appendicitis
ankle
operation
toothache / headache/stomach-ache
sore throat
to examine
to feel pulse
blood pressure
to prescribe
massage
to consult a doctor
pain (sharp pain)
pain reliever

pain-killer

Note!

To have / get something done - выражение используется, чтобы показать какому действию подвергается предмет.

Например: I need my hair cut. - Мне нужно подстричься.

Task 18. Match the expressions with the verbs on the right.

- | | |
|-----------------------|---------------|
| 1. to have your tooth | a) dislocated |
| 2. to get false teeth | b) tested |
| 3. to have an arm | c) pulled out |
| 4. to have your eyes | d) made |

Task 19. Match the expressions with the nouns on the right and make up dialogues using them.

- | | |
|--------------------------------|------------------|
| 1. to have your chest x-rayed | a) hairdresser's |
| 2. to get your clothes cleaned | b) dentist |
| 3. to have your hair cut | c) garage |
| 4. to have your teeth filled | d) dry cleaner's |
| 5. to get your car fixed | e) hospital |

Task 20. Interview your partner using the questionnaire.

YOUR MEDICAL HISTORY

1. Have you ever had:

- a) 'flu?
- b) mumps?
- c) chicken pox?
- d) food poisoning?

2. Have you ever broken or sprained:

- a) your leg?
- b) your ankle?
- c) your wrist?
- d) your arm?

3. Have you ever had:

- a) your eyes tested?

- b) your hearing tested?
- c) your blood tested?
- 4. Have you had:
 - a) your tooth taken out?
 - b) any teeth filled?
 - c) your teeth cleaned?
- 5. Have you had:
 - a) your tonsils taken out?
 - b) your appendix taken out?
- 6. Have you ever had:
 - a) your temperature taken?
 - b) your pulse taken?
 - c) your chest x-rayed?
- 7. Were any of these things painful?

Task 21. Fill in the table. What do these bad habits cause?

smoking too much →	
eating too much →	
watching television too much →	
eating too much chocolate and sweets →	
drinking too much alcohol →	
staying awake for too long →	
taking too many pills →	
lack of movement →	

Task 22. Look at these symptoms of illnesses. Make a diagnosis and recommend treatment.

difficult to swallow,
 high temperature, fever,
 pain in muscles,
 headache

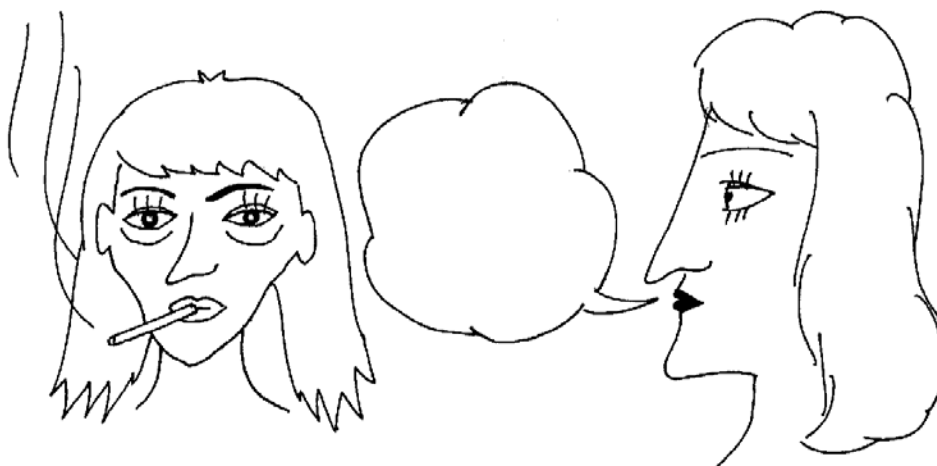
Task 23. Translate the following sentences.

1. Лена была полной девушкой. Она очень легко набирала вес. Кроме того, она любила пожевать что-нибудь перед телевизором. Ей было очень трудно отказаться от сладостей и печеностей. Это делало ее несчастной. На

одной вечеринке она услышала, что курение помогает сбросить вес и уже через несколько месяцев Лена стала курить. Постепенно она стала зависимой от сигарет. Она курила по пачке сигарет в день. Сигареты стали ее наркотиком. Похудела ли Лена? Не на много. Но она стала бледной и некрасивой. Некоторое время спустя она почувствовала боли в сердце. Ей пришлось обратиться к врачу. Врач осмотрел ее и сказал, что это нехорошие симптомы. Курение является причиной сердечных заболеваний, рака легких и многих других болезней. Он сказал: «Если хочешь быть здоровой, бросай курить».

2. Привет! Как дела? - Я чувствую себя ужасно. - Что случилось? - Я чувствую острую боль в спине и не могу повернуть голову. - Тебе нужно проконсультироваться у врача. Он пропишет болеутоляющее. Я знаю врача, который лечит такие заболевания. - Спасибо за совет. Все эти болезни делают меня нервной и вгоняют в депрессию.
3. Привет! Куда ты идешь? - Я иду в парикмахерскую, мне нужно подстричься. А ты? - Я иду к стоматологу. У меня ужасно болят зубы. Мне нужно запломбировать два зуба и удалить один. - Мне очень тебя жаль. Мне и самому нужно к врачу. Мне нужно сделать рентген грудной клетки и проверить кровь.

Task 24. What - do you think - the girl on the right is saying?



Task 25. Read the text and answer the questions given below.

Why be concerned about smoking at work?

Nowadays fewer people are smokers and attitudes towards smoking are changing. Smokers are a minority in many workplaces. People have become more aware of the serious health risks faced by smokers themselves. There is increasing concern over the possible health effects of breathing other people's tobacco smoke.

Work is one of a few situations where non-smokers may have to spend long periods in close contact with smokers.

When smokers and non-smokers share the same room, non-smokers cannot avoid inhaling some environmental tobacco smoke as they breathe. This is called «passive smoking». The smoke is mainly «sidestream» smoke from burning cigarettes, cigars or pipe tobacco, but there is also some smoke exhaled by smokers.

In some situations, a complete ban is possible for safety reasons. But elsewhere the imposition by management without proper consultation of any measures to control passive smoking could lead to resentment among smokers and problems in enforcing the no-smoking rule.

It is now beyond doubt that smoking is a major cause of disease and premature death for smokers themselves. Tobacco smoke contains various substances that can cause cancer or other health problems. Raised levels of airborne harmful substances are found when smokers' homes are compared with those of non-smokers. Still higher levels may occur in poorly ventilated indoor places of work where several people are smokers.

Questions:

1. What is passive smoking?
2. Are smokers a minority now?
3. Where may non-smokers spend long periods in close contact with smokers?
4. What can tobacco smoke cause?
5. Do you think smoking should be banned from public places, such as cinemas, restaurants, public transport etc.?

Task 26. Say what bad habits these two people have.

a.

b.



Task 27. Translate the sentences into English using can't/needn't.

1. Я не могу бросить курить.
2. Мне не нужно идти к врачу, я чувствую себя хорошо.
3. Джейн не могла говорить, потому что у нее болело горло.
4. Мне нужно проверить пульс.
5. Я не могу сам проверить давление. Мне нужна помощь врача.
6. Али может выкурить пачку сигарет в день.
7. Тем, кто много курит, нужен никотин.
8. Вы можете выписать мне таблетки от головной боли?
9. Не ешьте много сладкого, вы можете набрать вес.
10. С помощью специальной жевательной резинки курильщики могут бросить курить.