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**КОММУНИКАТИВНЫЙ  
АНГЛИЙСКИЙ ЯЗЫК**



**УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ  
ДЛЯ СТУДЕНТОВ 1-2 КУРСОВ**

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Учебно-методическое пособие по английскому языку  
для студентов высших учебных заведений по  
специальности «Иностранный язык и литература».

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студентов 1-2 курсов высших учебных заведений.

Пособие включает содержательный аутентичный учебный  
материал и оригинальные упражнения для развития всех видов  
речевой деятельности студентов.

Пособие может быть также полезно широкому кругу лиц,  
изучающих английский язык.

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## Preface

The material in this book grew out of the English language course taught to first- and second-year students at the faculty of world languages, Osh State University.

This manual is one of the guides that intend to develop the students' language competency by using Interactive Communicative approach to teaching English at higher educational institutions.

This manual emphasizes the development of the four language skills: listening, reading, writing and speaking.

Each Unit in the book comprises grammar material that is necessary to consolidate new language introduced in the unit.

The book uses authentic materials considering the local cultural context of the country from which the students hail.

The teachers and students will certainly come across some inconsistencies in the length of treatment of language skills that is the consequences of presentations of materials developed for English language classes during one year's time.

The manual consists of seven units. Each unit contains pre- (while-, post-) reading activities, listening and discussion materials related to topics.

## Thanks

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## Unit I

### The family

#### Grammar

The verbs **be** and **have got** in the Present Simple.

When we form questions we put the auxiliary verb before the subject.

#### Be

Positive	Question	Negative
I am...	Am I...?	I'm not.../ (am not)
You (we, they are)...	Are you (we, they)...?	You (we, they) aren't .../ (are not)
He (she, it) is...	Is he (she, it)...?	He (she, it) isn't.../ (is not)

#### Have got

Positive	Question	Negative
I (you, we, they) have got...	Have I (we, you, they) got...?	I (you, we, they) haven't got.../ (have not got)
He (she, it) has got...	Has he (she, it) got...?	He (she, it) hasn't got.../ (has not got)

Other verbs in Present Simple

When we form questions with other verbs we put the auxiliary *do* or *does* before the subject. The notional verb follows the predicate. When we form negative we put *do not* or *does not* after the noun/pronoun.

Positive	Question	Negative
I like music.	Do I like music?	I don't (do not) like music.
You (we, they) eat meat.	Do you (we, they) eat meat?	You (we, they) don't eat meat. /do not
He (she, it) walks slowly.	Does he (she, it) walk slowly?	He (she, it) doesn't walk slowly. /does not

1. Look at the grammar boxes above. Make **Yes/No** questions for the following sentences:

Example: He lives in Bishkek.

Does he live in Bishkek?

1. She has got a blue car.
2. They drink a lot of coffee.
3. They're over there.
4. This seat is free.
6. I'm ready.
7. He can swim.
8. You know her.

5. They have got the tickets.

2. **Make two lists of the questions: questions with the auxiliary verbs do/does and other kinds of questions.**

3. **Now give short answers to the questions. The answers should be Yes for 1-5 and No for 6-8.**

4. **Complete the following sentences. Use am, is, are:**

Example: Michael is from America.

1. Murat ... in hospital.
2. Sally and Howard ... in Africa.
3. The spaceship ... in Africa now.
4. Your name ... Bakyt.
5. I ... a doctor.
6. We ... OK.
7. You ... from Kyrgyzstan.

5. **Make the following sentences negative:**

Example: She is at the disco.

She is not at the disco.

1. I am from America.
2. My name is Lynda.
3. We are in Osh.
4. You are from France.
5. Your name is Rahat.
6. It is a spaceship.

6. **Change the following sentences into Yes/No questions:**

Example: She is on the plane.  
Is she on the plane?

1. It is a plane.
2. Lucy is in hospital.
3. His first name is Bolot.
4. Your surname is Akmatov.
5. You are from Osh.

7. **Answer the following questions. Use short answers:**

Example: Is Michael Jackson from America? Yes, he is.  
Is Steffi Graf from Japan? No, she isn't.

1. Is Maradona from China?
2. Is Nick from England?
3. Are you from America?
4. Is the penguin from the South Pole?
5. Is Batman from Africa?
6. Is Ch. Aitmatov from Kyrgyzstan?

## Topical Vocabulary

*Relationship by Birth:* parents, father, mother, sister, brother, son, daughter, grandfather, grandmother, grandson, granddaughter, grandchildren, grandparents, great-grandmother, great-grandfather, great-grandchildren, uncle, aunt, cousin, nephew, niece.

*Relations by Marriage:* husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepmother, stepfather, stepchildren, stepbrother (sister, son, daughter).

## Speaking

Talking about names

- a. *With a partner. Ask your partner the questions in the boxes on the left in the chart. Write your partner's answers in the boxes in the right.*

What's your first name?	
Does your name have a meaning in your language? What?	
Is your name common in your country?	
Why did your parents choose this name for you?	
Are you named after someone? Who? Do you know him/her?	
Are you happy with your name?	
Did you like your name when you were a child?	
Do you have a nickname? What is it?	
What is your favourite name?	

- b. *In a group (get together with another pair) introduce your partner to the group. Tell the group some interesting information about your partner's name.*

## Reading

Talking about families

### Pre-reading

- Have you ever been to a wedding?
- When was the last one?

- c) Was it a good wedding?
- d) Was it a relative's or a friend's wedding?
- e) How many people were there?
- f) Did you buy any present?



This is me standing near my husband and my sister whose name is Chinara. Actually according to our tradition our parents do not come to the registration ceremony. Let me describe the relatives in the photo. Usually a best man and bridesmaid stand near the bride and groom. My sister Ainura is standing next to the best man. My uncle, father's brother could not come so my aunt Gulnara came to represent their family. She came with her daughter, my cousin Nazgul (she is standing just over me in the photo). Traditionally two aunts should be present at the wedding, one – from father's side and another – from mother's side. So the last person in the first row (from the right) is my second aunt, Tamara, my mom's sister. The three girls standing in the first row are my cousins – Samara, Baktygul and Ulara.

In the second row are my close group mates: Gulya, Aida and Aigul. The first person from the left in the third row is my brother-in-law Aibek, my eldest sister's husband. Next to him there is my husband's uncle Ernek. My mom's brother, uncle Manap is standing next. His wife did not come, which I am glad about because I can't stand her. A stout man in the middle of the row is my husband's brother. His name is Argen. He is a prosperous businessman. Just look well he looks. The next two men in the row are my husband's close friends. Anyway, that's not all my relations, just some of them.

1. *Work with a partner.*

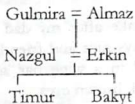
2.

a) *Ask questions about his/her family.*

Example: Have you got any brothers or sisters? How old are they? Where do they live?



b) Draw a family tree of your partner's family. Look at the example below.



- c) Check with your partner that her/his family tree is correct.  
d) Work in groups. Talk about your partner's family.  
e) Bring in photos of your family, wedding photos and describe them.



### Speaking and Reading

#### Topic: My family and me

#### Pre-reading

- a) Do you take after anyone in your family? Who? In what way?  
Example: I look like my father but I have my mother's personality.
- b) Is there anyone you get on well with?  
Example: I am very close to my younger sister.
- c) Is there anyone you don't get on with?  
Example: I don't like my cousin.
1. Before you read the newspaper article guess the answer to these questions.
- a) Are Kate and Nick interested in clothes?  
b) How did Kate first become a model?  
c) Is modelling very different for men and women?

## My family and me

by Nick Moss

My sister takes after my mum, but people say I take after my dad. He's a travel consultant and he's got his own business. He's always nice and friendly. My mother shows her feelings more. She works as a barmaid in a wine bar and she's quite attractive. She's got dark hair and a nice face with dark brown eyes.

Kate is funny and a bit different. She changes the way she dresses every week. I am not very interested in fashion - I like my jeans and old clothes. Kate lives and works in a lot of different countries. I stayed with her in New York when we were doing a job together. We went shopping and everyone knew her because there were posters of her everywhere.

Somebody from a model agency saw Kate at JFK airport in New York when she was 14 or 15. We were coming back from a holiday in Florida with dad and a woman said, "Do you want to come down to the model agency?" Kate had never thought about modelling before that - she was just a normal girl then.

When we were young we had fights about silly little things. It was fantastic! She sometimes hit me so I ripped up her posters and threw her clothes on the floor.

My parents are divorced but they get on quite well. I live with my dad but my mum lives very near and I see her about three times a week. I get on brilliantly with my dad - we can talk about everything. He's very easygoing and not strict, but he keeps me under control.

Kate loves modelling. If you are a woman you can earn a lot of money, but the job is not so good for men. I enjoy modelling, but I would prefer to play football professionally or manage a hotel. I suppose I'm quite ambitious - I want to succeed.

### Post-reading

1. Were your guesses correct?
2. Are these sentences True (T) or False (F)?
  - a) Kate and Nick have different personalities.
  - b) Their parents work in the fashion business.
  - c) Kate always wanted to be a model.
  - d) Kate and Nick had lots of fights when they were young.
  - e) Nick doesn't see his mother very often.
  - f) Nick and his father have a good relationship.
  - g) Nick does not want to be a model all his life.

3. Some of the words in the article have a short sound [ɪ].
- Practise saying these words: strict, rip, bit, silly.
  - Practise saying these words: build, decided, busy, begin, women, English.
  - Listen and check your pronunciation.

(Source: Cunningham G., *Matters, Student's book*, Longman Group Limited, p. 19)

### **Listening and Speaking**

Brothers and sisters

#### **Pre-listening**

*Do a class survey:*

- Find out who has any brothers or sisters? How many?
- Do they like having lots of brothers and sisters?
- Does anyone have a twin?
- How many only children are there in the class?
- Do they like being an only child?

*Listen to two people talking about their families. First listen to Jillie:*

#### **A large family**

J=Jillie, I=Interviewer

J: I'm the youngest of nine children. My eldest sister is still alive, age ninety-three and there are sixteen years between us. We were four girls, four boys, and then me.

I: And how well did you all get on together when you were children?

J: Really, amazingly well. Being the youngest, my two young brothers and I rather looked on the rest of the family as "the others", because by that time they were either away at school or working. But we were always fond of one another and now, of course, the roles have rather reversed because they were inclined to keep an eye on us and now - we younger ones, the two youngest, are very busy looking after the remainder, "the ancient ones".

I: Tell me how your relationship with your sister, Joy, has changed over the years.

J: Joy was the sister who used to ... in her holidays ... used to take me off er ... for lovely walks and teach me a great deal about the countryside. And she eventually became a nun and disappeared in Australia for twenty-three years. And we wrote to one another and I still her little sister. When she came back, shortly after my husband died and the whole relationship changed enormously, and we've never looked back.

I: What do you see as the main advantage and disadvantage of coming from such a large family?

J: I think the main advantage was this marvellous example of our parents, of how to enjoy life on a shoestring, because we were very much the poor relations, and it always amused us that our wealthy young cousins envied us so much. We had the old bikes and all the freedom in the world, and they were stuffed into Eton suits and expected to behave themselves.

I: Disadvantage?

J: I think it was very tough at a certain stage to have hand-me-down clothes, especially for a vain little girl, and not to have much in the way of parties and perhaps not to be able to go abroad, as other children did. But the advantages outweighed the disadvantages enormously, there's no doubt about that.

I: Six out of the nine of you are still alive. How closely have you kept in touch over the years?

J: Very closely. For many years now we've had an annual family party of three generations. And the touching thing is that the two younger generations just love to come, and there isn't anything up to sort of thirty-five of us meet up, once a year, in one or other of the houses, and have this marvellous lunch and tea-party, and lots of photographs are taken. And we've now got baby twins that were handed round this time. Do you know, and all this sort of thing ... marvellous!

(Source: "Headway, Intermediate, Student's book", OUP)

### **Post-listening**

*Answer the following questions:*

1. How many brothers and sisters does she have?
2. Was she happy as a child? Why? Why not?
3. Is she happy now? Why? Why not?
4. How has the family changed over the years?
5. What do you learn about other members of her family and friends?

*Now listen to Philippa and answer the same questions:*

### **An only child**

P=Philippa, I=Interviewer

P: I'm an only child and basically I think the disadvantages far outweigh the advantages of being an only child. I was erm ...relatively happy as a young child but as you get older, I think being an only child gets more difficult to deal with.

I: When you were little it wasn't too bad being an only child?

P: No, but I was very lucky; I had lots of cousins. I had fourteen first cousins and most of them lived in the same town that I grew up in until I was ten, so we all played together and what have you. And I had a friend who lived next door to me, who was my best friend, who was the same age as me and so she was a bit like a sister then I

suppose, and it wasn't until we moved away from there that I think it became more difficult being an only child.

I: You said to me once that it was when you were a teenager that it was particularly hard. Why was that?

P: Yes. I think ... I think when you're a teenager, you're quite unsure of how to deal with things, especially your parents anyway, and when you're on your own, you have nobody to compare notes with or to sort of say, are my parents being unreasonable or not, you just have to work it out for yourself, and that I think is quite hard really.

I: Some people who come from large families might envy you because you had all of your parents' attention.

P: Yes. That of course has its negative as well as its positive, doesn't it? I think. You have all of their attention but you don't always want it, especially as a teenager. I think at that point in your late teens, you want to move away from your family a little bit, and sort of explore other relationships, and if you have all of your parents' attention you can't necessarily do that very well.

I: What about now that you're an adult? Does the fact of being an only child have any impact on your life at all?

P: Er ... yes. I think it's probably again quite difficult really. Erm ... my father died about ten years ago, so of course I'm the one who's left totally responsible for my mother. I'm the one that has to look after her if she has a problem, and help her if she needs help in any way. There's nobody else to help at all. So yes, I think it does have problems then, too.

I: You have two children of your own. Was that a conscious decision because you decided that you didn't want one of your own children to be an only child?

P: Yes, very definitely. Yes, yes. I didn't want that to happen and I feel sorry for other children who are only children. I must say, I think that's ... at this age of my children, it's probably fine but as they get older, I think it gets more difficult.

I: So all in all, being an only child is not something you'd recommend.

P: No, certainly not, no, no.

(Source: "Headway, Intermediate, Student's book", OUP, p. 91, 137)

### Post-listening

1. How many children do you have/ would you like to have?
2. What size is the perfect family? Why?
3. Would you like to have twins?

### Discuss in groups:

- a) Advantages and disadvantages of being the eldest, middle, youngest in the family.
- b) Advantages and disadvantages of being an only child in the family.

c) Write 5-10 adjectives characterizing the eldest, middle, youngest, only child in the family.

### Writing

Fill in suitable words:

1. His aunt's son is his ...
2. Your father's father is your ...
3. My sister's son is my ...
4. My sister's daughter is my ...
5. My mother's brother is my ...
6. Your mother's sister is your ...
7. Your uncle's daughter is your ...
8. Your mother's mother is your ...
9. Your brother's wife is your ...
10. Your sister's husband is your ...

### Vocabulary and Speaking

Character adjectives

#### What sort of person are you?

(Personality quiz)

1. Are you usually smiling and happy?
2. Do you enjoy the company of other people?
3. Do you find it difficult to meet new people?
4. Is it important to you to succeed in your career?
5. Does your mood change often and suddenly for no reason?
6. Do you notice other people's feelings?
7. Do you think the future will be good?
8. Can your friends depend on you?
9. Is your room often in a mess?
10. Do you get annoyed if you have to wait for anyone or anything?
11. Do you put off until tomorrow what you could do today?
12. Do you work hard?
13. Do you keep your feelings and ideas to yourself?
14. Do you often give presents?
15. Do you talk a lot?
16. Are you usually calm and don't worry by things?

Work in pairs:

1. Do the personality quiz above to discover what type of person you are. Use a dictionary to check any new words. Write Y for Yes, N for No and S for Sometimes.
2. Ask your partner to do the quiz about you. Look at your ideas and your partner's ideas about you. Are they the same?

3. Match these adjectives with the questions in the quiz.

- |              |             |                |
|--------------|-------------|----------------|
| - untidy     | - impatient | - hard working |
| - optimistic | - ambitious | - easy going   |
| - sociable   | - lazy      | - reliable     |
| - talkative  | - generous  | - cheerful     |
| - reserved   | - moody     | - sensitive    |
| - shy        |             |                |

Which qualities are positive and which are negative? Which could be both?

4. What is the opposite of each of the sixteen adjectives in Exercise 3? Remember that the prefixes *in-* and *un-* can sometimes be used to make negatives.
5. Describe someone in the class to your partner but don't say who he/she is. Can your partner guess who he/she is?
6. What is your position in the family?  
Are you the oldest, middle or the youngest child?  
Are you an only child?  
Do you think a child's position in the family influences his character?  
Is it important to his/her personality?  
Tell the class about your sister and brother's character.  
What kind of man is he or she?

## Reading

### The changing family

At the beginning of the twenties century, many people thought that the American family was falling apart - in other words, they thought it was dying. A century later, we know that this was not the case. However, although the family is still alive in the United States, its size and shape are very different from 100 years ago.

In the late 1800s and early 1900s, there were mainly two types of family in the United States: the extended and the nuclear. The extended family usually includes grandparents, parents, and children living under the same roof. The nuclear family consists of only parents and children. As people began to move to other parts of the country to find better jobs, the nuclear family became the most common family structure, or unit.

Today there are many different kinds of families. Some people live in "traditional" families, that is, a stay-home mother, a working father, and their own biological children. Others live in two-pay check families (where both parents work outside the home), single-parent families (a mother or father living with the children), adoptive or foster families (where adults take care of children that are not biologically theirs), blended families (where men and women who were married before marry again and

combine the children from previous marriages into new families), childless families and so on.

What caused the structure of the family to change? In the early 1900s the birth rate began to decline and the divorce rate began to rise. Women were suddenly choosing to go to college and take jobs outside the home. The 1930s and 1940s were difficult years for most families in the United States. Many families faced serious financial, or money, problems during the Great Depression, when many people lost their jobs. During World War II (1939-1945), 5 million women were left alone to take care of their homes and their children. Because many men were at war, thousands of these "war widows" had to go to work outside the home. Most women worked long hours at hard jobs, especially in factories.

During the next decade, the situation changed. There were fewer divorces, and people married at a younger age and had more children than the previous generation. It was unusual for a mother to work outside the home during the years when her children were growing up. Families began leaving cities and moving into single-family homes in the suburbs. The traditional family seemed to be returning.

In the years between 1960 and the 1990s, there were many important changes in the structures of the family. From the 1960s to the early 1970s, the divorce rate doubled and the birth-rate fell by half. The number of single-parent families tripled, and the number of couples living together without being married quadrupled.

There are many people today who would like the "traditional" family to return. However, less than 10 percent of families in the 1990s fall into this category. In fact, the single-parent household - once unusual - has replaced the "traditional" family as the typical family in the United States. If we can judge from history, however, this will probably change again in the twenty-first century.

(Source: Kirn E. and Hartmann P, "A reading skills book", USA)

### **Post-reading**

Getting the main ideas.

Write T (true) or F (False) on the lines.

1. \_\_\_ Families in the United States today are generally smaller than they used to be.
2. \_\_\_ The 1930s and 1940s were good years for most Americans.
3. \_\_\_ The typical family of the 1970s was very similar to the typical family of the 1950s.
4. \_\_\_ There are more two-pay check families in the United States today than any other kind of family.

Tell about your family taking into consideration the information gained from the text: traditional, two-pay check, etc.

Tell about the typical family in Kyrgyzstan.



## How Many Children Do You Have?

In some parts of the world people have one or two children. In other parts of the world families can be much larger with up to ten children. Although most people love their children, the children are not all seen as equals.

I have a friend, called Murat, who told me a story from that tells us that the answer to the question "How many children do you have?" is not always what it seems.

Murat was visiting a relative in a small village far out in the country. One afternoon he went to the nearest town, which was about three kilometres away. He wanted to buy a cup of tea. While he was drinking his tea he started talking to the man sitting next to him how many children he had. The man answered that he had only one. Murat was quite surprised as the man was at least forty-five years old. My friend Murat then said to the man that this was very sad. The man agreed. They then started talking about other things.

About twenty minutes later a young boy about five years old came and sat on the man's knee. The man introduced the boy as Aziz, his son. Then about ten minutes after that a girl about twelve years came up to the man and said, "Father, my sister and I have sold all the milk, can we go home now?". The man said, "Yes, and take Aziz with you." The children then left.

My friend Murat was surprised. Murat said to the man, "You said you have only one child, but I have met one boy Aziz but those two girls also called you father. How can this be?" The man then replied that he did not count his daughters, because they will marry and become the part of another family. This meant that he could only count his son, as only he would keep the family name. He then said that he had nine daughters but only one son.

Murat told me that this attitude is gradually changing but it is taking longer to disappear in the countryside than the city areas where it is unusual. This attitude is common in many countries. Parents often see their sons in different ways to their daughters in China, Indonesia, India, many South American countries and the Pacific Islands. What is the attitude in your country?

(Source: "Kymyz, computers and other writings")

### Post-reading

1. How many sisters and brothers do you have?
2. Do you agree or disagree with the attitude expressed in the text? Why?

## Skimming for main ideas

Read the following selection quickly. Then circle the number of the main idea of each paragraph:

### Evenings with the Family - Present and Past

What happens in the typical American home every evening after dinner? First, everyone argues about who is going to do the dishes. Then the loser of the argument goes into the kitchen while the rest of the family disappears into the living room, the family room, or even their own rooms. They will spend the next several hours sitting there. They may take a quick trip to the kitchen for a snack sometimes during the evening, but other than that they hardly move. Even if two or more family members are in the same room, they are quiet; nobody says much to anyone. What are they doing? They're watching TV. All evening long, the "boob tube" is the centre of everyone's attention.

1. Americans argue about the dishes because nobody likes to do them.
2. In many families, there is a TV set in more than one room.
3. Because of television, family members don't share activities or talk.

When I was a child, we used to spend hot summer evenings on the front porch of our house. We didn't have air conditioning, so the house was always too warm after dinner; but there was usually cool pleasant breeze out on the porch. We children used to play games or read comic books there while my father sat in his rocking chair and rocked back and forth for hours. Sometimes he smoked his pipe or did the crossword puzzle from the newspaper. Mother used to use a paper fan when there was no breeze. Sometimes she cleaned strawberries. Then, later in the evening, she took them into the kitchen and reappeared in a few minutes with big dishes of strawberries and cream.

1. The front porch used to be a nice place for the family in the summer.
2. The front porch was always cool in the summer.
3. My parents liked to relax on the porch after dinner.

The front porch was also a kind of social centre. There was special "rules" for evenings on the porch. Everyone knew the rules, but nobody said anything about them. For example, when people in our town took walks on summer evenings, they often stopped for a moment at the bottom step of our porch. This pause was almost a social rule; it was like a knock on the front door. Then my father always said, "Come on up and sit down!" This was another "rule": He always used those exact words. Then mother brought out lemonade or iced tea - never coffee or juice or alcohol. Everyone talked about the local baseball team, gardening, and the hot weather; we children learned our first lessons in small talk on the porch.

1. People talked only about important things on our porch.
2. There were certain social "rules" on the front porch.
3. We never used to drink coffee or alcohol.

## Grammar

### Have to

Form: have to + base form of the verb

Positive		
I/ you/ we/ they	have to	work
He/ she	has to	work
Negative		
I/ you/ we/ they	don't (do not) have to	work
He/ she	doesn't (does not) have to	work
Question		
Do I/ you/ we/ they	have to	work
Does he/ she	have to	work

Use: We use **have/has to** to talk about obligation, about things that are necessary. It usually means that somebody else (not the speaker) wants somebody to do something.

In Britain you have to pay taxes (it's a law).

We use **don't/doesn't have to** when we want to say that something is not necessary.

You don't have to do your homework now.

### Modals: can, must, could, should, will, shall, would, may

Form: A modal verb comes before another verb (the notional verb). The notional verb is always in the base form.

Use: Modal verbs have many different meanings. They always tell us about the speaker's opinion. Here are some of the different meanings of modal verbs:

a) Possibility

Example: You can buy bread at that shop.

b) Asking for permission/request

Example: Can I have your name?

Could I borrow your pen?

May I ask you a question?

c) Obligation/advice

Example: You shouldn't tell lies.

You shouldn't wear warm clothes.

You must be careful.

You mustn't copy.

d) Offers

Example: I'll (I will) carry that bag.

Shall I help you?

Does the form of **have to** and **can** change when you use *he/ she/ it*?

Complete these sentences with the correct verbs in brackets. Make negatives or questions if necessary:

- a) My sister (can) \_\_\_\_\_ come to the party tonight because she (have to) do her homework.

- b) We (have to) \_\_\_\_\_ pay for extra luggage on this flight?  
 c) They (can) \_\_\_\_\_ smoke in the classrooms, I'm afraid.  
 d) They (have to) \_\_\_\_\_ go outside.

*Talk about the rules for these things in your country:*

Example: In Britain you have to be eighteen to get married.

You can't drink alcohol in a pub before you are eighteen.

- |                             |                         |
|-----------------------------|-------------------------|
| - getting married/ divorced | - getting passport      |
| - going to bars/ nightclubs | - entering a University |
| - going to/ leaving school  | - voting                |
| - joining the army          | - driving a car         |

*Work with a partner. Talk about:*

- what is hobby
- your hobby
- your family member's hobby

### Pre-reading

1. What hobbies do you know?
2. Which hobby is the most:

enjoyable?	exciting?	expensive?
unusual?	relaxing?	energetic?
popular?		

3. What do we call the people who do these things?

hobby	Person
dancing	dancer
cycling	
photography	
cooking	
music	
acting	

### Hobbies

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting. Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball. Gardening is one of the oldest of man's hobbies. It is a well-known fact that the English are very fond of gardening and growing flowers, especially roses. Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it is becoming more and more popular.

Making things includes drawing, painting, making sculpture, designing costumes, handcrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Some hobbyists write music or play musical instruments. Ex-president Bill Clinton, for example, plays the saxophone.

Almost everyone collects something at some period of his life: stamps, coins, matchboxes, books, records, postcards, toys, and watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books and other art objects. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them.

No matter what kind of hobby a person has, he always has opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most exciting aspects of a hobby.

### **Post-reading**

1. What do you like doing in your free time? Use expressions like: I'm quite keen on/I enjoy walking.
2. Prepare a short presentation about your own hobby or of your family member.

### **Grammar**

Permission: **can** and **can't**.

Janet is going to University in London next month, and she needs somewhere to live. Her friend told her about Mrs. Jones who has a room to rent. These are Mrs. Jones' rules for people who live in her house.

#### **House rules**

- ✓ bicycle in the garage
- ✓ smoke in your bedroom
- ✓ use the kitchen until 10 p.m.
- ✓ have visitors until 11p.m.
- ✓ use the phone

- X bicycle in the hall
- X smoke in the kitchen
- X pets in the house

What questions did Janet ask Mrs. Jones?

1. Janet: Can I smoke in the house?  
Mrs. Jones: Well, you can smoke in your room, but you can't smoke in the kitchen.
2. Janet: \_\_\_\_\_?  
Mrs. Jones: Yes, you can, but you have to pay for the calls you make.
3. Janet: \_\_\_\_\_?  
Mrs. Jones: Yes, you can, but not after 11 p.m.
4. Janet: \_\_\_\_\_?  
Mrs. Jones: No, I'm sorry you can't. I don't want animals in the house.
5. Janet: \_\_\_\_\_?  
Mrs. Jones: Yes, you can, but not after 10 p.m.
6. Janet: \_\_\_\_\_?  
Mrs. Jones: Yes, you can, but you must keep it in the garage.

Mrs. Jones saw Janet:

- 1) smoking in the kitchen
- 2) bringing a cat into the house
- 3) talking to friends in her room at midnight
- 4) cooking at 1 a.m.
- 5) putting her bicycle in the hall

What did Mrs. Jones say to Janet?

1. You can't smoke in the kitchen.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Can, could, may, would:

Which sentence is grammatically correct?

1. a) Please would I use your phone? X  
b) Please, may I use your phone? ✓
2. a) Would you like a cup of coffee? \_\_\_  
b) Could you like a cup of coffee? \_\_\_
3. a) May you help me, please? \_\_\_  
b) Can you help me, please? \_\_\_
4. a) Could you borrow your pen, please? \_\_\_  
b) Could you to borrow you pen, please? \_\_\_
5. a) Can you to drive? \_\_\_  
b) Can you drive? \_\_\_
6. a) Please may you open the window for me? \_\_\_  
b) Please would you open the window for me? \_\_\_

## Unit II

### Planning a Day

#### Reading

#### Time waits for no one

What is the value of time? Imagine there is a bank, which credits your account each morning with \$ 86400, carries over no balance from day to day, allows you to keep no cash balance, and every evening cancels whatever part of the amount you had failed to use during the day.

What would you do? Draw out every cent, of course!

Well, everyone has such a bank. Its name is TIME. Every morning, it credits you with 86400 seconds. Every night it writes off, as lost, whatever of this you have failed to invest to good purpose. It carries over no balance. It allows no overdraft.

Each day it opens a new account for you. Each night it burns the records of the day. If you fail to use the day's deposits, the loss is yours. There is no going back. There is no drawing against the "tomorrow". You must live in the present on today's deposits. Invest it so as to get from it the utmost in health, happiness and success!

The clock is running. Make the most of today.

To realize the value of ONE YEAR

Ask a student who has failed his exam.

To realize the value of ONE MONTH

Ask a mother who has given birth to a pre-mature baby.

To realize the value of ONE WEEK

Ask an editor of a weekly newspaper.

To realize the value of ONE DAY

Ask a daily wage labourer who has six kids to feed.

To realize the value of ONE HOUR

Ask the lovers who are waiting to meet.

To realize the value of ONE MINUTE

Ask a person who has missed the train.

To realize the value of ONE SECOND

Ask a person who has survived an accident.

To realize the value of ONE MILLI-SECOND

Ask the person who has won a silver medal in Olympics.

Treasure every moment that you have!

And treasure it more because you shared it with someone special... special enough to have your time ... and remember time waits for no one ...

### Post-reading

1. What is TIME compared with in the text above?
2. How many seconds do we have in a day?
3. Who knows the value of time (year, month, week, day, hour, minute, second, millisecond)?
4. Do you realize the value of time? How do you value your time?

**One hour is 60 minutes, which is 3600 seconds. A lot can happen in that time!**

Read about some of the things that happen all over the world. Put the verb in brackets into either Present Simple or Present Simple Passive:

Example:

Every hour the planet Earth travels (travel) 66620 miles around the sun.

Eleven earthquakes are felt (feel) somewhere in the world.

Look at what happens in just 60 minutes

1. The world's population \_\_\_\_\_ (grow) by 9300.
2. 75 million pounds \_\_\_\_\_ (spend) on all kinds of weapons.
3. Your heart \_\_\_\_\_ (beat) 4800 times.
4. Your hair \_\_\_\_\_ (grow) 0.18796 mm.
5. 12540000 cans of Coca-Cola \_\_\_\_\_ (drink).
6. 916500 McDonald's hamburgers \_\_\_\_\_ (eat).
7. 17465 bottles of whisky \_\_\_\_\_ (produced) in Scotland.
8. 1426940 letters \_\_\_\_\_ (send).
9. The Pentagon in Washington \_\_\_\_\_ (receive) 8300 telephone calls.
10. 558000 pounds worth of goods \_\_\_\_\_ (sell) in Harrods department store.
11. 12000 passengers \_\_\_\_\_ (pass) through Heathrow airport.
12. 166 Volkswagen cars \_\_\_\_\_ (make) in Germany.

### Grammar

#### Prepositions of time

What time is it?

It's twelve o'clock in the daytime. It's midday. ①	
Five minutes past twelve.	Ten minutes past twelve.
A quarter past twelve.	It's half past twelve. ①

a.m. abbr. of *ante meridiem* = morning, before noon: half past seven in the morning

It's twelve o'clock at night. It's midnight. ①	
Five minutes to one.	Ten minutes to one.
A quarter to one.	Twenty minutes to one.
Twenty-five minutes to one.	It's one o'clock. ①

p. m. abbr. of *post meridiem* = after noon, evening: eight o'clock in the evening



## Time and Dates

In	On	No preposition
		Prepositions are not used with the following words: last, this, next, that, every, some
in the morning in the evening in the day in the night		every morning this evening
	on Monday on Saturday on the sixth of May on Sunday morning	yesterday today tomorrow tomorrow afternoon next Monday
in the third week of November		last week next week
in October in the month of July		next month every month
in (the) spring in (the) summer		this spring
in 1996 in the following year		every year
in the 20 <sup>th</sup> century		last century

in the night (time) = during the night = at night

in the day (time) = during the day

at	at 5 o'clock; at 7.30 on Sunday morning; at lunch time; at midday; at Christmas; at the New Year; at Easter
by	I'll finish this work by 7 o'clock
until	Stay at home until six o'clock
during	Be quiet during the lesson.
since	I've lived here since 1989.
for	I've lived here for ten years.
after	After 10 o'clock Bob goes to bed.
before	He got there before 6 o'clock.
between	The accident has taken place between 10 p.m. and 7 a.m.
from...to	The normal working week is from Monday to Friday.

What's the date today?	It's the sixteenth of July
When were you born?	On the fifteen of September, 1953
In what year was Mozart born?	In 1756

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

Winter	Spring	Summer	Autumn
December	March	June	September
January	April	July	October
February	May	August	November

1200 = twelve hundred	1903 = nineteen three
1044 = ten forty-four	1996 = nineteen ninety-six

### Time expressions

Here are some time expressions often found with certain tenses:

#### Past simple

- I lived in Rome for six years.
- I saw Jazgul two days ago.
- They met during the war.
- She got married while she was at university.

#### Present Perfect

- We've been married for ten years.
- They've been living here since June.
- She hasn't been working since their baby was born.

#### Future

- We're going holiday for a few days.
- The lesson ends in twenty minutes' time.
- I'll be home in half an hour.

Prepositions with dates, months, years, etc.

in	September 1965 summer the 1920s the twentieth century the holidays the interval	on	Monday Monday morning August 8th Christmas Day Holiday that day that time	at	seven o'clock Christmas the end of May the age of ten tea time
----	---	----	---	----	--

## Reading

### Time

I don't think it is very difficult to tell time in English. First of all, let's deal with the hours: we say, it's one o'clock, two o'clock, three o'clock, and so on. Twelve o'clock may refer to midnight, or to midday. Then for the quarters we say, for instance, it's quarter past eight, half past eight, and a quarter to nine. Sometimes people just say eight fifteen, instead of a quarter past eight, and eight thirty, instead of half past eight. We say other times as follows: five minutes past eight, or simply, five past eight. Similarly, ten past eight, twenty to nine, ten to nine, five to nine.

We can tell the time by a clock or a watch. A clock is big; it is usually on the wall, or it stands on the table. A watch is small; we can put it in our pocket or wear it on our wrist with a leather-strap, ribbon or watchband.

Watches and clocks have figures on their faces, and two hands, a long hand which points to the minutes, and a short hand which points to the hours. Some clocks have three hands, a long hand, a short hand, and a very short one to point to the seconds.

If a clock or watch tells the right time, we say that the watch is right. If a watch gains, we say that the watch is fast, and if it loses, we say that it is slow. When a watch goes wrong we take it to a watchmaker and have it repaired, cleaned and regulated.

You must not forget to wind your watch up regularly. If you don't do it, it may stop. We usually set our watches by the radio-time signal or by the Kremlin clock, which we can hear over the radio at midnight. In England it is Big Ben, the clock on the Houses of Parliament in London.

Time is not the same all over the world. In Russia there is Moscow Time and local time. When it is night in Moscow it is early morning in the Far East. England no longer goes by GMT (Greenwich Mean Time), which is three hours behind Moscow Time. England is now in line with some other European countries, which go by Central European Time, and this is two hours behind Moscow Time.

## Post-reading

1. Write out words denoting time and write the time in figures.
2. Find the difference between watch and clock.
3. How do Moscow, Greenwich Mean, Central European and local time differ?
4. Where are the Kremlin clock and Big Ben? Find information about them and present it to the class.

## Numbers and fractions

1	one	1 <sup>st</sup>	first		
2	two	2 <sup>nd</sup>	second	1/2	a half
3	three	3 <sup>rd</sup>	third	1/3	a third
4	four	4 <sup>th</sup>	fourth	1/4	a fourth
5	five	5 <sup>th</sup>	fifth	1/5	a fifth
6	six	6 <sup>th</sup>	sixth	1/6	a sixth
7	seven	7 <sup>th</sup>	seventh	1/7	a seventh
8	eight	8 <sup>th</sup>	eighth	1/8	an eighth
9	nine	9 <sup>th</sup>	ninth	1/9	a ninth
10	ten	10 <sup>th</sup>	tenth	1/10	a tenth
11	eleven	11 <sup>th</sup>	eleventh	1/11	an eleventh
12	twelve	12 <sup>th</sup>	twelfth	1/12	a twelfth
13	thirteen	13 <sup>th</sup>	thirteenth	1/13	a thirteenth
14	fourteen	14 <sup>th</sup>	fourteenth	1/14	a fourteenth
15	fifteen	15 <sup>th</sup>	fifteenth	1/15	a fifteenth
16	sixteen	16 <sup>th</sup>	sixteenth	1/16	a sixteenth
17	seventeen	17 <sup>th</sup>	seventeenth	1/17	a seventeenth
18	eighteen	18 <sup>th</sup>	eighteenth	1/18	an eighteenth
19	nineteen	19 <sup>th</sup>	nineteenth	1/19	a nineteenth
20	twenty	20 <sup>th</sup>	twentieth	1/20	a twentieth
21	twenty-one	21 <sup>st</sup>	twenty-first	1/21	a twenty-first
30	thirty	30 <sup>th</sup>	thirtieth	1/30	a thirtieth
31	thirty-one	31 <sup>st</sup>	thirty-first	1/31	a thirty-first

101 - a hundred and one

203 - two hundred and three

432 - four hundred and thirty-two

1736 - a/one thousand seven hundred and thirty-six

60000 - sixty thousand

500000 - five hundred thousand

1000000 - a million

couple = 2 dozen = 12 score = 20

(a couple of days = a few days)



### The daily programme

On weekdays the alarm clock wakes me up and my working day begins. It is seven o'clock. If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in. The bright sun and the singing of the birds set me into a cheerful working mood. In winter I am not so quick to leave my bed, and I bury my head under the pillows pretending not to hear the alarm clock. But all the same, it is time to get up and I start getting ready for my work.

I do my bed and go to the bathroom where I turn on the hot and cold taps. While the water is running into the bath, I clean (brush) my teeth. Then I turn off the taps and have my bath. Sometimes I have a shower. If I am not short of time, I sweep the floor and dust the furniture. I am through with it in 10 minutes.

While I am having breakfast, I switch on the radio and listen to the news. Breakfast, as doctors say, must be the most substantial meal of the day. But I have neither time nor inclination to cook it, so I just have a cup of coffee and some sandwiches.

I leave the house at ten minutes to eight, and as I live quite near the station I like to walk there in any weather. My train to town leaves at 8.10. I arrive in town at a quarter to nine. On my way to the office I often meet my fellow-workers and colleagues and we go on together talking shop.

My working day starts at 9 sharp, I work till half past twelve and then go out for dinner to self-service canteen, which is just round the corner. It does not take me long to have my midday meal. I return to my office at half past one and work steadily till six. During my working hours I haven't a spare moment to think of my University classes. I am a student at the Evening Department of the University.

We have classes four times a week, and on other days I have to spend my evenings in the reading room of our library preparing my homework. It is not easy to work and study at the same time, but I feel great satisfaction when I think of the future.

Sometimes friends come to my place and we play chess; sometimes we go to the pictures or the theatre, but not very often. In summer I like to get out more, so in the evenings I go to the tennis court for a few sets of tennis, or take out my bike for a run in the country.

### *Post-reading*

1. Point out the expressions with prepositions of time.
2. Prepare a presentation about your daily program.

## Group discussion

1. Share your problems in time managing, planning your day.
2. Classify those problems into groups.
3. Give your advice, suggestions for solving those problems to each other. You can use modal verbs and phrases from the box below.

must can may to be able to to have to to be to

## Pre-reading

What can be the reason of fatigue and pressure? Have you ever felt it?

### Fatigue and how to release pressure

The symptoms can creep up on you at any age. You become irritable, nervy, depressed, tied, and anxious about trivialities. You are a victim of mental fatigue. And the cure is not reach for a pill, light cigarette or pour yourself a stiff drink. Instead, apply a few simple rules to keep fatigue at bay.

Don't rush breakfast - a calm, nourishing meal gives a good start to the day. Keep calm by deep breathing - Try it when you are feeling tense or over anxious. Simply take a deep breath so you feel you lungs are full of fair. Hold it for a few seconds, then let it out with a sigh. Take one or two normal breaths between each big one.

Face up to your problems - Decide on the best possible solutions and then act upon them.

Do something out of the ordinary - Take a walk (if possible) along the Chinese (or Hadrians - UK) Wall in the rain, climb the highest peak in the Pamirs, walk part of the longest street in your city - harmless pursuit that will help to alleviate boredom.

Let off steam - If you can't stand your flat mate, you tutor or landlady, get a pillow or punch bag and pretend it's the hated person and take it out on that.

Soak in a warm bath - When you've finished washing, lie back and wallow. Hot water soothes tense muscles and eases the body beautifully. You will find the pressures of the day are soaked away.

## Post-reading

1. Which of the above mentioned rules did you like most? Why?
2. Which of the rules have you found the most useful for yourself? Explain your choice.

## Unit III

### Daily bread

#### Grammar

#### Countable and uncountable nouns

Put the words in the box in the correct place in the table. Write the singular and plural forms for the countable nouns:

cat water journey apple sugar cream luggage furniture milk potato  
salt pen newspaper bottle shampoo toothpaste toothbrush money  
stamp food

Countable nouns	Uncountable nouns
cat / cats	water
cassette / cassettes	fuel

Complete the following sentences with **a** or **an**, **some** or **any**. Sometimes there is more than one possibility:

1. Can I have an apple, please?
2. I need \_\_\_\_\_ water. I'm thirsty
3. Did you buy \_\_\_\_\_ newspaper today?
4. I'd like \_\_\_\_\_ cream in my coffee, please.
5. Do you want \_\_\_\_\_ tea?
6. I've got \_\_\_\_\_ terrible headache.
7. Have you got \_\_\_\_\_ luggage with you?
8. There's \_\_\_\_\_ more luggage in the car.
9. I need \_\_\_\_\_ new furniture for this room.
10. I haven't got \_\_\_\_\_ pen.
11. Just a moment. I'll get \_\_\_\_\_ paper and write this down.

#### Much/ many/ a lot (of) / a few/ a little

Which sentence is correct? Put  $\checkmark$  after the correct sentences and X after incorrect ones.

1. a) How many potatoes do you want?  $\checkmark$   
b) How much potatoes do you want? X
2. a) I haven't got many money. \_\_\_  
b) I haven't got much money. \_\_\_
3. a) I'm sorry I can't give you any paper. I haven't got much. \_\_\_  
b) I'm sorry I can't give you any paper. I haven't got a lot of. \_\_\_



4. a) I bought 2 few CDs today. \_\_\_  
b) I bought a little CDs today. \_\_\_
5. a) Not too many water, please. Just a few. \_\_\_  
b) Not too much water, please. Just a little. \_\_\_
6. a) Jyldyz reads much books. \_\_\_  
b) Jyldyz reads a lot of books. \_\_\_
7. a) They didn't give me many information about the course. \_\_\_  
b) They didn't give me much information about the course. \_\_\_
8. a) I only put a little salt on the potatoés. \_\_\_  
b) I only put a few salt on the potatoés. \_\_\_

Complete this story with the words in the box below. Sometimes there is more than one possibility:

some   any   much   many   few   little
---

Once upon a time there was a little girl called Little Red Riding Hood. Her Grandmother lived in the forest a (1) \_\_\_\_\_ kilometres from Red Riding Hood's village. The Grandmother was ill and she didn't have (2) \_\_\_\_\_ food to eat so Red put (3) \_\_\_\_\_ food into basket to take to her. When Red was walking through the forest, she met a wolf.

"What have you got in your basket?" the Wolf asked.

"I'm sorry, Wolf," said Red, "but I haven't got (4) \_\_\_\_\_ time to talk. My Grandmother's ill and I'm taking (5) \_\_\_\_\_ food to her."

"Oh, food. I'm very interested in food," said the Wolf. "What kind of food?"

"Not a lot. A (6) \_\_\_\_\_ apples, (7) \_\_\_\_\_ bread, (8) \_\_\_\_\_ wine, a (9) \_\_\_\_\_ cheese, a (10) \_\_\_\_\_ potatoes, a (11) \_\_\_\_\_ cakes, (12) \_\_\_\_\_ tea and a (13) \_\_\_\_\_ sugar," Red, said.

"So you haven't got (14) \_\_\_\_\_ meat?" asked the Wolf.

"No, I haven't." said Red.

"And you haven't got (15) \_\_\_\_\_ vegetables, only potatoes," continued the Wolf.

"Yes. Only a (16) \_\_\_\_\_ potatoes," answered Red.

"Well!" said the Wolf. "That's a terrible diet! I'm not surprised your Grandmother's ill."

"But she is a vegetarian!" said Red, angrily.

"Well, she needs (17) \_\_\_\_\_ eggs," replied the Wolf.

"Don't you read (18) \_\_\_\_\_ newspapers?" asked Red. "There was an article in The Sun yesterday. It says eggs are bad for us."

"Rubbish!" shouted the Wolf.

Their discussion went on through the night and into the next day. Sadly, Red's Grandmother, who was a hundred years old, became very weak and died waiting for the food!

*Listen and check your answers.*

### Vocabulary

#### Food

*Complete these words with the missing vowels:*

- |                         |                 |
|-------------------------|-----------------|
| 1) f _ sh               | 8) y _ gh _ rt  |
| 2) m _ _ t              | 9) ch _ _ s _   |
| 3) b _ n _ n _          | 10) p _ t _ t _ |
| 4) _ ppl _              | 11) ch _ ck _ n |
| 5) _ r _ ng _           | 12) l _ mb      |
| 6) str _ wb _ rr _ _ s  | 13) p _ st _    |
| 7) c _ _ l _ fl _ w _ r |                 |

*Match the words with the picture. Use a dictionary to help you:*

- |                        |                               |
|------------------------|-------------------------------|
| 1) napkin _____        | 8) salt and pepper pots _____ |
| 2) glass _____         | 9) plate _____                |
| 3) dessert spoon _____ | 10) bowl _____                |
| 4) teaspoon _____      | 11) cup _____                 |
| 5) knife _____         | 12) mug _____                 |
| 6) candle _____        | 13) saucer _____              |
| 7) fork _____          | 14) side plate _____          |

(Source: "Matters, Work book, Unit 6", p. 22)

### Food in New Zealand and Kyrgyzstan

The food of a country is very similar to the culture. The way countries feed themselves is also affected by advertising and the messages sent by health authorities. The food in Kyrgyzstan is influenced by Russian and traditional Kyrgyz eating habits. These eating habits were influenced by the economy and the climate. When I came to Kyrgyzstan the first thing I noticed was that Kyrgyz people eat a lot of fatty food. Much of the food is cooked in oil and every meal has meat in it. There are few spices

used in the cooking of the food. I also noticed that only a few vegetables seem to be used.

Food in New Zealand used to be very similar. Lots of meat, fat, no spices and only few vegetables. However, doctors in New Zealand in the 1970s thought that too many people were dying from heart attacks. The doctors believed that this happened because of the food New Zealanders ate and because New Zealanders did not do enough exercise. It was costing the government millions of dollars in hospital bills. Because of this the government decided to try to get people to eat different food. Although this public education and advertising program helped, one other thing made a big difference. During the 1970s it became very popular for women to be thin. Magazines were and are still of ideas how to lose weight.

The result of these influences is that in New Zealand and in most other Western economies, we no longer eat fatty food and we have far fewer heart attacks. Instead we now eat more vegetables, more rice, and much more fruit. We eat much less red meat and almost no fat. Instead we now eat more white meat (chicken and fish).

(Source: "Kymyz, computers and other writings" by Bakytbek Rakhimov, p. 4)

### Post-reading

Write questions on the text.

Discuss them with your partner, whole class.

### How we buy groceries

#### Food, shops and shopping

Match the words 1-15 on the left with the groceries a) – o) on the right.

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. a bar of         | a) orange juice, yoghurt            |
| 2. a bottle of      | b) bread                            |
| 3. a box of         | c) margarine                        |
| 4. a bunch of       | d) milk                             |
| 5. a can of         | e) chocolate, soap                  |
| 6. a carton of      | f) jam, marmalade                   |
| 7. a dozen          | g) apples, potatoes, oranges        |
| 8. a jar/pot of     | h) wine, mineral water, shampoo     |
| 9. a joint of       | i) eggs                             |
| 10. a loaf of       | j) soup, sardines, cat food         |
| 11. a packet of     | k) matches, chocolates              |
| 12. a pint/litre of | l) beer, coke                       |
| 13. a pound/kilo of | m) biscuits, cornflakes, cigarettes |
| 14. a tin of        | n) meat                             |
| 15. a tub of        | o) grapes, bananas, flowers         |

Write your answers here.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

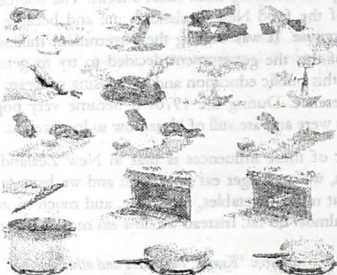
## Things we use in the kitchen

Study the following nouns and verbs:

apron	grater	microwave	scales	frying pan	
bottle	opener	grill	oven glove	tin opener	kettle
bowl	jug	rolling pin	toaster	saucpan	

## Kitchen verbs

stir	cut
grate	slice
open	chop
pour	steam
peel	broil
carve	bake
break	fry
beat	boil



## Reading and speaking

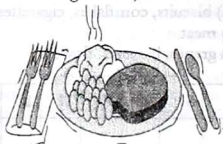
### How to eat spaghetti

by Antonio Carluccio

My first memory of eating pasta is how much I loved sucking strings of spaghetti into my mouth. My mother told me it wasn't polite. And when I used a spoon to get the spaghetti around the fork, she told me not to. But, apart from these basic rules, eating spaghetti is quite easy. First, only use a spoon if the pasta is in soup or if it is very small in a sauce. For long thin pasta you have to be more careful.

If you are eating spaghetti, mix it with the sauce. If all the spaghetti is coated in sauce, it is easier to lift a few strings at a time. Then push the pasta to the side of you plate to make space. Turn the fork so you have a mouthful on it, which is not too big. When the forkful is tidy, pit it into your mouth. Don't let the spaghetti hang out of your mouth. You must never cut pasta with a knife. If you want, you can break spaghetti in half before you cook it. There should not be too much sauce. When you've eaten the spaghetti, the plate should be almost dry. Finally, don't put cheese over a fish pasta sauce.

(Source: Cunningham G., 'Matters Pre-intermediate, student's book', p. 37)



## Post-reading

1. When is it all right to use a spoon to eat pasta?
2. What should you do to make spaghetti easier to lift?
3. What can you do (before cooking) to make spaghetti easier to eat?
4. How should the plate look when you have finished your spaghetti?
5. With which sauce mustn't one use cheese?
6. Discuss with your group-mates the rules of eating different national dishes in our country: beshbarmak, pilav, dymdama, shashlyk, manty, etc.
7. What are "good table manners"? What are the rules in your country?

## Glossary:

**beshbarmak** is a Kyrgyz national dish made of flour cut into small thin slices.

**pilav** is a national dish made with rice, carrots and any kind of meat and is cooked by steaming rice.

**dymdama** is a local dish cooked with vegetables (potatoes, onions, cabbage) is made by steaming all ingredients in a slow fire.

**shashlyk** is a local dish roasted on a slow fire like barbeque.

**manty** is a local dish cooked by steaming the meat and other ingredients flattened in a piece of dough.

## Vocabulary: setting the table

People in Britain usually set the table like this.

1. Name the things in the pictures. Use a dictionary to help you.
2. If you look up the word "fork" in a dictionary, you will find the pronunciation [fɔ:k]. Practise the pronunciation of the following words. How do you spell them?  
1. [nɑ:f]      2. [spu:n]      3. [gɜ:lz]      4. [næpkɪn]
3. How do you set the table in your country? Is it different from the British way?



Waitress: \_\_\_\_\_?

Liz: I think so. I'm going to have the chicken in cream sauce.

Waitress: \_\_\_\_\_?

Liz: Er-salad, please. And some chips. I'm starving.

Waitress: And for you?

Anna: \_\_\_\_\_. The mushroom, I think.

Waitress: Fine. I'll just set the table for you.

(Later)

Liz: \_\_\_\_\_?

Waitress: Certainly. Here you are.

Liz: OK. That's 16.50 pounds.

Anna: \_\_\_\_\_?

Liz: No, it isn't. So that comes to about 18 pounds including the tip. That's 9 pounds each.

Anna: \_\_\_\_\_?

Liz: No, but you can pay by cheque.

a) Complete the conversation with these sentences:

1. I'll just have a starter.
2. Would you like salad or vegetables with that?
3. Are you ready to order yet?
4. Do they take Visa?
5. Could we have the bill, please?
6. Is service included?

b) Listen and check your answers.

c) Work in groups of three. Practise reading the conversation.

### Pre-reading

Work in pairs

1. Do you know any typical meal from the following countries?

France	Turkey	Italy
India	Spain	Mexico
Switzerland	America	Greece
England		

What do you think influences a country's food? What influences/influenced the food in our country?

2. Read these quotations about English food. Do all the people have the same opinion about English food?



**"It takes some skill to spoil a breakfast – even the English can't do it!"**

J. K. Galbraith, economist

**"On the Continent people have good food; in England have good table manners."**

George Mikes, writer and humorist

**"If the English can survive their food, they can survive anything!"**

George Bernard Shaw, writer

**"Even today, well – brought up English girls are taught to boil all vegetables for at least a month and a half, just in case of the dinner guest comes without his teeth!"**

Calvin Trillin, American writer

**"English cooking? You just put things into boiling water and then take them out again after a long while!"**

An anonymous French chef



### **Reading**

*Read the text quickly. Match a paragraph 1-5 with a summary below:*

- Historical and climate influences on British cooking.
- There's everything except an English restaurant.
- The legacy of World War II
- Where there is hope for the future
- The British love affair with international cooking

### **In search of good English food**

by Verona Paul and Jason Winner

1. How come it is so difficult to find food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants?

2. It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of the 20<sup>th</sup> century and we can get ingredients from all over the world

in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding "No!", but to understand this, we have to go back to before World War II.

3. The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens, rabbit, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

3. However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of homegrown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes, which gave hope of a better future. The British people became tourist at their own dining tables and in restaurants of their own land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo – Saxon English!

4. However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

### **Comprehension check**

Read the article more carefully. Choose the best answer: **a, b or c:**

1. The writers believe that British cooking ...
  - a) has always been very bad.
  - b) was good until World War II.
  - c) is good because it is so international.
2. They say that the British ...
  - a) eat only traditional English in their homes.
  - b) don't like cooking with foreign ingredients.



- c) buy lots of foreign ingredients.
4. They say that the British weather ...
- a) enables the British to produce good quality food.
- b) often ruins fruit and vegetables.
- c) is not such an important influence on British food as foreign trade.
5. They say that the World War II had a great influence on British cooking because ...
- a) traditional British cooking was rediscovered and some good cheap recipes were produced.
- b) people had limitless supplies of home grown food.
- c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
6. They say that ...
- a) British tourists try lots of new dishes when they are abroad.
- b) nowadays it is very unusual for the British to cook British food.
- c) literature and language are more culturally important than food.
7. The writer's final conclusion about British cooking is that ...
- a) there is no hope.
- b) you will only be able to get British food in restaurants.
- c) you will be able to get more traditional British dishes, especially in pubs.

### Discussion

- Do you agree that food is as much a part of a country's culture as its landscape, language, and literature?
- Which are your favourite places to eat in your country? Why?

### Language work

Work in pairs. Study the text and find the following.

- One example of *like* used as a verb and two examples of *like* used as a preposition.
- Two examples of the pattern *adjective + infinitive*.  
It's impossible to learn English.
- Example of verbs that are followed by an *-ing* form.  
I love learning English.
- Examples of verbs that are followed by an infinitive with *to*.  
I want to learn Indian.

(Source: Liz & John Soars, *Headway, Intermediate, Student's book*, p. 60-61)

### Pre-reading

- Answer the questions:  
What Kyrgyz national dishes do you know?  
Can you enumerate the national drinks?

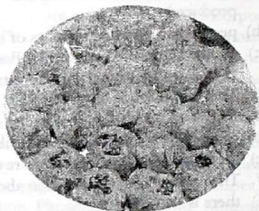
2. Match the words from the column A, which denote the rituals with the words from column B, the dishes, which are served at these rituals:

A

- 1) jentek toi
- 2) wedding
- 3) everyday rituals
- 4) funeral

B

- a) burned butter (sary mai)
- b) kara-ash
- c) talkan, karyn mai
- d) beshbarmak, kulchetai, shorpo



### Reading

#### Kyrgyz National Cuisine



Every nation is careful in preserving and developing all it has inherited from its ancestors: songs, tales, secrets of various crafts and also traditions, associated with national cuisine.

In former times, the caravan paths of Kyrgyzstan crossed through plains, valleys, raging rivers and giddy snow-covered mountain passes, which connected many countries of the world. It was a crossroad of various cultures: Turkic, Persian, Arabian, Indian cultures of the Far East, and Central Asia. Now European culture joins.

Kyrgyz culinary art has absorbed all the best from these cultures and preserved its own originality and national identity. Many Kyrgyz national dishes and cookery are popular among the various peoples of our republic.

Imagine that you are travelling along the mountain roads of Kyrgyzstan. The primordial and wild beauty surrounds you. White sugared peaks appear at every wind of the road; underneath, a frothy river flow, imitating the curves of the road, among green meadows. You can see herds of horses, flocks of sheep and the shepherds' yurts on the emerald carpet of the Alpine pastures.

You may enter any of these yurts. You will be welcomed even without anyone asking who you are and for what you have come. "Come in and take the honorary seat", will be first words you will hear from your hosts. Every guest is met in a similar manner.

Once upon a time, food was served on golden and silver trays to the guests of the Kyrgyz khans. Delicate cutlets of lamb and foals, kazy-karta, astringent kymyz, chagymak, or vodka made of kymyz, and other delicacies beautified the table of the nomadic nobility. Much water has done under the bridge since then; khans have fallen into oblivion and Kyrgyz people and their way of life have changed. However, ancient hospitality laws remain unchanged and the Kyrgyz people regale their guests according to the same popular traditions.

Dastarkon, or a white tablecloth, is put on a low round table. Festivities begin with tea. Flat bread, bo'orsok, kattama and other types of bread as well as butter, kaimak, fresh and dried fruits and candy are on the table.

The tea is followed by kymyz accompanied by various snacks, of which the most remarkable is chuchuk, or a sausage made of specially cooked horse fat and meat. Dishes of boiled, fried and baked meat are arranged on the table.

Then the traditional beshbarmak is served. Beshbarmak is, so to say, a combination of dishes. First the guests try jash shorpo, or a strong broth spiced with mountain onion, then kuiruk-bo'or, or liver and sliced tail fat spiced with special sauce, and kabyrga, or ribs strongly coated with meat and fat.

After this each of the guests is given an ustukan — each of the ustukans has its own meaning and distributed depending on the guest's age, degree of honour and so on. Finally, the beshbarmak itself is served on a big dish: chipped meat mixed with pasta and spiced with onion sauce. Entertainment also ends with tea or other drinks or beverages.

Kyrgyz dishes can be divided into three types: typical, festive, and traditional. According to an inter-regional study, most Kyrgyz people referred to various well-known Kyrgyz dishes: kesme, shorpo, kulchetai, shavlyu as everyday dishes. Others, like beshbarmak, plov, manty, etc. were considered by most to be festive.

The ritual dishes make up a special group. Various customs and rituals accompany the man from birth till death.

For example, one group of Kyrgyz rituals corresponds to different periods of the child's life. Jentek toi is a regaling on the occasion of the child's birth. Kyrkyn chygaruu celebrates the fortieth day after the child's birthday while beshik toi their first moments in the cradle, and tusho'o kesuu, their first year of life.

The second group of rituals is associated with weddings. Kelin koruu, or a bride-show, and otko kirgizyuyu, the invitation by senior relatives of the newly-weds to their new home, are included in this group. Torkuloo, or the new bride's first visit to her parents' home after the wedding, is also part of these wedding rituals.

The third group of rites and customs is associated with funerals. Kara ash, funeral memorial service, uchulyuk, or the third day after death, jeulik, or the seventh day after, kyrky, the fortieth day after, and ash, a year after, are all associated with this group.

The fourth group is every-day rituals and customs. Orluktoo, or house-warming, ajyrash-ayak, festivities associated with relatives, friend's departure, sherine, a ritual slaughter combined with entertainment-arranged friends and relatives are included in this group.

In most cases, meat is the ritual dish. During weddings, bride-shows, etc. the ustukans intended for the bride and grooms are served only to them; this is usually brisket.

Kymyz, bozo, and other drinks are part and parcel of all wedding and other festivities. In earlier times honey and sugar were added to bozo and roots of kuchal, ak kodo'ol (an aconite variety), black tea infusion, honey, navat, raisin and buckthorn and barberry. This was done in order to make the drinks headier.

Some special ritual dishes were prepared for individual seasonal and calendar holidays. Although these dishes are of great interest, unfortunately, many of them are being forgotten, have fallen into disuse and thus have turned into archaic types of food. Some foods, which formerly had ritual contents, have lost their initial meaning and are progressively turning into festal or even every-day foods.

One of the most essential features of Kyrgyz cuisine is that it prefers the dishes, which preserve their taste and appearance. For example, there are almost no dishes comprising purée, minced, or chopped meat. Few exceptions exist.

The Kyrgyz dishes have a plain taste; sauces and spices are used in small batches. Sauces are intended only to add to the dish's taste but by no means to change it.

A word must be said about Kyrgyz hospitality - it is an age-old hospitality tradition, which is a key component of the people's cuisine.

(Source: Journal "Kyrgyzstan Airlines, Issue 6, Detay basim Ltd, Istanbul)

## Glossary

### While-reading

Enumerate Kyrgyz customs and rituals mentioned in the text.

### Post-reading

Answer the following questions:

1. What three types can Kyrgyz dishes be divided into?
2. What everyday Kyrgyz dishes do you know?
3. What is one of the most essential features of Kyrgyz cuisine?
4. What can you say about Kyrgyz hospitality?

### Writing

Write a recipe of your favourite dish and present it to your class. Here is an example of a recipe of apple pie:

- 2 cups of flour
- 1 teaspoon of salt
- 2/3 cup of butter, margarine or shortening
- 2/4 of water
- 5 to 6 apples
- 1/3 to 2/3 cup of white or brown sugar
- 1/8 teaspoon of salt
- 1 to 1 1/2 tablespoon of cornstarch
- 1/4 teaspoon of cinnamon
- Preheat oven to 232 C

Sift the flour and salt into a bowl. Then resift. Put 1/3 of this mixture into another bowl and stir in the water. Cut the butter or shortening into the flour mixture in the first bowl (use two knives or a pastry blender), until the pieces are the size of peas. Stir in the flour and water mixture and make a ball with your hands. Roll out half and put it into a pie pan.

Peel, core and cut apples into thin pieces. Combine the sugar, salt, cornstarch and cinnamon and mix with the apples. Put them into the pie pan with small pieces of butter. Cover the pie with the other half of the dough.

Bake in a 232 C oven for 10 minutes. Decrease the heat to 177 C and bake for another 35 to 50 minutes more.

### Listening

When young people leave home, do they eat enough good food?

1. Listen to *Sophia, Sylvia and David*. Check your answers.
2. Listen again. Write True (T) and False (F) next to these sentences.

Sophie Drew left home two years ago. She's at university in the North of England.

Well, I think the food I eat is fine really, but I know my Mum thinks it's terrible. She thinks that you need to eat fruit and vegetables every day, and I don't. Some days I just have a hamburger at lunch and a sandwich in the evening. I don't get ill very often, so my diet isn't too bad, but I like going home some weekends just to get some good home cooking.

Sylvia Stapleton is studying ballet in London.

Oh, dear. I hate talking about my diet. I know it's not good, but it's impossible to dance after a big meal, so I don't eat much before eight in the evening. I skip my

parent, don't hear this. I have a banana at about six in the morning when I wake up, then I only drink water or orange juice during the day, but in the evening I have a meal. Sometimes fish, sometimes a cheese salad, but I never eat meat. It isn't much, is it? My Dad always says I look too thin, so when I go home to visit, I wear big sweaters and I eat a lot so that he won't worry about me.

David Conroy is studying engineering in Scotland.

I eat well really. I enjoy cooking and try lots of new recipes. I only have a light meal for lunch, sometimes like a salad or a sandwich, but in the evening I usually have a two-course meal. For example, last night I made bacon pasta, a green salad, and for desert I had some Italian ice-cream and fruit salad. It was lovely.

Write True (T) and False (F) next to these sentences.

Sophia Drew

- Sophia thinks she should eat fruit and vegetables every day. F
- Sophia's mother thinks Sophia has a bad diet.
- Sophia likes going home at weekends.
- Sophia is often ill.

Sylvia Stapleton

- Sylvia doesn't eat much before her evening meal.
- Sylvia is thin.
- Sylvia isn't a vegetarian.
- Sylvia wears big sweater to look fatter.

David Conroy

- David likes cooking different meals.
- He always has two big meals a day.
- He only had a sandwich for his meal last night.

What can you say about the way you eat during the day?

### Pronunciation

#### Sound and spelling [i:]

Listen and complete the missing letters in these words. All the words have the sound [i:].

w\_\_ k                      fift\_\_n

d\_\_n                        s\_\_

Circle the words, which have the sound [ɔ:]

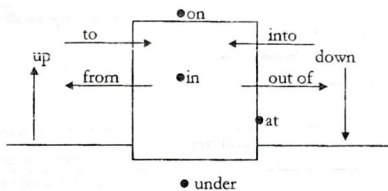
horse	water	wood	thought	want	won't	your
short	tall	pool	took	floor	morning	hour

## Unit IV

### Home and Possessions

#### Grammar

Study the scheme of prepositions of place and fill in the blanks:



1. The serviette is ... the table.
2. The dining table is ... the dining room.
3. The soft toy is ... the chest of drawers.
4. The chair is ... the dining table.
5. Go ... the living room.
6. Take the nappy ... the bag.
7. Go ... the kitchen and make coffee.
8. Take the baby ... the nursery.
9. Go ... the stairs and open the front door.
10. Look ..., the ceiling is green.

Complete the sentences using structures *as...as*; *so...as*; *not so...as*:

Example:

My sister's room is as cosy as my own room.

1. Unfortunately, it is not usually so ... as ...
2. In most parts of Kyrgyzstan it is not so ... as ...
3. The nursery is not so ... as the sitting room.
4. The bathroom is as ... as the toilet.
5. The apartments in Kyrgyzstan are as ... as in New Zealand.
6. My bedroom is not so ... as ...

#### Grammar and pronunciation

Answer the following questions using **there is/are** (give full answers):

1. Is there a nursery in your apartment?
2. What is there in the corner of your room?
3. Are there any books in the study?
4. What is there on the dining table?

5. What is there next to the cup?
6. Is there any picture on the wall?
7. What is there on the floor of the bathroom?

Write questions and answers using **there is/are**. ( $\surd$  = yes,  $\times$  = no):

Examples.

Is there an art room \_\_\_\_\_?  
(art room)

[ $\times$ ] No, there isn't \_\_\_\_\_

Are there any room flowers in your room?  
(room flowers)

[ $\surd$ ] Yes, there are \_\_\_\_\_

1. \_\_\_\_\_?  
(wall furniture)

[ $\surd$ ] \_\_\_\_\_

2. \_\_\_\_\_?  
(swimming pool)

[ $\times$ ] \_\_\_\_\_

3. \_\_\_\_\_?  
(play ground)

[ $\surd$ ] \_\_\_\_\_

4. \_\_\_\_\_?  
(horses)

[ $\times$ ] \_\_\_\_\_

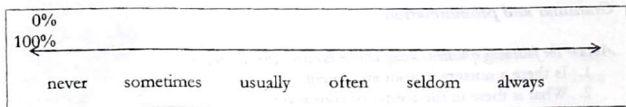
5. \_\_\_\_\_?  
(tennis court)

[ $\times$ ] \_\_\_\_\_

6. \_\_\_\_\_?  
(music room)

[ $\surd$ ] \_\_\_\_\_

Study the adverbs of frequency:





The words in the box above answer the question "How often...?"

Examples:

I usually get up at 7.00 a.m.

I never read comics in bed.

Note that the usual position of adverbs of frequency is before the verb.

Tick (✓) your answers in the table below:

Answer these questions about you:	Always	Usually	Often	Some times	Never
1. Do you have breakfast at home?					
2. Do you buy toys for anybody?					
3. Do you do anything about the house?					
4. Do you sweep the yard?					
5. Do you save your pocket money?					
<b>Ask your partner:</b>					
1.					
2.					
3.					
4.					
5.					

### Writing

#### Jobs and activities in the home

Write the correct verb under each of the drawings below:

Write five things you do or do not do in the house (make use of adverbs of frequency):

- I never wash up \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



vacuum	scrub
dry	hang
iron	polish
tighten	oil
wipe	change
repair	fold
sweep	dust
make (the bed)	wash

## Reading

### Outside a house

Read the following text, paying attention to the words in bold type.

I think the front of my house is very attractive. The **front garden** is full of flowers and bushes, and around the house is a high **hedge**. There is **NO PARKING** sign on the **gate** and quite a wide **drive** leading up to the **garage**. From the gate to the garage is a low, brick **wall**.

The **back garden** is very large. At the bottom are several **fruit trees** and a **lawn** with a small **pond** in the middle of it. There is another lawn, which comes to the **patio**. There is also a **flowerbed** near the **back door** and a **path** that leads to the **garden shed** and the **greenhouse**, where we grow our own tomatoes. Between our house and our neighbour's is a wooden **fence**.

The only thing I don't like about the house is the **roof**. The **chimney** is very ugly, especially with an **aerial** attached to it. I wish someone would design an attractive television aerial!

(Source: Watsyn-Jones P. *Target Vocabulary*)

### Post-reading

Draw pictures to illustrate the front and back view of the house and present your drawings.

### Vocabulary and pronunciation

Sounds and spelling

English spelling, as you probably know, is not logical!

Study the pronunciation of the following words:

hedge [hedʒ]

lawn [lɔ:n]

patio ['pæʃiəʊ]

garage ['gæra:ʒ]

aerial ['eəriəl]

chimney ['tʃɪmni]

Here are some words in phonetics. Write them in spelling:

[dɪ'zɑɪn] \_\_\_\_\_  
['tru:lɪ] \_\_\_\_\_  
['kwɑ:t] \_\_\_\_\_  
['kɒtɪdʒ] \_\_\_\_\_  
[fens] \_\_\_\_\_  
['mɪərə] \_\_\_\_\_

['bʌŋgələʊ] \_\_\_\_\_  
['flaʊə] \_\_\_\_\_  
['kʌntrɪ] \_\_\_\_\_  
['kɜ:tɪn] \_\_\_\_\_  
['pɑ:kɪŋ] \_\_\_\_\_  
['læmpʃeɪd] \_\_\_\_\_

### Pre-reading

1. What do you think of being lucky in your life?
2. Do you believe that horseshoe brings you luck?
3. Why do people hang a horseshoe above their doors?
4. What is the most common explanation for this superstition?
5. Give your own opinions after reading. Why do English people consider horseshoes to be lucky?

### Reading

#### Why are horseshoes believed to be lucky?

In 1700, Henry Mission, a Frenchman visiting Britain, asked villagers why they had horseshoes nailed above their doors. They said that it was to keep witches away. Horseshoes are made of iron and the strength of the iron was thought to protect them from evil. Still today they are thought to bring good luck and many brides carry silver ones at their wedding. The position of the horseshoe is very important. It must point upwards like a cup so that the luck can fall out.

(Source: Liz & John Soars, "Headway, Student's book", p 113)

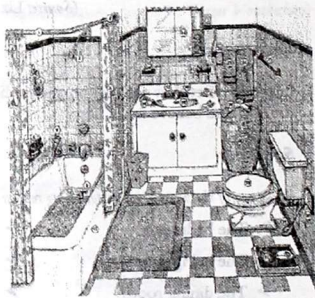
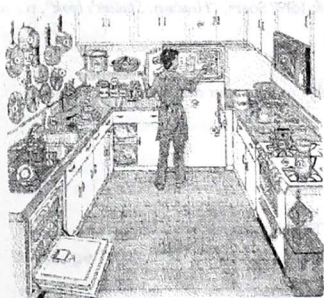
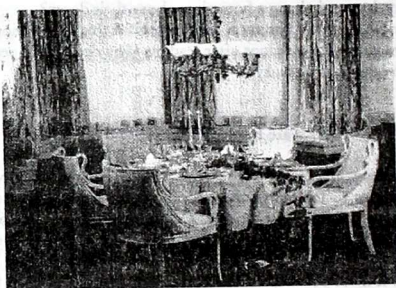
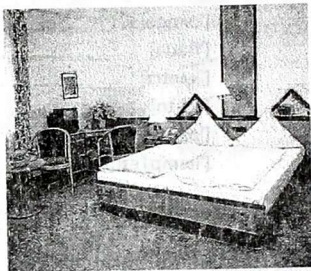
### Post-reading

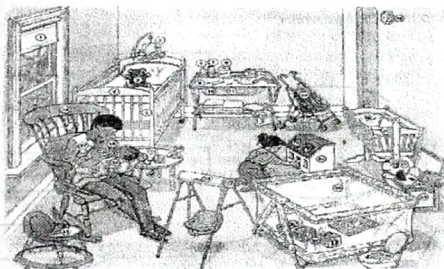
In our country they say that horseshoe helps to save your nest and brings you luck too. Do you believe in it? Why?

### Speaking

Study one of the pictures of the following rooms:

- |                   |                |
|-------------------|----------------|
| ➤ The bedroom     | ➤ The kitchen  |
| ➤ The living room | ➤ The bathroom |
| ➤ The dining room | ➤ The nursery  |





Describe the same room in your own home and try to find similar things in the description of both.

Study the places to live and choose one you like and dream to have in future, plan and talk "why you like and dream of this or that house":

blocks of flats

detached house

houseboat

bungalow

flat

semi-detached house

caravan

hotel

terraced house

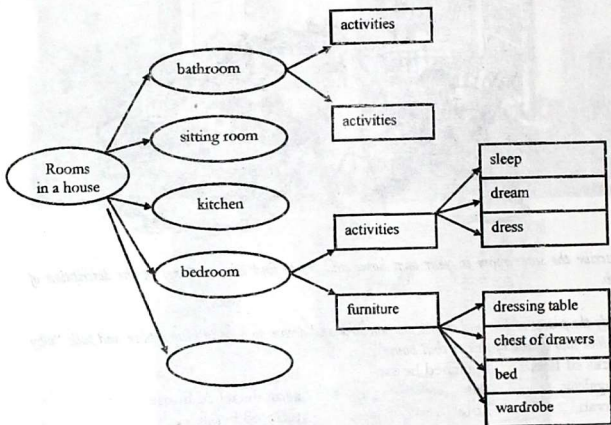
cottage

### Discussion

Group work: Advantages and disadvantages of living in a block of flats/apartment and detached houses. Which do you think is the most comfortable one?



Group work: develop the chart further.



1. What furniture is there in the particular room?
2. What activities do you do in that room?

### Pre-reading

1. Would you like to live in a block of flats or in a detached house? Why?
2. What kind of house do you live in?
3. Can you describe a typical house in Kyrgyzstan?

### Reading

#### Houses in New Zealand

by Baktybek Rakhimov

Houses in New Zealand are very different from houses in Kyrgyzstan. Most houses in Kyrgyzstan are in apartment blocks. In big towns in England this type of housing is common, but in New Zealand it is very unusual. Before I came to Kyrgyzstan I had never lived in apartment block. Houses in New Zealand are more like the Dachas (summer houses) in Kyrgyzstan. New Zealand houses usually have only one level and each family home has a garden, which goes right around the house. This garden and the land the house sits on is usually called the property. Each family will own about 1, 600 square metres of property. Some people have double this amount and some have less. Large properties are much

more common outside the city where land is cheaper. A 1, 600 square metres piece of land with no houses in New Zealand would cost between US\$ 20, 000 and US\$ 50, 000. This might seem expensive but compared to Tokyo it is cheap. There, a piece of land the same size could easily cost one million dollars. In New Zealand the value of piece of land and the house on it, ranges from about US\$ 100, 000 to US\$ 500,000.

There will often also be a garage on the property, in which the owner keeps the car and other outdoor things. Many families also have a swimming pool. Usually, people have a fence around the outside of their property although others just have a line of trees.

Most houses in New Zealand are made of wood and not concrete. Wood used to be very cheap and it is much stronger than concrete in an earthquake. Unfortunately, it is not usually as warm as concrete. However, in most parts of New Zealand it does not get as cold as it does in Kyrgyzstan. Where houses are built in cold places they will have a wood burner or electric or gas heating.

A typical house for a family in New Zealand is much bigger than a house in Kyrgyzstan or most parts of Europe. Nearly all the houses in New Zealand have two or three bedrooms. One bedroom will be about five square meters and the others slightly smaller. The kitchen will be about four square meters. There will be an eating room next to the kitchen. Then there is a room called a sitting room. This is for the family to meet and usually contains the TV. This is usually the biggest room in the house. Every house also has a bathroom, a toilet and often another room where the clothes washing machine is kept.

Because people in New Zealand like to do things for themselves they often build part of, or the entire house themselves. As a result, there are thousands of different designs. Although all these differences might take you think New Zealand houses are better but that is not true. One of the disadvantages of having single level house, each with a garden, is that we waste a lot of land.

(Source: "Kymryz, computers and other writings", Bishkek, p. 2-3)

### **Post-reading**

In the text "Houses in New Zealand", Baktybek Rakhimov describes the differences between houses in New Zealand and houses in Kyrgyzstan.

*Read about them and give the detailed description of all differences.*

Do you think all these differences might make you think New Zealand houses are better?

*Discuss and confirm in two groups:*

1<sup>st</sup> - New Zealand houses

2<sup>nd</sup> - Kyrgyzstan houses

## Comprehension check

Work in small groups. Which question goes with which paragraph?

Below are questions, one for each paragraph.

1. Nearly all the houses in New Zealand have a lot of rooms, haven't they?
2. Do people in Kyrgyzstan like to do things for themselves?
3. What might seem expensive but compared it is cheap?
4. What is usually called the property?

## Writing

Write in 2-3 paragraphs the description of a typical Kyrgyz house.

## Language work

Complete the following with the correct verb. Check your answer with the text:

1. Houses in New Zealand \_\_\_\_\_ very different from houses in Kyrgyzstan.
2. This garden and the land the house sits on \_\_\_\_\_ usually called the property.
3. Wood used \_\_\_\_\_ very cheap.
4. In most parts of New Zealand it \_\_\_\_\_ not get as cold as it \_\_\_\_\_ in Kyrgyzstan.
5. There will \_\_\_\_\_ an eating room next to the kitchen.
6. As a result, there \_\_\_\_\_ thousands of different designs.

## Pre-reading

1. What kinds of "yurt" do you know?
2. What do you know about "yurt"?
3. When did our ancestors live in yurts?
4. And when did they begin to build the house?
5. When did they stop their nomad life?





## Yurt

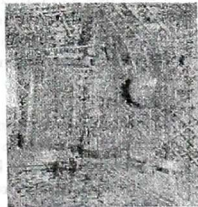
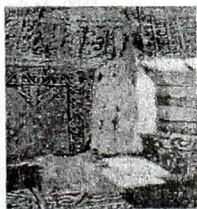
The true home of the Kyrgyz was boz-*ui*. For many years Kyrgyz people have been holding the nomad life. The nomadic house – yurt – created by Kyrgyz people, was decorated by carving and paintings. Boz-*ui* saved them from severe cold in winter and from intense heat in summer. If you look at it attentively it is made very artistically. In terms of construction the yurt itself is decorative and the design is rather subtle. Its lattice walls are made of a bit curved sticks, its high dome is made of thin canes, which support the rim of the smoke hole, and all of these were combined very harmonically. Nowadays the yurt should have to be cosy, comfortable and its constructive originalities play a great role in the life of people who go to “jailoo”, because they should facilitate mounting and dismounting and package, because it is constructed without a single nail.

### Post-reading

*Discussion. Work in two groups.*

What else do you know about yurt?

What other articles of yurt can you add?



### Pre-reading (Additional material)

In the USA, the number of people with no home – the homeless – has increased a lot in the last few years. Is homelessness a problem in our country?

#### Homeless are run out of the town

Every night an army of invisible people disappears into the alleys and abandoned buildings of Austin, Texas. They are the city's homeless.

But here and in more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets. Critics see the movement as

proof of the growing hard-heartedness of America. There are about 700,000 homeless people in the United States.

In Austin the city council is nearing final approval of a law to ban camping in any public place.

In New Orleans, an anti-camping law has just been proposed, to control the homeless youth who swarm the French Quarter. "The general public is fed up", said New Orleans council president Peggy Wilson. "People should be able to use public spaces. When other people come in and build cardboard tents and so on, the area becomes inaccessible for everyone else. Particularly in Lafayette Square, there is a group that feeds people on weekends, and they make no effort to clean up; they dump the garbage, and there is the presence of enormous rats."

In Austin, the city's estimated 6,000 homeless can be found near the drinking clubs of Sixth Street, near the University of Texas campus and in tents in corners of the city parks.

It is the business community who wants rid of them most. "Austin is known as an easy city. It provides a lot of the homeless," said Jose Martinez of the Downtown Austin Alliance, which favours the anti-camping bill.

The city's new anti-camping law is expected to carry fines as high as \$500. At the same time, the council's homeless task force is proposing a \$3, 5 million "campus" for the homeless. Task force member Tom Hatch an architect, said: "It is insane to make not having a home a crime."

### **Vocabulary**

- banishing them from – not allowing them on
- critics – people who don't agree (with the new law)
- hard-heartedness – being unkind, cruel
- is nearing final approval of – has almost agreed to
- ban – prohibit, not allow
- swarm – occupy in large numbers (like a "swarm" of bees)
- fed up – unhappy
- inaccessible – people can't get into, or use, the area
- dump – throw away (rubbish)
- garbage – (Am E) rubbish
- wants rid of them – wants them to go away
- campus – university buildings, car parks, etc  
(in paragraph 7, it means a centre built for the homeless)
- downtown – (Am E) city centre
- task force – action group (to help the homeless)
- insane – mad, crazy

## While-reading

1. "Camping" is usually what sometimes you do on holiday. What does it mean in this article?
2. Is it true to say that there are almost three – quarters of a million homeless people in the USA?
3. Which of these are generally "for" (F) or "against" (A) the homeless?

- ▶ Critics (paragraph 2)
- ▶ The Austin city council (3)
- ▶ The general public (4)
- ▶ Peggy Wilson (4)
- ▶ The group that feeds people (4)
- ▶ The Downtown Austin alliance (6)
- ▶ The homeless task force (7)
- ▶ Tom Hatch (7)

"Homelessness" is an abstract noun. It means "being homeless" or "the idea of being homeless".

We can say, for example:

Homeless is especially bad for children.

Something must be done about homelessness.

You can make many abstract nouns by adding – **ness** to adjectives:

good – goodness

dark – darkness

thought – thoughtfulness

Be careful! Not all abstract nouns are made in the same way:

stupid – stupidity

intelligent – intelligence

cruel – cruelty

Can you find an abstract noun, which ends in – **ness** in the article?

Make abstract nouns from the adjectives below (all except one with – **ness**). Then write a short sentence using the noun:

- ▶ She is deaf ... but her deafness doesn't stop her working.
- ▶ Babies are helpless ...
- ▶ My father is very mean ...
- ▶ Don't drive when you are tired ...
- ▶ These people are poor ...
- ▶ They were very kind to me ...
- ▶ Never be late for school ...

4. Try to imagine being homeless. How would you feel? What sort of problems would you have? What would you miss most from your present life?
5. In some countries asking for money on the street – “begging” – is legal. Do you think it should be allowed? Do you ever give money to beggars?
6. Young people can't afford a home if they haven't got a job. How can they get out of this dilemma? Should the government or city council do something to help?
7. In Britain some homeless people make money by selling a magazine called The Big Issue. Would you buy the magazine? Do you think it's a good idea?

(Source: “*Ideas and Issues*”, pp. 74-75, audiocassette is available)

### Listening and writing

#### My favourite room

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories of time spent there: special occasions such as homecomings or cooking Christmas dinner; troubled times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with a steaming hot mug of coffee.

Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house. So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto two apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large notice-board, which tells the story of our lives, past, present and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from a takeaway Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read! The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they go straight into the kitchen and join in whatever is happening there. The kettle goes on immediately and then all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

(Source: Liz & John Sears, “*Headway, Student's book*”, p. 63)

## Post-listening

Discuss the text and think of your favourite room (use your dictionary to look up any new word).

Draw a plan of it on a piece of paper and write down why you like it and some adjectives to describe it:

My favourite room is ... I like it because it is ...

Show a partner your plan and talk about why you like the room.

## Shopping

**Grammar**

Analyse the grammar structure in the following sentences:

1. I want Asan to make a report.
2. We wanted Nick to return soon.
3. They expect you to sing at the party.
4. He sees Nelly go along the street every morning.
5. She saw me write exercises every evening.
6. Ann hears Nelly sing beautifully every Sunday.
7. The teacher makes Nick speak loudly enough.

Write one sentence instead of the given two, using *The Complex Objects*:

Model: I saw John every day. He spoke with his friends. - I often saw John speak with his friends.

1. I wanted the sun. It was rising.
2. I heard him. He was singing an English song.
3. We noticed a man. The man was cleaning his shoes.
4. He saw two girls. They were dancing on the stage.
5. She watched the children. They ran about and played in the garden.
6. I saw her every morning. She arranged her hair carefully.
7. Every night we saw our neighbour. He listened to the news.
8. John heard his daughter. She was talking loudly. She saw Roger. He was crossing the square.
9. They heard their father. He played the piano every night.

**To be going to and will**

John always writes for himself a list at the beginning of every day. What's he going to do today? What's he going to buy?

Example: He's going to fill up the car with petrol.

<b>Things to do</b>	<b>Things to buy</b>
petrol	sugar
electricity bill	tea
plane tickets	cheese
from	
the travel agent	yoghurt
the library	2 avocados
a hair-cut	apples

Read the dialogue between John and Anna:

J: I'm going to the shops soon. Do you want anything?

A: No, I don't think so. Oh, hang on. We haven't got any sugar left.

J: It's all right. It's on my list. I'm going to buy some.

A: What about bread? We haven't got any bread.

J: OK. I'll go to the baker's and buy a loaf.

A: I'll be at work when you get back.

J: I'll see you later, then. Don't forget Jo and Andy are coming round for a drink tonight.

A: Ah, right. Bye.

J: Bye, honey.

Compare and explain.

I'm going to buy some sugar.

I'll buy a loaf.

Why does John use different future forms?

What's the difference between **will** and **going to** to express future intention?

We don't usually say '**going to go**' or '**going to come**'. Find the examples in the dialogue, where these forms are avoided.

### Language preview

#### II. Prediction

Use of **will** - The most common use of **will** is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future, or the Future Simple.

Example: Our love will last forever.

**Will** - for a prediction can be based more on an opinion than a fact.

Example: I think Laura will do very well in her exams. She works hard.

**Going to** - can also express a prediction, especially when it is based on a present fact. There is evidence that something is certain to happen.

Example: She's going to have a baby. (We can see she's pregnant).

#### II. Decisions and intentions

**Will** is also used as a modal auxiliary verb to express a decision, intention or offer made at the moment of speaking.

Example: I'll have the steak, please.

**Going to** is used to express a future plan, decision or intention, made before the moment of speaking.

Example: When I grow up, I'm going to be a doctor.

Underline the correct verb form in the following sentences:

Example:

Oh, dear. I'm late for work?

Don't worry. I'm going to give/I'll give you a lift.

- I've got a headache! - Have you? Wait a minute. I'm going to/I will give you an aspirin.
- It's Tony's birthday next week! - Is it? I didn't know, I'll send/I'm going to send him a card.
- Why are you putting on your coat? - Because I'll take/I'm going to take the dog for walk.
- Are you and Alan still going out together? - Oh, yes. We'll get married/We're going to get married next year.
- Would you like to go out for a drink tonight? - I'll watch/I'm going to watch the football on television.
- Did you phone Peter about tonight? - No, I forgot. I'll do/I'm going to do it now. What's his number?

### Vocabulary and reading

#### Men's Wear

##### A The Suit

suit

jacket

sleeve

lapel

shirt

collar

pocket

tie

waistcoat

##### B Casual Wear

jacket

jumper/sweater

trousers

shirt

belt

buckle

jeans

##### C Underwear

boxer (shorts)

underpants

socks

vest/T-shirt

##### D Colours

brown

grey

green

white

red

tan

blue

pink

yellow

purple

orange

turquoise

black

beige

##### E Patterns

stripped

patterned



spotted

checked

### Women's Wear

#### A The Suit and Dress

suit

jacket

skirt

blouse

#### B Underwear

petticoat

bra

pants/knickers

ankle sock

#### C Casual Wear

blazer

trousers

shoulder bag

sweatshirt

handbag

dress

clutch bag

sock

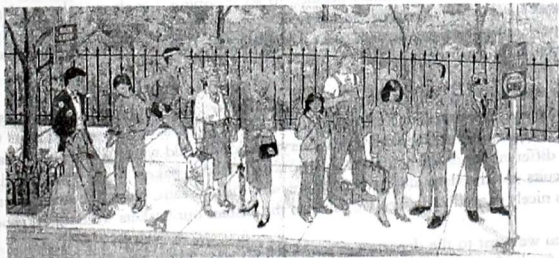
stockings

tights

jeans

T-shirt

shorts



Look at the pictures of men's wear and women's wear and answer the questions.

Example:

What is she (he) wearing? – She (he) is wearing a sweatshirt

What is she wearing? – She is wearing a ...

Read the sentences and work in pairs using *always, often, rarely, never*:

1. Do you ever wear a hat? Yes, I always wear it.
2. Do you ever wear slippers? Yes, I often wear them.
3. Do you ever wear a cap? No, I rarely wear it.
4. Do you ever wear gloves? No, I never wear them.
5. Do you ever wear a jacket? ... wear it.

Pay attention to the use of the following verbs. Work in pairs and use the words in the sentences of your own:

Example:

These black gloves match your black hat.

That cardigan does not go with a silk skirt.

to become

to fit

to match

to go with

to suit

### Pre-reading

1. Who does the shopping in your family?
2. How often do you go shopping?
3. Do you prefer to go shopping on weekdays or at the weekend?

### Reading

#### Shopping

One day my friend Aziz and I decided to go shopping. I took my salary and Aziz his father's salary. He needed some new clothes badly. There are a lot of shops, supermarkets and department stores in the centre of the city, so we decided to go through some of them.

The first shop on our way was a large supermarket. We needed some groceries, that's why we went there. The choice of goods was very impressive. It seemed to us that on the counters and shelves there was everything one could want. We could see sausages of different kinds, fish, meat, and poultry. At the bakery there was bread, rolls, biscuits. At the dairy department there was milk, cream, cheese, butter. Everything was nicely packed and when we came to the cashier our baskets were full of groceries.

Then we went to the department store, which was right across the street. Aziz and I are fond of computers and video and hi-fi equipment, so we couldn't go past the electric appliances department (frankly speaking, it was the first department we saw). There were a lot of computers, videocassette recorders, TV sets, hi-fi centres and tape recorders. But we had everything we needed at home, so we just had a look at the latest models. But we needed some presents. It was my mother's birthday in a few days and Nick's father's birthday in a week. I decided to buy a food processor and Aziz chose an electric razor.

And then, at last, we found the men's clothing department. There were a lot of suits, trousers, jackets, shirts and many other things. Aziz needed a suit he was going to the theatre with his girlfriend and her parents to see *Pygmalion*. As you probably remember, Aziz is very tall and slim. So it always difficult to find clothes that would suit him perfectly. The shop assistant asked Aziz's size and offered him a nice suit. But when Aziz tried it on I couldn't help laughing. The jacket was too big for him and the trousers were too short. He looked so funny! The shop assistant thought for a

moment and then suggested that Nick should try on some jackets and some trousers separately. An hour later Aziz looked like an English gentleman. The pinstriped jacket matched the black trousers perfectly. The shop assistant also showed Aziz a wonderful tie and he immediately agreed to buy it.

We had to go home by taxi because our bags were so huge that we could hardly lift them. We came home completely broke but happy.

### Post-reading

#### Comprehension check.

Read the text again more carefully. Check any new words in your dictionary. Are the following statements true (T) or false (F)?

1. In their city there are a lot of shops, supermarkets and department stores, so they decided to go through all of them.
2. It seemed to them that on the counters there was everything one could want, when they came to the cashier, in their baskets there were not all things they wanted.
3. Jewels and perfume were suitable gifts for their parents.
4. They went home by taxi because their bags were so huge.

Answer the following questions:

1. Do you like to go to small shops or to big department stores and supermarkets?
2. Which do you think is the most convenient time for shopping?
3. Some people are fond of window-shopping. Can you say that you belong to such people?

### Group work

Discuss what are advantages and disadvantages of big supermarkets and bazaar?

### Additional vocabulary

the greengrocer's  
the baker's  
the grocer's  
the butcher's  
fishmonger's  
dairy

How much is it?  
How much does it cost?  
What is the price of ...?  
to be loose on smb  
to be tight on smb  
to try smth on

### Language Practice

Work in pairs; make up true dialogues in the following places:

- ▶ At the butcher's
- ▶ At the dairy

- ▶ At the baker's
- ▶ At a ready-made clothes department

Example:

A: We'd like to buy a light summer frock for my daughter

B: What size do you wear?

A: How do you like this one, made of silk?

B: It's a nice dress, but I don't quite like the colour. Will you please show the pale-green one?

A: Certainly. It looks as though it's your size. Here you are.

B: Thank you, I'll try it on. May I?

### **Reading and speaking**

#### **Shopping: a Must and a Pleasure**

Shopping can be both a "must" and a "pleasure". Those who hate shopping, place their orders by telephone and it saves them a lot of time. Ordering food products by telephone is therefore growing more popular. Some make a hobby of shopping tours, whether they actually buy anything or are just window gazing. Besides, most housewives would like to see what they are getting for their money and do their shopping out themselves.

Different as people's feelings about shopping are you somehow couldn't think of shopping for provisions in terms of pleasure, you always think of it in terms of necessity. In case, you are not gourmand, you certainly feel happier just merely window-shopping at an expensive jeweller's than actually buying a joint of beef from your butcher's, with all your folks at home hoping for a good dinner after their day's work at an office, school or college.

My friend, Alice Turner and me, we both do our shopping together, generally on Saturday morning. Last Saturday I went to the butcher's for a small joint of beef and then to the greengrocer's, which is also a fruiterer's, for some eating apples and cooking apples, a dozen oranges, beans, potatoes and a good-sized head of cabbage.

Then we went together to the baker's and paid for the bread that we had had, two brown loaves, two white loaves and six rolls, and bought some fruit-cake and half a dozen small cakes (it's a confectioner as well as a baker) – and then went home felt rather tired.

I am also a regular customer at one of the big London stores. I went there today and enjoyed myself very much wandering from one department to another, looking at various articles on the counters. I thought the assistants were very helpful. There must have been hundreds of salesmen and saleswomen and dozens of different departments including china, haberdashery, confectionery, hardware and even provisions.

We all wear clothes and that is another necessity next to provisions. We all do our shopping for clothes in that same big department store. Last month we bought a nice summer frock for myself. The assistant showed me a green frock, which I liked very much, and all the more so when I tried it on and admired myself in the dressing-booth mirror. What a darling it was! It said I'd wear it then and there, so there was no trouble changing again. My husband suggested we also buy a hang-bag to match, which we did.

### Post-reading

Work in pairs and discuss the statements in the task sheet and note whether the practice is the same or different in the UK/USA and our cultures:

### Shopping habits

The statements below give information about shopping habits in the UK and the US. Are these habits the same (S) or different (D) from the shopping habits of the people in our country? Put a tick (✓) in the appropriate boxes. If any of the habits are different, write brief notes explaining the differences.

In the UK and the US

In your culture

1. Adults do most of their own shopping for clothes.

S

D



Notes

2. Mothers usually buy all the clothes for the young children in the family.



Notes

3. Teenagers usually choose their own clothes.



Notes

4. Married couples usually shop for large items such as cars, furniture, and TV sets together.



Notes

5. Shopping for groceries is usually done by going to the supermarket once a week.



Notes

6. Shops do not close for lunch, and some stay open till 7.00 p.m. or later on certain days, especially in big cities.

7. Department stores and grocery are open all day on Saturday.

Notes

8. In families, it is often the mother who does most of the food shopping.

Notes

9. Many oven-ready (frozen or micro-wavable) items are available in supermarkets.

Notes

10. Many people buy bread, cakes, biscuits, and pies in a supermarket rather than in a bakery.

Notes

### Writing and reading

Work in groups. Choose one of the following objects or products:

- mineral water
- dog food
- fashionable glasses
- a computer game
- a hair care product
- a tennis racket

As a group of writers, write and advertise the product to be published in a magazine.

Before reading the next passage, in pairs, quickly list all the reasons you can think of:

- ▶ For banning advertising
- ▶ To justify its existence

Compare your list with another pair.

Now read the following extract. As you read, refer back to your lists. Tick those points on your lists, which are included in the text and add any extra points that you find.

It is by no means difficult to find voices hostile to advertising. They range from the rapid far left, who however are as adept as anyone at the manipulative falsehoods of which they accuse the advertising business, to conservative intellectuals who refuse to

acknowledge that they, too, make choices about products and services, and that advertising is one of the sources of information on which those choices are based. In between these poles are the rest of us: those who consider themselves too smart to be "taken in" and feel secure enough to regard advertising with amused contempt; those who think that TV commercials are an insult to the intelligence (but what about most of the programs?); those who see ads as a corrupting influence; those who charge advertisers with trivialising the emotions; those who see in advertising an added production cost which is passed on to the consumer; and so on and on. As Roderick White notes in *Advertising: What it is and how to do it*, "everyone knows all about advertising."

In defence of itself, the advertising business can point to the jobs created by the stimulation of consumption; to (in Britain) the two television networks and hundreds of newspapers and magazines whose existence is made possible by advertising revenue; to the benefit of advertising to the consumer in indicating what choices are available within a given product range; to the controls, both statutory and voluntary, which protect consumers from advertising excesses; and, in extremes, it can be pointed out that advertising people themselves are decent men and women, loving husbands, wives, fathers and mothers, with the same variety of political attitudes and social beliefs and the same sense of responsibility as the rest of us.

There is no resolving the argument, just as there is no chance of changing the vote in a debate about God and Mammon (which some extremists take the argument about advertising to be), Marxism versus capitalism, or today's moral values against yesterday's. However, it is worth looking at the cases for the prosecution and the defence in some detail, if only because it is good to shed light where there is prejudice.

## Listening and speaking

You need to buy the things on the shopping list. Match the things on the list with the shops in the box below:

Shopping list:

- |                            |                |
|----------------------------|----------------|
| 1) Steven King's new novel | 4) Match strap |
| 2) 6 chicken legs          | 5) Potatoes    |
| 3) Cough mixture           | 6) Grapes      |

Chemist's, Jeweller's, Butcher's, Greengrocer's,  
Bookshops

Work with a partner. Choose one of the titles in box above and write a short conversation.

Example: At a jeweller's.

Assistant: Yes? Can I help you?

Customer: I'd like a new watchstrap, please.

Assistant: Yes, of course. What colour would you like?

Make a list of as many words connected with shopping as you can.

Listen to the conversation in a clothes shop. When you hear a word on your list, tick it.

Listen again and complete these sentences.

Is this jumper \_\_\_\_\_?

Could I \_\_\_\_\_ in \_\_\_\_\_?

What \_\_\_\_\_ are you?

The \_\_\_\_\_ rooms are \_\_\_\_\_.

Does it \_\_\_\_\_?

\_\_\_\_\_ a 10?

No, I'm sorry we've \_\_\_\_\_.

Write your list of words in your vocabulary book with their transcription. Mark the stressed syllable in each word. Use a dictionary to help you.

Example: pyjamas [pə'dʒɑ:məz]

Where would you hear these sentences? Match the sentences with the places:

1. Have you got these boots in black?
2. I'd like a kilo of sausages, please.
3. Could I have soup of the day, please, and a coffee?
4. I'd like to change ten pounds into dollars, please.
5. Can I have two kilos of white grapes, please?
6. May I have a large white loaf and four of those cakes, please?
7. Can I try this sweatshirt on, please?

- a) Restaurant \_\_\_\_\_
- b) Greengrocer's \_\_\_\_\_
- c) Butcher's \_\_\_\_\_



- d) Baker's \_\_\_\_\_
- e) Clothes shop \_\_\_\_\_
- f) Bank \_\_\_\_\_
- g) Shoe shop \_\_\_\_\_

### **Pre-reading**

1. Do you like buying new things and follow fashion? Why/why not?
2. Are you a victim of fashion?
3. Are today's teenagers victims of fashion?

### **Are today's teenagers victims of fashion?**

(Additional reading)

A survey among the 1300 pupils at Caldicot Comprehensive School, near Newport, Wales shows that teenage girls and boys are deeply affected by the images presented by the fashion industry in magazines.

When we asked whether super slim fashion models influence anorexia - the eating disorder in which people go without food - 100 percent of our sample replied "Yes". It is not just our schoolmates who hold these views. We interviewed psychologist Dr Glenn Waller of London's Royal Holloway College, an expert on the influence of fashion on adolescents. He told us that fashion photographs in magazines make a huge impact on young people's self-image; particularly females aged 13-19.

### **Post-reading**

4. Describe someone who you think is a victim of fashion and shopping.
5. Why do you think young people are so interested in fashion?

### **Simulation**

*Go round the city; choose a supermarket you like and try to converse with shop assistants. Assign the roles of a customer and interpreter.*

## Unit VI

### Languages, nationalities and countries

#### General knowledge quiz

1. What cardinal points do you know?
2. What continents do you know?
3. How many oceans are there in the world? What are they? Which is the largest ocean in the world?
4. What countries do the Commonwealth of Independent Countries (CIS) consists of? What are their capitals?
5. What is the highest mountain in the world (in our country)?
6. What is the largest (smallest) country in the world?
7. What is the longest river in the world (in our country)?
8. What islands (seas) can you find on the map?

#### Vocabulary and pronunciation

Cardinal points: the North, the South, the West, the East.

Continents: Europe ['juərəp], Asia ['eɪʃə], Africa, America, Australia [ɔs'treɪljə], the Antarctic [ˌænt'a:ktɪk].

Oceans: the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean

Seas: the Black Sea, the Baltic Sea

Rivers: the Thames [təmz], the Mississippi, the Naryn, the Ak-Bura, the Volga.

Islands: Great Britain, Ireland.

Chains of mountains: the Alps, the Tian Shan, the Pamirs, the Urals ['juərəlz].

The Commonwealth of Independent States (CIS) consists of former Soviet Republics. They are: Russia (Moscow), the Ukraine (Kiev), Belarus (Minsk), Uzbekistan (Tashkent), Kazak(h)stan (Astana), Georgia (Tbilisi), Azerbaijan (Baku), Moldova (Kishinev), Kyrgyzstan (Bishkek), Tajikistan (Dushanbe), Armenia (Erevan), Turkmenistan (Ashgabat or Ashkabad).

Note: the definite article "the" is pronounced as [ðə] before consonants, e.g. the Thames, and as [ði:] before vowels, e.g. the East, the Alps.

#### Pre-reading

##### Vocabulary of the text

to be located in  
to border on

to be bordered by  
juncture

mountain chains  
to run from east to west  
one-eighth, one-half, one quarter  
increase/decrease  
to be clustered in  
diversity/diversities  
minority/majority  
in the vicinity

to be elected to a five-year term  
the break-up  
to appoint  
deposit  
import/export  
currency  
inflation

### Grammar

Give the degrees of comparison of the following adjectives; the first one is done for you:

Positive	Comparative	Superlative
small	smaller	the smallest
high		
large		
little		
deep		
cold		

### While-reading

Write down the adjectives from which the following adverbs are formed:

completely	formerly
largely	exclusively
principally	widely
primarily	temporarily

Write out all geographical names from the text below and explain the use of articles and no-articles with them. Point out sentences in which the Passive Voice is used.



## The Kyrgyz Republic

### Location

Located in Central Asia, Kyrgyzstan is bordered by Kazakhstan on the north, China on the east, China and Tajikistan on the south, and Uzbekistan on the west. The landlocked country is somewhat smaller than Guyana. Kyrgyzstan has an unresolved issue with Tajikistan over the south-western border in the Isfara Valley area. Kyrgyzstan covers an area of about 198,500 square kilometres, that is 76,641 square miles.

### Topography

Kyrgyzstan is almost completely mountainous and subject to major earthquakes. It is located at the juncture of two great Central Asian mountain ranges – the Tian Shan and the Pamirs. The two ranges are composed of a series of mountain chains that run largely east to west. More than half of the republic's territory lies at an elevation higher than about 2500 meters (about 8202 feet), and only about one-eighth of Kyrgyzstan is lower than 1500 meters (about 4921 feet). Glaciers and permanent snowfields cover more than 3% of the total land area.

### Major Rivers and Lakes

More than half of the country is drained by the Naryn and other tributaries of the Syrdarya. Numerous small – and medium-sized rivers drain northern Kyrgyzstan and dissipate into the deserts and semi-deserts of southern Kazakhstan. Ysyk-Kul, the largest of the republic's many lakes and the fourth deepest lake in the world, is located at about 1.6 km (about 1 mile) above sea level.

### Climate

Kyrgyzstan has a continental climate, with much variation in climatic conditions. The average daily temperature in the valleys is 25° to 27° C (77° to 81° F) in July, and -4° C (25° F) in January. Conditions are much colder at higher elevations.

### Environmental Issues

During the 1980s Kyrgyzstan became one of the few countries in the world that increased its forest reserves. Still, water pollution is thought to be a serious problem, as water-borne diseases cause about 1500 deaths each year. Excessive irrigation of the country's extensive cotton fields has led to increased soil salinity, but this may become less of a problem as the country moves away from cotton monoculture and diversifies its agriculture.

### Population

With less than 40% of its population living in urban areas, Kyrgyzstan is the second least urbanized republic in the former Union of Soviet Socialist Republics (USSR). The population is clustered in two principal areas: the Fergana Valley in the republic's southwest, and along the Chu River in the north. The two largest cities are Bishkek, the capital, which is located on the Chu River, and Osh, which is located in the Fergana Valley.

The Kyrgyz are followers of Islam who speak a Turkic language and constitute 52% of the population. Russians are the largest minority; they account for 22% of the population and live principally in Bishkek and other industrial centres. Uzbeks live primarily in the Fergana Valley and constitute 13% of the population. Large numbers of Ukrainians, Germans, and Tatars also live in the republic. Disagreement between Uzbeks and Kyrgyz over access to land and housing in the vicinity of Osh sparked violent clashes in 1990 that left more than 230 people dead.

### **Languages**

Kyrgyz, Uzbek and Russian are the main languages. Tajik, Tatar, and Kazak are also spoken.

### **Government**

The president and a 75-member legislature (Zhogorku Kenesh – parliament) are elected to five-year terms. The president serves as head of state and appoints the Prime Minister. First presidential elections were held in 1990 after the period following the break-up of the USSR. Until September 1994 the country's legislature was based on the Soviet model and consisted of 350 members. A 1994 constitutional referendum provided for a bicameral legislature consisting of a full-time, 35-member legislative assembly and part-time, 70-member Chamber of People's Representatives. Under this constitution, the Prime Minister is the head of government and appoints the Cabinet of Ministers. Kyrgyzstan has been an active member of the Commonwealth of Independent states (CIS) since 1991.

### **Economy**

Formerly based almost exclusively on agriculture, the Kyrgyz economy underwent extensive industrialization during the Soviet period. Mineral extraction constitutes the bulk of the country's industrial activity. Kyrgyzstan has vast mineral resources, including extensive deposits of coal, gold, antimony, and uranium. Deposits of oil and natural gas have been found in the Fergana Valley, but the republic is still highly dependent on fuel import. The manufacturing base is limited primarily to processing agricultural products, such as wool, meat, and leather.

Agriculture is still a very important sector of the republic's economy. Livestock raising, especially of horses, sheep, and cattle, remains the dominant agricultural occupation. Extensive irrigation permits the production of cotton, grain, and fruit at lower elevations. Other agricultural products include tobacco and silk.

Kyrgyzstan is widely seen as the leader in economic reform among former Soviet republics in Central Asia, despite the economic stagnation that has occurred since independence. Market reforms are proceeding despite the economic crisis. Ethnic distrust has slowed the privatisation of land, but a legislative compromise on land allocation has been reached. Kyrgyzstan became the first former Soviet republic in Central Asia to introduce its own currency, the som, in 1993. This move created

tension between neighbouring republics that still used the rouble because it made interstate trade more difficult. Uzbekistan temporarily closed its border with Kyrgyzstan and cut off natural-gas supplies as a result of the currency switch.

In January 1994 Kyrgyzstan joined a free-trade zone established by Kazakhstan and Uzbekistan. Uzbekistan again halted natural-gas deliveries in March 1995 because of Kyrgyzstan's outstanding debt. In December 1995 Uzbekistan agreed to resume deliveries to Kyrgyzstan, and two presidents arranged to resolve the debt issue in 1996.

In response to the initiation of market reforms and government efforts to keep inflation low, Kyrgyzstan has received financial assistance from the World Bank (IBRD) and the International Monetary Fund (IMF).

### ***Post-reading***

*Tell about the Kyrgyz Republic in brief.*

*Search for additional information about Kyrgyzstan.*

*Study the recommendations for a successful presentation.*

### **Recommendations for a Successful Presentation**

1. Give a clear map or an outline that you will use during the presentation consisting of the main points you want to share. You will not be allowed to read your paper.
2. State your topic clearly. The topic of the presentation is up to each student but it must be based on the conversational topics. All topics must be approved by the teacher.
3. Be sure to have an interesting introduction, a well-organized body and a clear and definite conclusion.
4. Summarize each section before going to the next.
5. Cite any sources you have clearly. You must use at least one outside source (newspaper or magazine article, books, etc) as the basis of your presentation. The information presented cannot be solely based on your personal experience or knowledge.
6. Be sensitive to your audience. Consider your audience and what background information they may have about your topic. Anticipate communication challenges and ways of solving them. Check and make sure everyone is following you, keep good eye contact. Be aware of body language. Use appropriate pauses and gestures.
7. Prepare an effective handout and use visual aids. If appropriate, use the handout to show any important illustrations, diagrams or statistical data, which you don't have, time to spend discussing in detail. Your handout should also include a bibliographic reference to your outside source(s). Consider using the blackboard, a poster or actual objects to illustrate your presentation.
8. Give appropriate and useful examples.

9. Practice your presentation so you are comfortable going it. Please, make sure you are within 7-10 minute range.

10. Use accurate English

Prepare oral presentations on the following topics:

- ▶ History of Kyrgyzstan
- ▶ Geography of Kyrgyzstan
- ▶ Industry
- ▶ Agriculture
- ▶ Political System
- ▶ Flora
- ▶ Fauna
- ▶ Currency

Write a composition "Kyrgyzstan in 10 years".

### Speaking

Look at the map of the world, show and name the continents, oceans, seas, mountains, rivers, islands, countries, capitals and other geographical names you know.

Imagine that you are going to tell about your country to a group of foreign students. Prepare a presentation about your country, its capital, language, geographical position, rivers, lakes, mountains, etc.

Prepare a presentation about your favourite country according to the following plan:

- ▶ Geographical position
- ▶ Capital
- ▶ Physical background (seas, rivers, lakes, mountains, islands, etc)
- ▶ Climate
- ▶ Population
- ▶ What it is famous for

### Grammar

Use of articles with geographical names

1. With names of oceans, seas, rivers the definite article is used: *the Pacific Ocean (the Pacific), the Black Sea, the Thames, the Ohio River.*
2. Names of lakes do not take the article if the word lake is used, which is nearly always the case; if it is not mentioned we find the definite article: *Lake Ontario, the Ontario.*
3. With names of mountain chains the definite article is used: *the Urals, the Alps.* With names of mountain peaks no article is used: *Elbrus, Everest.*
4. With names of groups of islands the definite article is used: *the Hebrides, the Bermudas, the British Isles.* With names of single islands there is no article: *Madagascar.*
5. The names of the following towns, countries and provinces are used with the definite article: *the Hague, the Netherlands, the United States of America, the West Indies, the Ruhr, the Riviera, the Crimea, the Ukraine, the Caucasus, the Congo.*

Fill in definite or indefinite article where necessary:

- a) ... climate of ... northern part of Kyrgyzstan is colder than of ... southern part.
- b) Kyrgyzstan is located at the juncture of two great Central Asian mountain systems - ... Tian Shan and ... Pamirs.
- c) ... Ysyk-Kol, ... largest of the republic's lakes and ... fourth deepest lake in the world is located at about 1.6 kilometres above sea level.
- d) It is warm all ... year round in ... Crimea and ... Caucasus.
- e) I want to go to ... Almaty some day.
- f) Is Australia ... island or ... continent?
- g) ... Black Sea is in ... South.
- h) There are six continents in ... world, aren't there?
- i) France is to ... northwest of Italy.
- j) Bishkek is ... capital of ... Kyrgyzstan.
- k) More than half of the country is drained by ... Naryn and other tributaries of ... Syrdarya.
- l) ... Chu River is in ... north of the country.

In pairs, ask and answer questions containing geographical names. Remember the use of articles.

### Group discussion

- ▶ Kyrgyzstan
- ▶ The Independence Day
- ▶ Flag and the Arms
- ▶ Behests of Manas as basis for the ideology of the Kyrgyz Republic

### Pre-listening

What do you know about the origin of the Kyrgyz people?

### Vocabulary

original  
version  
heritage  
tribe  
to bleed

to faint  
conscious  
to reflect  
spirit  
customs and tradition

### Listening

#### Where did the Kyrgyz people come from?

Every nation has its legends. They are told from generation to generation that is why the original legend is quite different from its last version. Every storyteller changes something and adds his or her own words, impressions and feelings.



Legends are a part of a nation's cultural heritage. They are often not completely true, but it is important to remember that there is something true in them. The Kyrgyz nation also has its legends. They are very interesting especially the legends that tell about the origin of the Kyrgyz nation. Many years ago Kyrgyz people lived in tribes. Every tribe had its own legend about its origin.

One of the most interesting legends tells about the tribe, which lived in the mountains. One day its enemies attacked the tribe. All the people were killed except one boy. The enemies did not kill him but they cut his arms off and threw him in a dirty and wet area near the village. Laughing at him they said, "You will be father of a great nation!", then they left. The boy cried. He was bleeding. He had no hope of being saved. He was waiting for his death. Everything went black before his eyes as he fainted.

He lay there for hours and when finally he opened his eyes, he saw a female wolf before him. He decided that death had come for him. In a human voice, the wolf said to him that she had been sent by the dead relatives to help him and his nation. Then she said that she would be his wife. The boy fainted again because of her words. The wolf carried him away to safety. He had been saved. In a little while he became conscious. When he opened his eyes a beautiful girl stood before him. The female wolf had turned into a girl. The girl was so beautiful that the boy fell in love with her at once. They found a safe place to live and started living together there. She became his wife.

Then the enemies found out that the boy had been saved. They were frightened and decided to kill him. One night they came and killed him. But the girl turned into a wolf again and ran away. In the mountains she gave birth to ten boys. She named one of them Kyrgyz. According to the legend, the Kyrgyz nation is named after him. He was the first of this nation.

There are other forms of the legend about the origin of the Kyrgyz nation and its people. Some people say that the word "Kyrgyz" is actually a combination of two words: "kyrk" and "kyz". "Kyrk" in Kyrgyz means "forty". "Kyz" means "girl". According to that legend, the Kyrgyz nation is the nation of forty girls. In other words, those forty girls were mothers of the Kyrgyz people. Another legend says that a female deer mothered the Kyrgyz people.

You can see that these legends are very interesting even though they may not always agree with one another. I like them because they reflect customs and traditions and they help us understand the spirit of the nation and its history.

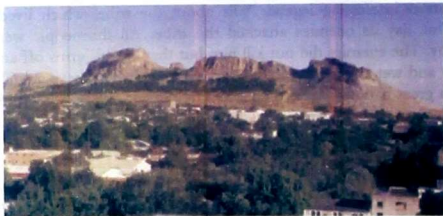
(Source: "Kymyz, computers and other writings", Bishkek, p. 61.)

### Post-listening

Share legends about the origin of the Kyrgyz people, the town of Osh.

### *Speaking*

*Work in pairs and prepare a dialogue about sights of Osh. You can mention the following: The Sulaiman Mountain, the Ak-Bura, the museums, situated in the town, the bazaar, different buildings, etc. You may use the following pictures:*



**Osh. The Mountain Taht-I Sulciman.  
(The Solomon's Throne). General sight.**



**Osh. The Embankment of the Ak-Bura River  
The chaykhona tea-house "Suzak"**



**Osh. The Lenina (Ploshid)**



**Osh. The Hotel "Intourist"**



**Osh. The State University**

## Reading and speaking

Work in pairs:

1. What is the stereotype of an English man or woman?
2. What do you think is the stereotype for your nationality?
3. Do you believe in stereotypes?
4. Which adjectives in the box do you think go with the nationalities below?

Use your dictionary to check new words.

hard-working; easy-going; punctual; friendly; reserved; emotional; lazy;  
outgoing; hospitable; hostile; sociable; formal; casual; enthusiastic; quiet;  
tolerant; talkative; sophisticated; well-dressed; fun-loving; respectful;  
humorous; serious; nationalistic; romantic

<b>American</b>	<b>Japanese</b>	<b>English</b>
<b>French</b>	<b>Italian</b>	<b>Russian</b>

Choose some adjectives, which you think go with your nationality.

## Languages and language learning

Discussion point

Answer the questions:

1. Which language in the world is spoken by most people?
2. Which language has the largest vocabulary?
3. Which is the oldest written language?
4. Which sub-continent has the largest number of languages?
5. Which language has no irregular verbs?
6. Which language has the most letters in its alphabet?
7. In which language is the largest encyclopaedia printed?
8. Which is the most widespread language?

Is it ... Spanish/Cambodian/English/Egyptian/Esperanto/Mandarin Chinese/Indian?

Key:

1. Mandarin Chinese is spoken by 700 million people (70% of the population of China).
2. English is the most widespread, with 400 million speakers.
3. English has the largest vocabulary, with approximately 500000 words and 300000 technical terms.
4. The oldest written language is Egyptian, which is 5000 years old.
5. India has the most languages, with 845.
6. There are no irregular verbs in Esperanto, an artificial language invented in 1887.
7. Cambodian has 72 letters.
8. The largest encyclopaedia is printed in Spanish.

### Pre-reading

Work in pairs.

Do you think the following statements are true or false? Write T or F in the boxes.

- 1  English was already an important world language four hundred years ago.
- 2  It is mainly because of the United States that English has become a world language.
- 3  One person out of seven in the world speaks perfect English.
- 4  There are few inflexions in Modern English.
- 5  In English, many verbs can be used as nouns.
- 6  English has borrowed words from many other languages.
- 7  In the future, all other languages will probably die out.

### Skim Reading

Read the article on English as a world language. Find out the answers to the true/false statements. There is one statement for each paragraph. Discuss your answers. Then read the article in more depth.

### English as a world language

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing - that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17th century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the 19th and 20th centuries that has given the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose-administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

#### Basic characteristics

**Simplicity of form.** Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

**Flexibility.** As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, kiss, look, and smile*. We can talk about water *to drink* and *to water the flowers*; time *to go* and *to time a race*; a paper *to read* and *to paper a bedroom*. Adjectives can be used as verbs. We *warm* our hands in front of a fire; if clothes are *dirtyed*, they need to be *cleaned* and *dried*. Prepositions too are flexible. A sixty-year old man is *nearing* retirement; we can talk about a *round* of golf; cards, or drinks.

**Openness of vocabulary.** This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reserved. Purists of the French, Russian, and Japanese languages are resisting the arrival of English in their vocabulary.

**The future of English.** Geographically, English is the most widespread language on Earth, second to Mandarin Chinese in the number of people who speaks it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

#### Comprehension check/Language work

Here are the answers to some questions. Work out the questions:

1. A few million.
2. It is the mother tongue of many countries outside England.
3. In the seventeenth century.
4. 75%
5. 60%
6. Yes, it had a lot of inflections.
7. Simplicity of form, flexibility, and openness of vocabulary.
8. Mandarin Chinese.

What do you think?

▶ the text comes from

- a brochure for an English language school?
- a preface to a book on modern language teaching?
- a dictionary?
- an encyclopaedia?

▶ The text says that it is because of the United States that English is a world language. Why?

▶ Which of the three groups of English speakers do you belong to? What is your reason for learning?

▶ What words are there in your language that have been borrowed from other languages?

### Speaking

How do you learn languages?

1. Discuss the following questions with your fellow students.

What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?

What advantages does the baby have?

What advantages does the adult have?

2. Work individually.

What is most important for you in learning a language? Put the list in order of importance, 1 being the most important.

<input type="checkbox"/>	learning grammar
<input type="checkbox"/>	learning vocabulary
<input type="checkbox"/>	speaking and being corrected
<input type="checkbox"/>	speaking and not being corrected all the time
<input type="checkbox"/>	listening
<input type="checkbox"/>	reading
<input type="checkbox"/>	writing
<input type="checkbox"/>	pronunciation practice

*Work in groups. Compare your lists.*

Justify your order, but remember that different people learn in different ways.

Try to agree as a class on an order of importance.

*Can you think of some suggestions for effective language learning?*

Example:

Practise as much as possible.

Read books and newspapers.

### Pre-listening

You will hear a radio programme about Esperanto. Work in pairs. Make two lists.

What I know about Esperanto
-----------------------------

It's an artificial language.
------------------------------

What I would like to know?
----------------------------

Who invented it?
------------------

### Listening

#### Esperanto, a world language

**P:** = Presenter

**N:** = Professor Nesbit

**P:** Hello, and welcome to today's *Worldly Wise*, the program that examines world issues and the way they affect each and every one of us.

Today, we turn our attention to languages, or more specifically, to language. What would the world be like if everyone spoke the same language? Would we understand each other better and be more sympathetic to each other's causes? I'm not talking about everyone sharing the same first language, but sharing the same second language, and I'm not talking about English, but Esperanto.

What are the facts about this artificial language? Well, it was invented in 1887 by a Polish doctor, Ludwig Lazarus Zamenhof. The vocabulary comes mainly from Western European languages, and the grammar is similar to Slavic languages. It sounds like Italian.

From the learner's point of view, it has the advantage that there are no exceptions to rules. It is spoken all over the world by approximately eight million people, and there are many who would like Esperanto to be the official second language of the world.

I spoke to Professor Desmond Nesbit of the University of Edinburgh for more information and asked him, hasn't the world got enough natural languages, so why make an artificial one?

**N:** I prefer the term planned to artificial. Esperanto means "hopeful", and it was Zamenhof's hope that a common language would promote a friendship and an understanding amongst all people of the world. His ... inspiration is summed up by the Esperanto term *interna ideo*, which means central idea, and it is an idea of human peace and justice.

**P:** What are the advantages that you see of Esperanto as a world language?

*N:* I see many. The advantages of the world being able to talk freely to each other about business, politics, culture, sport, hobbies, well-are obvious. The costs of translation at any international conference are staggering. Did you know that 55% of the EFC's budget in Strasbourg is taken up by translation costs?

*P:* My goodness!

*N:* The main advantage, as I see it, is that Esperanto is neutral language. It doesn't have the national, political, and cultural bias that all others of course have. If everybody has to learn a second language, then everybody is equal.

*P:* But isn't making a difficult situation even more difficult? I mean, there are already so many people who speak English throughout the world; why should they have to learn another language? Why not English as the world language?

*N:* I think I've answered that question already. Why should people have to learn English? For many it's a waste of time, energy, and money. The other thing that must be said is that English is by no means an easy language to learn. There is the problem of spelling, of the large number of exceptions to any rule, it is very idiomatic and the prepositions are terrible! English is one of those languages, which seems easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross, and many people give up.

*P:* On the subject of easy learning, how does Esperanto compare?

*N:* Esperanto is very easy language to learn. The tense system has none of the complications of English, and the grammar is based on just sixteen rules, which have no exceptions. There are five vowel sounds, and ...

*P:* How many vowel sounds does English have?

*N:* Twenty. The most remarkable thing is that after a very short time learners find that they can express quite sophisticated ideas, the same sort of things that they would want to say in their own language.

*P:* That's remarkable. But Professor, do you really see Esperanto becoming the World language? There is quite a difference between the four hundred million speakers of English and the eight million speakers of Esperanto.

*N:* I think it will happen, yes. I think it's happening now. Esperanto is taught in many schools in Yugoslavia and Hungary. China is very interested. It has such internal logic that it could become the international computer language, and that would really establish it.

*P:* Professor Nesbit, thank you very much.

*N:* Thank you.

*Listen to the introduction to the programme. Does it mention any of the subjects you discussed? Does it answer any of your questions?*



Listen to the interview with Professor Nesbit, and fill in the charts.

Advantages of Esperanto as a world language

Disadvantage of English as a world language

Answer the following questions:

1. What do you think of Zamenhof's "interna ideo"?
  2. Would you rather be learning Esperanto than English? Why/why not?
- Work in groups. List the disadvantages of Esperanto as a world language, and the advantages of English.

Take a vote in the class. Which language would the majority rather be learning?

### Grammar

#### Active and Passive

English has the Active and Passive Voices

- a. The girl speaks several languages.
- b. English is spoken all over the world.

In (a) the agent, the girl, is the subject.

In (b) the agent is not given.

Complete the tense charts.

Use the verb **work** for the active and **mend** for passive in the third person singular.

Active	Simple	Passive	Simple
Present	He works	Present	It is mended
Past		Past	
Future		Future	

You are going to interview someone about her/his past, present and future. First work in pairs. Prepare the questions.

Background	Where were you born?
Education	What schools did ...? ... university?
Travel experience	What countries have you ...? When ...? What ...?
Family	... married? Have you got ...?
Sports and hobbies	Do you play ...?
Work experience	... job? How long ...?
Reason for learning English	Why ...?
Hopes and intentions for the future	What do you want ...? When are you going to ...?

Ask your teacher the questions to check that you have formed them correctly.

Change partners. Ask and answer questions about each other.

### Keeping vocabulary records

It is very important that you decide how you are going to organize your vocabulary learning. You need to keep a record of the words you come across, and review the records regularly. Buy a special notebook.

There are many ways of keeping records, but the best is the one that you think is right for yourself. Here are some suggestions.

The information you need is:

- the word
- its part of speech (noun, verb, etc.)
- its meaning
- its pronunciation
- how to use it in a sentence.

You might want:

- to make note of the context
- to translate it into your language
- to write a sample sentence of your own or from the dictionary
- to include a word of similar meaning in English.

Different ways of organizing the page

1.

Context A recipe		
Word	Example	Translation
to season	Season the dish, salt and pepper before serving	assaisonner (In French)

2.

Word	Pronunciation	Example	Similar word
possession (n)	[pə'zeʃ(ə)n]	I lost all my possessions in the fire	belongings

**Writing**

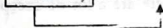
When you are speaking, mistakes often do not matter if people can understand what you mean. Unfortunately, this is not the case when you are writing. Correct the mistakes in these sentences, and use the signs and abbreviations below to identify the mistakes:

- / This word is not necessary
- ^ Add (a) word (s)
- P Punctuation
- Sp Spelling
- Gr Grammar
- T Tense
- Ww Wrong word
- Wo Word order

Example

Gr She lives in Rome.

Wo I like very much skiing.



- \_\_\_ a. My friend she came to see me last night.
- \_\_\_ b. I am going to the village where live my parents.
- \_\_\_ c. He told to me a story, which was very funny.
- \_\_\_ d. When I arrived to home, I had the dinner.
- \_\_\_ e. She speaks English, French and Russian.
- \_\_\_ f. The dog broke its leg.
- \_\_\_ g. He gave to me a pen for my birthday.
- \_\_\_ h. She's doctor.
- \_\_\_ i. She's a doctor for five years.
- \_\_\_ j. I explained the teacher why was I late.
- \_\_\_ k. The American people are very generous.
- \_\_\_ l. I made my homework very carefully.

Discuss in groups.

- English is an International language.
- English speaking countries.
- Why do we learn and where can we learn English?

Study the following.

Countries	Capitals	Languages	Nationalities
Bulgaria	Sofia	Bulgarian	the Bulgarians a Bulgarian
Czechia	Prague	Czech	the Czechs a Czech
Slovakia	Bratislava	Slovak	the Slovaks a Slovak
Cuba	Havana	Spanish	the Cubans a Cuban
Germany	Bonn	German	the Germans a German
Hungary	Budapest	Hungarian	the Hungarians a Hungarian
Mongolia	Ulan Bator	Mongolian	the Mongolians a Mongolian
Poland	Warsaw	Polish	the Poles a Pole
Rumania	Bucharest	Rumanian	the Rumanians a Rumanian
Viet Nam	Hanoi	Vietnamese	the Vietnamese a Vietnamese
Austria	Vienna	German	the Austrians an Austrian

### Articles

The use of articles in English is complex, and there are a lot of exceptions that need to be remembered and learned.

Here are the basic rules.

#### **a/an**

Use **a/an** to refer to a singular countable noun, which is indefinite - either we don't know which one, or it doesn't matter which one.

They live in *a* lovely house.

I'm reading *a* good book at the moment.

She's expecting *a* baby.

Use **a/an** to describe what something or someone is.

That's *an* instrument for measuring distance.

She's *a* lawyer

the

Use **the** before a singular or plural noun, when both the speaker and the listener know, which specific object is being referred to.

They live in the green house on the top of the hill.

The book I'm reading is all about the emancipation of women.

Mind the baby! She's near the fire.

The sweater I bought is blue.

Use **the** before a noun if it is the only one (**the Queen, the Earth, the Atlantic**). Also use it with certain public places, especially when referring to them in a general way:

I went to the theatre last night.

I have to go to the bank.

It should also be used when referring to general groups of people (*the French, the rich and famous*).

### Zero article

Use **no article** with plural and uncountable nouns when talking about things in general.

Compare the use of articles in the following sentences.

Money is the root of all evil. (General)

Put the money on the table. (Specific)

Love conquers all. (General)

The love I have for you will last forever. (Specific)

Gas is cheaper than electricity. (General)

I forgot to pay the bill, and now the gas has been cut off. (Specific)

### Final points

Notice the difference between the use of articles in the following sentences:

My daughter is **at school**.

The meeting will be held **at the school**.

I go **to church** on Sundays.

The firemen went **to the church** to put out the fire.

He was rushed **to hospital** immediately.

I'm going **to the hospital** to visit him.

The use of **the** emphasizes the place simply as a building. The use without **the** suggests that place is being used for its proper function as an institution, i.e. a place of learning, healing etc.

Pubs, hotels, theatres, and cinemas usually have **the**

**The Prince William**

**The London-Hilton**

**The Albany Empire**

**The Odeon**

Some geographical areas have the	
seas	the Mediterranean
rivers	the Seine; the Mississippi
island groups	the Seychelles
mountain groups	the Alps
deserts	the Sahara

Streets, roads, and squares, etc., in cities and towns usually have no article:

Oxford Street  
 Manas Square  
 Portobello Road  
 Hyde Park  
 Leicester Square  
 Victoria Station

Other nouns, which take no article, are:

Lakes: Lake Superior, Lake Victoria  
 Countries: Spain, Norway, China  
 Continents: Asia, Europe

The following types of noun take no article when referred to general:

Games: squash, football, chess  
 Academic subjects: medicine, literature, physics  
 Abstract nouns: freedom, understanding  
 Meals: dinner, tea, breakfast

*Compare these sentences:*

Do you prefer hockey or football?

The football they play in America is different from the kind they play in England.

Dinner is usually at eight o'clock.

The dinner they served yesterday was the best I remember.

### **Pre-reading**

In the 2<sup>nd</sup> century BC a list was made of the most impressive and beautiful man-made objects in the world. These were called The Seven Wonders of the World. Do you know any of them? What countries were these wonders situated?

### **Reading**

*Read the following information about Seven Wonders of the ancient world:*

1. The pyramids of Egypt at Giza, built as tombs for Egyptian kings, are the oldest and best preserved of all ancient wonders. Three famous pyramids there were built about 2600 to 2500 BC. The largest pyramid, called the Great Pyramid, stands about 450 feet (137 metres) high. Its base occupies about 13

acres (5 hectares). The Greeks and Romans marvelled at the size of the pyramids.

2. The Hanging Gardens of Babylon were probably built by King Nebuchadnezzar II for one of his wives. Nebuchadnezzar ruled Babylon from 605 to 562 BC. Babylon was located near modern Baghdad in Iraq. Gardens were laid out on a brick terrace about 400 feet (120 m) square and 75 feet (25 m), above the ground. In order to irrigate the flowers and trees in the gardens, slaves worked in shifts turning screws to lift water from the Euphrates River. Scientists have been unable to identify positively the remains of the gardens.
3. The temple of Artemis at Ephesus, built about 550 BC was one of the largest and most complicated temples built in ancient times. It stood in the Greek city of Ephesus, on the west of what is now Turkey. The temple was entirely marble, except for its tile-covered wooden roof. It was dedicated to the Greek goddess Artemis and was designed by the architect Chersiphion and his son, Metagenes. Its foundation measured 377 by 180 feet (115 by 55 metres). It had 106 columns, about 40 feet (12 m) high. The temple burned down in 356 BC and another one like it was built on the same foundation. Only the foundation and parts of the second temple remain. The British Museum in London contains sculptures from the second temple.
4. The statue of Zeus at Olympia, Greece, was perhaps the most famous statue in the ancient world. The Greek sculptor Phidias made it about 435 BC, and dedicated it to Zeus, the king of the Gods. The statue, 40 feet (12 m) high, showed Zeus on his throne. The statue no longer exists.
5. The Mausoleum of Halicarnassus, in what is now southwest Turkey, was a huge, white marble tomb. It was built about 353 BC to hold the remains of Mausolus, a provincial ruler in the Persian Empire. Its size and decorations made it so famous that all large tombs are now called mausoleums. The tomb was about 135 feet (41 m) high. The Greek architects and sculptors designed and decorated the building. The top part of the mausoleum was destroyed by an earthquake, and only pieces of the building and its decorations remain. The British Museum in London contains some sculptures from the mausoleum.
6. The Colosseus of Rhodos was a huge bronze statue that stood near the harbour of Rhodos, an island in the Aegean Sea. The statue honoured the sun god Helios. It stood about 120 feet (37 m) tall-about as high as the statue of liberty. The Greek sculptor Chares worked 12 years on it in the early 200's BC. In 224 BC, the Colossus was destroyed by an earthquake.
7. The Lighthouse of Alexandria over 400 feet (122 m) high stood on the island of Pharos in the harbour of Alexandria, Egypt. It became so famous that the word pharos came to mean lighthouse. The lighthouse is also called the Pharos of Alexandria. The structure, completed during the reign of Ptolemy II (283-246 BC) from a design by the Greek architect Sostratos, rose from a stone platform in three sections. The bottom section of the lighthouse was square, the middle light-sided, and the top circular. A fire burning at the top of the lighthouse provided light. The lighthouse of Alexandria stood for about 1500 years before it was finally toppled by an earthquake.

(Source: *World Book Encyclopaedia*, 1994, Chicago)

What do you think are some of the greatest wonders of the twentieth and twenty-first centuries? Don't just think of buildings!  
Find on the map countries on the territory of which ancient wonders of the world existed.

*Read the text about wonders of the modern world described by the journalist, Ann Halliday.*

### **Wonders of the modern world**

I don't believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings and statues. In the last two centuries we have seen unprecedented technical and scientific achievements. These are surely our modern wonders. Here is my list.

#### **1. Computers**

They have already revolutionized the way we live and work. But it is early days for computers. We don't know how much they are still changing the world. More computer wonders are yet to come.

#### **2. Space Travel**

Only a few years before men were walking on the moon, reputable scientists declared that it was impossible. But in 1969 Neil Armstrong stepped out of his space capsule and made his famous statement: "That's one small step for a man, one giant leap for mankind".

#### **3. Medical Science**

Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

#### **4. Holidays**

Yes-holidays! In fact there have always been holidays - in ancient Rome there were more than 150 a year-but a holiday used to mean simply a day when you didn't work. Now holiday-makers travel to all parts of the world. Perhaps you don't like so many tourists in your country, but you must agree that a phenomenon which sees the population of Greece treble in summer, and which sends office workers and shop assistants to Spain, Turkey, or the Caribbean is a wonder of the world.

#### **5. The Olympic Games**

It is true that the Olympic Games are now commercialised and there is greed and drug abuse. However, it is a competition in which every country in the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We feel hope again for the future of mankind.

#### **6. Agriculture**

In 1724, Jonathan Swift wrote, "Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole



race of politicians." In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now, in Europe we can't eat all the food we produce. If only the politicians could find a way to share it with those parts of the world where there is still famine.

### 7. We are still here

The last wonder of the modern world is simply that we are still here. We have bombs that could destroy the world but we have not used them. This is surely the greatest wonder of all!

(Source: Liz and John Soars, "Headway, Intermediate Student's Book")

*Make your own list of wonders of the modern world. Explain your choice. Discuss your lists in groups.*

### Listening

You will hear three people giving their ideas of the wonders of the modern world.

J=John M=Martin P=Pam

J: Let me ask two questions. You know the wonders of the ancient world were all buildings. Well, what would your wonders of the modern world be? And don't ... necessary think about buildings, think about things, you know, our way of life at the end of the twentieth century.

M: Well, I think for me definitely, what's changed my life more than anything else is the washing machine, er ..., I think it's ... marvellous! It's the best invention ever! It has extended human freedom, really! I think that the free time it creates is incredible!

P: Yes, it's very convenient, it's true ...

J: No more taking your clothes to the river.

P: ... but I think we wash our clothes more often than necessary because we have the machines to do it. So we fill that free time with more washing.

M: Ah! That's interesting!

P: I ... I ... take your point about the washing machine, but, well I was thinking along more, slightly sort of intellectual lines perhaps ...

M: Yeah, go on!

P: Um, well I was thinking that for me the ... well ... the most wonderful things is the fax machine, because of the way it ... it simply enables you to communicate with people in a way that you just couldn't contemplate even five years ago!

J: Are you saying it's good for work, or for pleasure ... for keeping in touch with people?

P: I think it's just the wonder of the machine, not work or pleasure; er ... it's simply amazing.

J: Yes, I know what you mean. You watch your piece of paper going into the fax, and at the same time, on the other side of the world it's coming out of somebody else's machine. It's incredible!

- P: Oh, possible, yeah.
- M: But it never leaves you alone, though, that's the problem. It never stops.
- P: Oh, possibly, yeah.
- M: You're never alone ...
- P: ... never alone with your fax ...
- M: ... with your fax machine. Well, this may be very obvious, but talking about keeping in touch with people a long way away. I ... I'm still very, very impressed by planes, actually. Especially jumbo jets. I think I'm slightly obsessed by them.
- J: Yes. I can never understand how something so very, very big can actually take off.
- M: Absolutely!
- P: Mmm. It is incredible to be able to get almost anywhere in the world in less than twenty-four hours.
- J: I think we have to agree, though, that one of the greatest wonders of the modern world has to be the microchip, or the computer, and all the technology that that's opening up. I mean, almost weekly there's some new amazing bit of technology that was inconceivable five or ten years ago.
- P: Yes. I think a lot of the things we're talking about are to do with communication, aren't they? The ways we can communicate with each other, how much and how quickly. We could include the phone. The phone's pretty amazing.
- J: To sort of ... to take a slightly different view of the question, wouldn't you say that one of the wonders of our age is free time, actually having free time? Well, that's what you were saying about washing machines.
- M: Yes, Mmm, I, er ... yes. I think that has been the great revolution. I just ... my fear is ... that all these machines are beginning to erm ... attack people's free time. I think we are losing our free time, because these machines that communicate with us never leave us alone!
- P: Mmm. Very philosophical. What you are saying is that, for every machine that comes along to give us more free time, something else comes along, possibly even the same thing, to fill it.
- M: Exactly

(Source: Liz & John Soars, *Headway, Intermediate, Student's book*, OUP)

*Make a list of the wonders they mention*

*What is good about each wonder?*

*Are there any problems with any wonder?*

## Seasons and Weather

**Grammar**

## Comparative and superlative adjectives

1. For one-syllable adjectives (like *rich*) the comparative is *-er* and the superlative is the *-est*.

Example:

Buying the video is cheaper than paying for seats to see the film at the cinema.  
This was the cheapest box of chocolates in the shop.

2. Two and three syllable adjectives and adjectives ending in *-ed* have their comparative made with *more* and their superlative with *most*.

Example:

I was more tired after the holiday than I was before it.  
She is the most intelligent person I know.

3. These one-syllable adjectives have irregular comparatives and superlatives:

good—better— the best

bad— worse— the worst

far—further or farther— the furthest or the farthest

4. These two syllable adjectives have the comparative *-er* and the superlative the *-est*: narrow — narrower — the narrowest; clever — cleverer — the cleverest; simple — simpler — the simplest; quiet — quieter — the quietest.

5. These two syllable adjectives ending in *-y* have the comparative *-ier* and the superlative the *-iest*: angry — angrier — the angriest; busy — busier — the busiest; dirty — dirtier — the dirtiest; early — earlier — the earliest; easy — easier — the easiest; funny — funnier — the funniest.

## 6. Use

- a) as + adj + as to compare things that are equal.

Example: My English is as good as his.

She is as old as I am (we are the same age)

- b) When we make comparisons we can use: when things are not equal not as + adj + as

Example: she isn't as old as I am (We are not the same age)

(Source: Michael Bean, "English grammar lessons", OUP)

Match an adjective in A with its opposite in B. Check the meaning of new words in your dictionary:

A	B
fast	cheap
small	slow
clean	bad
safe	unhealthy
old	dirty
healthy	noisy
friendly	modern
interesting	dangerous
expensive	boring
good	big

Choose the correct sentence:

One sentence of each pair has a mistake, choose the correct sentence. Put  $\surd$  after the correct sentence and X after the incorrect one.

- a) Yesterday was more hot than today.

b) Yesterday was hotter than today.
- a) She is taller than her brother.

b) She is taller that her brother.
- a) I am the most young in the class.

b) I am the youngest in the class.
- a) Last week was busier than this week.

b) Last week was busier than this week.
- a) My homework is the baddest in the class.

b) My homework is the worst in the class.
- a) Exercise 2 is the most difficult in the class.

b) Exercise 2 is most difficult in the lass.

Complete the following sentences using the pattern:

“as + adj + as”      “not as + adj + as”

- My brother is ...
- This flower is ...
- My library is ...
- This forest is ...
- Their flat is ...
- My friends are ...
- His marks are ...
- Her eyes are ...
- Our mistakes are ...
- This room is ...

## The English about the English Weather

The English weather on the whole is not exceptionally good. It's very damp. We have a lot of rain. Our weather is very changeable: a fine morning may change into a wet afternoon and evening. Conversely, a miserable morning may give place to a glorious afternoon.

The English summer is usually disappointing. We expect during winter to have two or three months of extremely good weather, sunshine and weather, hot enough to bathe, to go to the sea. But summer months are often cool; there is always plenty of rain. Planning summer holidays is not easy because you can never depend on the weather. One year June may be hot and sunny and July and August rainy, another year it might be the other way round. So many people, who look forward to the summer holidays, if they can afford it, go abroad for their holidays, though there are so many lovely beaches on the English coast.

The English winter is not cold. The temperature seldom falls below 3 – 4 degrees. The usual temperature is about zero. The air is frequently damp and foggy. It often rains and it seldom snows. The snow melts very quickly.

Autumn is the season of foggy, windy days. A spell of sunny weather in October is called an Indian summer. Spring is a warm and beautiful season. Spring flowers start to bloom from February. The weather in spring however, is changeable, and even if the sky is blue without a single cloud in the morning there is no guarantee that it may not rain within a short time. It is always wise to take a mackintosh or an umbrella.

No conversation ever starts in England without a comment on the weather. It is almost a formality like shaking hands. "How do you do?", "Nice day today, isn't it?", "Isn't it hot today?", "Isn't it a beastly day?", "Shocking weather, isn't it?" – these remarks are often used when speaking about the weather.

Use the correct forms of the verbs "rain" and "snow":

1. It \_\_\_ again today. It \_\_\_ almost every day.
2. We didn't go to the country on the weekend because it \_\_\_ all day long.
3. \_\_\_ it \_\_\_ when you left home? Yes, it \_\_\_ heavily.
4. When \_\_\_ it last \_\_\_? Two weeks ago.
5. Take an umbrella. It \_\_\_.
6. It often \_\_\_ last winter, \_\_\_ it?
7. \_\_\_ it \_\_\_ on Monday morning? No, it \_\_\_.
8. It often \_\_\_ here at this time of the year, \_\_\_?

Answer the questions:

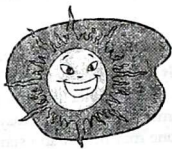
What do you think the weather will be like tomorrow? on Sunday? in June? in autumn? next week?

Example: I think it'll be hot the next week.

Prompts: cool, sunny, rainy, warm, lovely, fine, damp, foggy, windy, cold, wet.

Prepare the weather chart for the last week, using the vocabulary, of the Unit.

Listen to the weather forecast and present it to the class.



### Vocabulary

#### Weather words

Write the correct word under each picture; find more adjectives to describe weather.

sunny, raining, thundery, windy, snowy



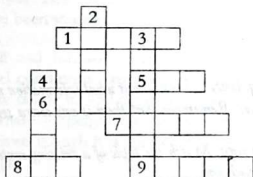
Complete the puzzle:

Across

1. It's often cold and \_\_\_\_\_ in the autumn.
5. In the summer, a lot of people swim in the \_\_\_\_\_.
6. There is often a lot of \_\_\_\_\_ pollution in large cities.
7. There are a lot of \_\_\_\_\_ in a forest.
8. It's very hot and \_\_\_\_\_ in the desert.
9. Today it's hot and \_\_\_\_\_.

Down

2. The Nile is a \_\_\_\_\_ in Egypt.
3. The Sahara and the Kalahari are \_\_\_\_\_.
4. There's a lot of \_\_\_\_\_ in the ocean!



Prepare your own crossword using the vocabulary of the Unit.

### Reading

#### Hurry summer!

I can't wait for summer to come. I'm tired of winter. I'm tired of cold weather. And I'm sick and tired of winter coats and boots! Just think! In a few weeks it won't be winter any more. It will be summer. The weather won't be cold. It will be sunny. I won't have to stay indoors any more. I'll go outside and play baseball again. Just think! In a few weeks our neighbourhood won't look so sad and grey. The flowers will bloom and the trees will become green again.

My family will spend more time outdoors. My father will work in the yard. He'll cut the grass and paint the fence. My mother will work in the garden. She'll buy new flowers and plant them in the garden. On weekends we won't just sit in the living-room and watch TV. We'll go for walks in the park and we'll have picnics on Sunday afternoons. I really can't wait for the summer to come. Hurry summer!

### Post-reading

Write why you are looking forward to summer (winter, autumn, spring). Use the questions as your plan.

1. Are you looking forward to summer?
2. What are you tired of?
3. What will the weather be like in summer?
4. How will you spend your time in summer?
5. What will the neighbourhood look like in summer?
6. What will your parents do outdoors?

(Source: Newspaper "English", #20, Moscow, 2000)

## Reading

### Guidelines

#### Do

- Read through the gapped text quickly. Think about what information might be missing.
- Read the list of missing sentences. Remember that there is one extra sentence that you do not need.
- Try to fit the sentences into the gaps. Match the topic of a missing sentence with the topic of the sentence before and after each gap.
- Check your guesses by looking for language connections, e.g. matching verb tenses, pronouns, which refer to nouns already mentioned.
- Read the whole text with the missing sentences you have chosen, to check it makes sense

#### Don't

- Don't try to fill any gaps until you have a general understanding of the text.
- Don't look for language connections, for example grammatical links, until you have matched the subjects.
- Don't rely only on subject connections. There may be more than one missing sentence on the same subject.
- Don't forget to check that the extra sentence will not fit in any of the gaps.

Follow the guidelines as you do this exercise. First read the article quickly and make a note of the main dangers and difficulties facing Arctic explorers.



### The struggle to beat the cold

Last week, Stephen Martin, David Mitchell and Clive Johnson, all members of Transpolar Expedition, were forced to abandon their 40-mile walk across the North Pole from Siberia to Canada.

The Arctic Circle in winter is a hostile zone, as everybody knows. The polar bears spend much of their time sleeping, the birds fly south and many of the whales



move to California. The Arctic climate has been so severe this year that several expeditions have been abandoned for safety reasons.

Martin, Mitchell and Johnson were overcome by exhaustion; cold and almost impossible travel conditions. Ironically, in one of the coldest spells in the north, with temperature falling to  $-50$  degrees C, the trio have had to deal with the polar traveller's nightmare – open water. In very strong wind, the Arctic ice will move and break up. Even though it is very cold, large cracks can develop in the ice and expose the sea. (1)

The wind is another problem: no matter how low the temperature is, the wind will make it even colder. Seawater freezes at  $-1.8$  degrees C, so falling in is extremely hazardous. Even if you are fully clothed, the water begins to soak through fairly quickly, so you have a limited amount of time to get out. (2) In this way a lot of body heat is lost.

And then there is the risk that one of the parties could get cut off.

Even on one ice floe, this danger exists. If the weather is bad, the ice floes split. There have been even instances of a split appearing through the middle of a camp, which means that explorers must be prepared for the worst. (3) In these circumstances, it is difficult to relax.

After the struggle with heavy equipment across broken ice, in high winds and impossible temperatures, there is another problem: how do you rest?

(4) Instead, there is ice in the sleeping bag caused by frozen breath and perspiration. This can make sleeping extremely uncomfortable.

Martin, Mitchell and Johnson were prepared for all these problems. (5) They also took care to protect the parts of their body most at risk from frostbite: the hands and especially the feet. Their feet were protected by four layers of socks and three kinds of boots.

Their hands were also protected by several layers, with a huge pair of over gloves to finish. The problems came when they had to put up a tent or open a flask. (6) Hands are more vulnerable to frostbite than other parts of the body.

Unfortunately, all this careful preparation was not enough, and Martin, Mitchell and Johnson had to give up their expedition. They are not, however, the only explorers to have met with such bad luck: to defeat and disaster have been part of polar history ever since Sir John Franklin sailed north in 1846 with the loss of 129 lives.

(Source: Haines S. and Stewart B. *New First Certificate, Masterclass*, OUP)

*Gap-filling. Read through the missing sentences A-H. Then, using the content clues for these missing sentences to help you choose the sentence, which fits each gap.*

- Once back on the ice, at -50 C, anyone who has fallen in has to change his or her clothes rapidly, before the water begins to freeze.
- They wore the most up-to-date thermal clothing and carried a spare set each.
- So their belongings are always packed and they are ready to move quickly to one side of the other.
- One of the problems is that even though it is constantly moving, Arctic ice has nowhere to go.
- Of course the more they could do with their gloves on the better.
- The body desperately needs heat of some kind.
- Although the water begins to freeze quite quickly, it is unsafe to cross for some time.
- In fact the only warm-blooded creatures in the region are scientists and explorers.

Arrange these weather words in order from the coldest to the hottest.

cold cool freezing hot mild scorching warm

Fill the gaps in sentence 1-5 with the correct form of one of these verbs:

blow fall pour shine strike

1. When I looked out of the window this morning, snow \_\_\_\_\_.
2. It \_\_\_\_\_ with rain all day, so the match was cancelled.
3. Can you hear the wind \_\_\_\_\_ outside?
4. During the storm last night our school was \_\_\_\_\_ by lightning.
5. The sun didn't \_\_\_\_\_ once during our two-week holiday.

Fill the gaps in the sentences below with an adjective meaning the opposite of the adjective in italics. The first letter is given, together with the number of letters for each word:

1. Yesterday was *fine*, but today it's been *w*\_\_ all day.
2. It was *bright* in the morning, but it became quite *d*\_\_ later on.
3. The day started *c*\_\_\_\_, but became *cloudy* by midday.
4. The atmosphere in the west is quite *damp*, unlike the east, which has a reputation for staying *d*\_\_.

Collocations. Match these adjectives with suitable weather nouns:

gentle heavy high light loud strong thick

Example a light wind

a wind  
rain  
fog  
snow  
drizzle

a shower  
thunder  
clouds  
a downpour  
a breeze

How many weather nouns can you think of that can be made into adjectives by adding the letter -y? Write a list. Remember that sometimes the final consonant has to be doubled, e.g. sun - sunny

Weather idioms. Guess the meanings of the idioms in *italics* in the following sentences:

1. Ever since Laura's party, I've felt *under the weather*.
2. Did you see that dog chase those two cats? It went *like the wind*.
3. I'm going to get up early tomorrow morning *come rain or shine*.
4. I'm certainly not going to spend all my money in one go. I'm going to *save some for rainy day*.
5. I don't know what all the fuss is about. As far as I'm concerned *it's a storm in a teacup*.
6. Our teacher has tried to explain it to me several times, but *I'm still in a complete fog*.
7. I've enjoyed living here, but now *there's a cloud on the horizon*. They're planning to build a new office block right opposite our apartment.

## Reading

Maintaining small talk.

### The weather

Without the topic of the weather, the English would be without one of the most useful weapons in their conversation. Only the English know just how little meteorological clichés really mean. Of course, it is all so much mouth music and you can bet that the English man or woman you are talking to is merely marking conversational time and either planning an escape route or a deadly verbal thrust.

In England, if you do not repeat the phrase "lovely day, isn't it?" at least two hundred times a day, you're considered a bit dull. This is an ever-interesting, even thrilling topic, and you must be good at discussing the weather.

Learn the following patterns by heart:

Conversational phrases.

For good weather:

- Lovely day, isn't it?
- Isn't it beautiful?
- The sun...
- Isn't it gorgeous?
- Personally, I think it's nice when it's hot, isn't it?

For bad weather:

- a. Nasty day, isn't it?
- b. Isn't it dreadful?
- c. The rain ... I hate rain...?

- d. I don't like it at all. Do you?
- e. Fancy such a day in July. Rain in the morning, then a bit of sunshine, and then rain, rain, rain, all day long! I remember exactly the same July day in 1936.
- f. Yes, I remember too!
- g. Or was it in 1928?
- h. Yes, it was.
- i. Or in 1939?

If you are a bit slow in picking things up, learn at least one conversation... Just repeat it and you'll have a fair chance of passing as a remarkably witty person of sharp intellect, keen observation and extremely pleasant manners.

(Source: After A. Miall and G. Mikes. Newspaper "English", #20, Moscow, 2000)

### The Rainbow and the Sun

Read the texts. Summarize using the Reported Speech:

One day in June there is a beautiful rainbow in the sky. It is a rainy day, but the sun shines. The boys and the girls say, "Look at the beautiful rainbow". The rainbow is very proud. It says to the clouds, "Dull things!" And to the sun, "You are not so beautiful as I am. You are shining, but you have only one colour. Look at my colours!"

"I like your colours, pretty rainbow!" says the sun with a smile.

Then the sun goes away behind the clouds. At once the rainbow goes out of sight. The rainbow doesn't know that it gets its colours from the sun. There can be no rainbow without the sun.

### The Wind and the Sun

One bright windy day the wind says to the sun, "I am stronger than you". "You are not stronger than me" says the sun. "I am" says the wind "see how the trees bow before me. See how the leaves tremble. They know that I can make trees fall to the ground. You can't do this because you are not so strong as I am".

- The sun says, "I can make the trees and flowers grow. You are not so strong as I am. You can't grow a tree"

- Then the wind says, "Let us see who is stronger".

- "Let us do that", says the sun, "but how can we?"

- "Do you see that man?" says the wind.

- "Yes", says the sun. "If you can make him take his coat off", says the wind.

- "You are stronger than I, but if I can make him take it off, I am stronger than you. I shall begin first."

So the wind blows and blows. "Oh! How cold that wind is!" says the man. The wind blows again, but the man does not take his coat off. Then the sun says, "Now I shall shine." And the sun begins to shine down on the man with all its might. "Oh!" says the man. "How hot it is!" And the man takes his coat off. So who is stronger?

(Source: Newspaper 'English', #20, Moscow, 2000)

Learn the poem by heart:

### The rainbow

Boats sail on the river, and ships on the seas.  
But clouds that sail across the sky,  
Are prettier far than these.  
There are bridges on the rivers,  
As pretty as you please,  
But the bow that bridges heaven,  
And builds a road from earth to sky,  
Is prettier far than these.

### Origins of Calendar Words

This exercise deals with calendar words, which come from Roman and Norse mythology. For each group of sentences, fill in the blanks with the three best words from the set at the left.

#### The months

readjusted	reinforced
reassured	represented
re-established	

January was named after the Roman god Janus, the god of beginnings and of doors and gateways. Janus was \_\_\_\_\_ as having two faces so that he might guard both entrances and exits. This has \_\_\_\_\_ the mistaken belief that January was so named because it was the first month of the year. In fact, however, when the ten-month Roman calendar was \_\_\_\_\_ about 700 B.C., January was added as the eleventh month and so named because it contained a feast day in honour of Janus. In 153 B.C. it began to be counted, as the first month and January 1 quickly became a popular festival.

denoted	derived
denounce	desist
deprived	

February is \_\_\_\_\_ from the Latin *ferbuo*, which means, "to purify". February 15<sup>th</sup> \_\_\_\_\_ an important festival for the Romans. On this day priests ran through the streets, touching or striking everyone they met with strips of skin from sacrificed

8. Hats. Women prayed that the priests would not \_\_\_\_\_ from this activity until they had been touched to be charms against childlessness. It lost a day to the newly created August.

incomparable  
inconsistent  
inconvenient

indefinite  
indisputable

March was the first month of the year according to the ancient Roman calendar, which contained only ten months. Beginning the New Year in the spring \_\_\_\_\_ with the calendar we use, but the Romans started the new \_\_\_\_\_ year in the spring because it was the beginning of the planting season. It is an \_\_\_\_\_ fact that the very early Italians worshipped Mars as the god of agriculture, and they dedicated the coming of spring to him and to the \_\_\_\_\_ blessing of planting and rebirth.

believed  
befall  
beside

besides  
beyond

April's name is \_\_\_\_\_ to come from Latin word *aperire* to open. Spring is, indeed, a time of openings for military adventures \_\_\_\_\_ the northern borders where the winter was longer and harsher than in Italy. \_\_\_\_\_, the Romans were thinking of the buds on the trees and flowers in warm spring weather.

intend  
increase  
instrumental

intense  
inadvisable

May is thought to have been named after the goddess *Maia*. This goddess was \_\_\_\_\_ to growth and represented spring. The custom of holding May Festivals probably dates back to pagan times when \_\_\_\_\_ celebrations were held to beg protection from the gods for the \_\_\_\_\_ of the new crops.

protegee  
proposed  
protectress

prospective  
proclaimed

June may have been so \_\_\_\_\_ in honour of another goddess, *Juno*, who was the wife of *Jupiter* and, therefore, queen. Though her marriage was not a happy one, her month was associated with \_\_\_\_\_ young brides, since *Juno* was the \_\_\_\_\_ of women. May and June may have been months, which honoured age and youth from the Latin "*Maiores*" (elders) and "*juniores*" (youths).

predominant  
prevailed  
previously

predecessor  
preference

July and August commemorate two great Roman emperors, Julius Caesar. \_\_\_\_\_ these two months were called "Quintilis" (5<sup>th</sup> month) and "Sextilis" (6<sup>th</sup> month) originally being counted from March. In the year of Julius Caesar's assassination, Mark Anthony persuaded the Roman Senate to make the change. Nephew and heir of Julius, Augustus Caesar changed the name of the following month himself, based on his title "Augustus". This was a lucky one for Augustus Caesar. In it he \_\_\_\_\_, winning a number of victories, celebrating three triumphs, and put an end to the civil wars. In boosting his position, Augustus wouldn't have a shorter month than his \_\_\_\_\_, Julius, so he added a day to his month borrowed from February.

enumerate

nominally

numerals

numerable

numinous

September, October, November and December are the remaining four months that retain their original names based, on \_\_\_\_\_. Interestingly, Nona and Decima (ninth and tenth) were Roman gods of a special function, here watching over the critical months preceding childbirth. Both Caesar made \_\_\_\_\_ changes in the length of these months in their balancing acts. December was the traditional month for great festivals among both the Roan and Teutonic (Germanic) peoples and some of these traditions mixed with later Christmas symbols and activities and are accepted as \_\_\_\_\_ Christian today.

### Try and Guess!

- Higher than a house,  
Higher than a tree;  
Oh! Whatever can that be?
- We are very large though we seem small,  
We float on high and never fall,  
We shine like jewels in the night,  
But in the day are hid from sight.  
What are we?
- What falls, but never rises?
- Two bright sisters are always running and never meet.
- I am born green, and I die yellow in large and small gardens.
- Large, very large, greater than the earth;  
It blazes but is not consumed;  
It burns but is not a candle.

7. I am a beautiful flower in love with a king.  
I follow him on his path without a cord and without moving.
8. Some sprinkles greater than the sun. Our Lord God waters the countryside with them.
9. They say that I am king, but I don't have a kingdom.  
They say that I move about, but I don't stir from my place.
10. I put pearls on flowers. Who am I?

(Check your answers with the footnote)\*

### Today's weather

clammy, close, cloudy, cold, cool, dry, dull, foggy, freezing, frosty, hot, humid, icy, lightning, mild, misty, muggy, overcast, raining, snowy, sultry, sunny, sweltering, thundery, warm, wet, windy.

### Puzzle

Find the above words from the columns

T	G	R	Y	L	O	O	C	I	I	Y	G	G	U	M
L	Y	N	T	U	E	R	C	D	S	N	O	W	Y	E
H	L	G	S	E	S	O	L	C	I	Y	T	S	C	W
Y	U	L	I	M	R	A	W	Z	L	C	W	S	G	E
Y	G	M	M	M	H	O	E	F	U	E	L	Y	G	T
I	G	G	I	D	D	E	R	F	L	W	D	N	L	A
L	M	I	O	D	R	O	S	T	E	L	I	I	U	N
T	G	U	M	F	S	T	E	R	I	L	G	N	T	Y
T	S	D	A	T	D	R	H	M	A	H	L	C	D	Y
Y	O	A	Y	G	I	L	L	U	T	I	L	U	R	Y
Y	F	D	C	N	V	I	O	N	N	A	N	T	D	Y
N	U	I	G	R	H	L	I	C	M	D	L	I	E	U
N	I	C	W	O	E	N	M	M	E	U	E	Y	N	T
U	I	Y	T	O	G	V	Y	I	S	E	O	R	O	G
S	Y	D	U	O	L	C	O	Y	R	D	R	W	Y	Z

### Weather week

Look at this chart about the weather. It shows the names of the days of the week, parts of the day and pictures of some different kinds of weather. Then read the sentences and fill in the missing words.

\* a cloud; stars; rain; a clouded sky; grass; the sun; a sunflower; clouds; the sun; rain.



Write one word in each space.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Days of the week

Here each missing word is the name of a day.

1. The sun shines all day on \_\_\_\_\_.
2. Snow falls on \_\_\_\_\_ and \_\_\_\_\_.
3. The weather is the same on \_\_\_\_\_ and \_\_\_\_\_.
4. There is fog on \_\_\_\_\_ and \_\_\_\_\_.

### Parts of the day

At this time each missing word is a part of the day.

1. There is rain on Wednesday \_\_\_\_\_.
2. There is lighting on Thursday \_\_\_\_\_.
3. There is sun on Saturday \_\_\_\_\_.
4. There is wind on Tuesday \_\_\_\_\_.

### Weather

Here each missing word is a weather word.

1. On Sunday evening there is \_\_\_\_\_.
2. On Thursday morning there is \_\_\_\_\_.
3. On Saturday afternoon is \_\_\_\_\_.
4. On Wednesday evening there is \_\_\_\_\_.

### Months of the year

Agree and disagree:

1. There are ten months in a year.
2. There are thirty days in February.
3. The winter months are December, January, and February.
4. The spring months are June, July, and August.
5. The summer months are June, July, and August.
6. The autumn months are September, October, and November.
7. Pupils go to school in September.
8. School begins on the first of September; school is over in May.

Find the twelve months of the year in this word square (across, down, backwards, upwards, diagonally):

P	S	E	P	T	E	M	B	E	R
F	H	K	D	M	S	G	H	F	S
E	N	U	J	A	N	U	A	R	Y
G	G	H	G	Y	D	H	A	A	D
F	J	N	O	V	E	M	B	E	R
J	H	S	H	J	C	A	R	S	J
W	U	N	P	J	F	R	L	O	I
A	S	L	N	C	M	C	I	J	K
A	X	W	Y	E	B	H	R	K	P
O	C	T	O	B	E	R	P	A	W
Z	B	F	E	B	R	U	A	R	Y
Q	U	I	L	F	D	S	M	U	Y
A	U	G	U	S	T	P	L	H	M

Answer the questions:

- Which month has only 3 letters?
- Which four months end in the letters *-ber*?
- Which month comes after July?
- If the last month of winter is February, which is the first months of spring?
- Which is your birthday month?
- Which season is it in?

### The seasons

Which season is it?

The leaves are gone from the trees.

The branches are bare.

The season is w\_\_\_\_\_.

The buds open.

New, light green leaves come out.

The season is s\_\_\_\_\_.

Dark green leaves fill the trees.

They give shade.

The season is s\_\_\_\_\_.

The leaves change colours.

Soon they will die and fall to the ground.

The season is a\_\_\_\_\_.



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