

Н.В. Грибачёва

ENGLISH ON THE MOVE

Учебно-практическое пособие

Министерство образования и науки Российской Федерации
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гуманитарно-педагогический университет»

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Учебное издание содержит практические задания и упражнения, способствующие формированию у студентов умений аудирования и говорения на различных уровнях владения английским языком (на уровнях А2–В2, согласно CEFR, – общеевропейской системе компетенций владения иностранным языком). Задания практикума основаны на современных аутентичных текстах страноведческого содержания различной материальной представленности (аудио, видео), адаптивны и направлены как на совершенствование указанных умений, так и на их проверку.

В конце практикума представлены советы и рекомендации по составлению устных монологических и диалогических высказываний, а также приведены примеры типовых заданий. Издание предназначено для студентов педагогических университетов, углубленно изучающих английский язык.

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ВВЕДЕНИЕ

Настоящее учебно-практическое пособие по аудированию и говорению для уровней *Elementary – Pre-Intermediate – Intermediate* предназначено для студентов педагогических университетов.

Обучению аудированию как рецептивному виду речевой деятельности, представляющему собой одновременное восприятие и понимание речи на слух, придаётся большое значение в профессиональной подготовке выпускника. Коммуникативное аудирование представляет собой одну из целей обучения иностранному языку и представляет собой сложное речевое умение понимать речь на слух при ее одноразовом воспроизведении. В издании представлены упражнения на тренировку в следующих видах аудирования: *skim listening, listening for partial comprehension, listening for detailed comprehension, critical listening* (аудирование с пониманием основного содержания, аудирование с выборочным извлечением информации, аудирование с полным пониманием, аудирование с критической оценкой). Тесная связь и общность речевых механизмов, обслуживающих коммуникативное аудирование как рецептивный вид речевой деятельности, обуславливает дополнительную направленность практикума на формирование у студентов умения говорения.

Упражнения в аудировании способствуют формированию и совершенствованию у студентов слухо-произносительных и рецептивных лексико-грамматических навыков, психофизиологических механизмов (восприятия и узнавания речи, механизмов антиципации, смысловой догадки, памяти и внимания).

Цель пособия – способствовать формированию и совершенствованию у студентов-будущих учителей английского языка умений коммуникативного аудирования и говорения, а также представления о методике обучения указанным навыкам, что подготовит их к практической работе в общеобразовательных учреждениях.

Задача настоящего пособия – на основе современных аутентичных аудио- и видеоматериалов страноведческого содержания на английском языке развивать и совершенствовать у студентов умения аудирования и говорения.

Основная часть пособия по аудированию и говорению для уровней *Elementary – Pre-Intermediate – Intermediate* «*English on the Move*» включает в себя 3 раздела, согласно уровням владения английским языком (*Elementary, Pre-Intermediate, Intermediate*). В пособие включен также справочник-клише для составления устных монологических высказываний (*Speaking Reference*), а также англо-английский толковый словарь.

ELEMENTARY (CEFR Level A2)

Unit 1. Polish Grandpa Learns English

(Режим доступа: <https://youtu.be/IjY1UAkZ3Io>)

1. Work in pairs. Make a list of **5 ways** to learn a foreign language.

1) ... have lessons with a native speaker, ... 2) ... 3) ... 4) ... 5) ...

2. Which ways of learning English do you think are **effective**? Why?

- *Learning texts **by heart***
- *Reading books and magazines*
- *Listening to music or **podcasts***
- *Watching films*
- *Translating*
- *Using **post-it notes***
- *Talking to people in English*
- *Writing stories*
- *Going to language courses*
- *Making **associations***
- ***Switching** your devices **to English***
- *Doing grammar exercises*

What do the words **in bold** mean?

3. Work in pairs. Match the words and the pictures

| | | | | |
|-------------------------|---|---|--|---|
| a) <i>headphones</i> |  |  |  |  |
| b) <i>a pot</i> | 1. | 2. | 3. | 4. |
| c) <i>a dog</i> |  |  |  |  |
| d) <i>a rubber duck</i> | 5. | 6. | 7. | 8. |
| e) <i>a fork</i> |  |  |  |  |
| f) <i>a knife</i> | 9. | 10. | 11. | 12. |
| g) <i>bread</i> | | | | |
| h) <i>a suitcase</i> | | | | |
| i) <i>a toothbrush</i> | | | | |
| j) <i>pajamas</i> | | | | |
| k) <i>a taxi cab</i> | | | | |
| l) <i>an airport</i> | | | | |

3. Now watch the video about a Polish Grandpa who was learning English. Put the events in order.

- _____ *he learned English on the bus*
- _____ *he watched a film*
- _____ *he received his books by mail*
- _____ *he wrote the names of things on post-it notes*
- _____ *he ordered a course for beginners online*
- _____ *he named a fork and a knife differently*
- _____ *he travelled by plane*
- _____ *he ordered a suitcase online*
- _____ *he used an F-word in the bath*
- _____ *he travelled by taxi*
- _____ *he saw his granddaughter*

4. Which way of learning English (from the video) did you like the most? Why? _____

Unit 2. Inventions Today

1. Fill in the chart.

| | |
|-----------------|-------------------------|
| what? | An <u>invention</u> (n) |
| to do what? | <u>to</u> (v) |
| who (a person)? | An _____ (n) |

Explain these words in English and match them with the pictures.

Example: to invent is ... to combine something old and
An invention is



something new.



An inventor is



2. Work in pairs. Make a list of 5 old inventions and 5 new inventions.

| | |
|--|--|
| <p>The 20th century</p>  <p>A TV set,...</p> | <p>The 21st century</p>  <p>An MP3-player,...</p> |
|--|--|

3. Watch the video about *Solarbox* (Режим доступа: <https://youtu.be/QQbiedmqC9g>) and *Snapchat Spectacles* (Режим доступа: <https://youtu.be/qKBpkxI1oBY>). What are the inventions used for? Use the words from the chart.



a phone booth

to charge

green energy

solar panels



spectacles

a camera

a vending machine

footage (video)

4. Answer the questions:

Which invention is **the most useful**? Why?

Which invention is **the least useful**? Why?

Which invention **would you like** to try? Why?

Unit 3. Painting With a Broad Brush

1. Work in groups of 3 and try to answer the questions:

1) When was Van Gogh born?

2) Where was he born?

3) What was his nationality?

4) At what age did he die?

5) How many paintings did he make during his lifetime?

6) Why people didn't like his paintings?

7) How did his paintings change after he moved to France?

8) Do you like his paintings? Why?

9) What was Van Gogh's style? Can you describe it?

10) Do you know any other facts about Van Gogh?



2. Now watch the video and check if you were right. Discuss the questions with the group.

3. Watch the video again and write the names under these paintings.



Which of them do you like **the most/the least**? Why?

4. Describe Van Gogh's bedroom using **there is/ there are** and **prepositions** (on, in, under, above, in front of etc.)

| |
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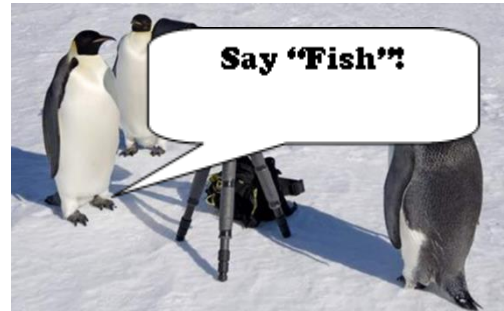


5. What does the English idiom «art is long and life is short» mean?

Explain it with examples OR write an essay (160–180 words).

Unit 4. The Pet Penguin

1. Discuss the following questions in pairs:
 - What do you know about penguin's life?
What kind of birds are they?
 - Do people and their activity make penguins' life harder?
 - Could penguins make good pets? Why (not)?



2. Watch the video about pet penguin Lala (Режим доступа: <https://youtu.be/LcpcMxmLtCQ>) and answer the questions below:
 - 1) Lala lives with the _____ .
 - Nishimoto family
 - Nishimura family
 - Nishiyama family
 - 2) Lala has his own bedroom complete with _____ .
 - a powerful heater
 - a powerful freezer
 - a powerful air conditioner
 - 3) Lala likes _____ .
 - travelling
 - fishing
 - staying home

- 4) After Mrs. Nishimoto packs him up, Lala _____ into town.
takes a trip
rides on a bus
has his lunch
- 5) When Lala hits the road, he _____ .
goes to the fish store
never goes alone
has a pack of ice with him
- 6) When the owner of the store sees Lala, she _____ him a fish.
gave
gives
will give
- 7) Lala loves eating _____ .
sardines and mackerel
sushi and nori
crab meat
- 8) After Lala finishes his snack, he _____ .
has some sleep
begins his trip home
wims in the bath
- 9) While Lala is walking home, he _____ .
takes a shower with a neighbour's garden hose
catches some flies
plays with the neighbor's cat.
- 10) When Lala gets home, his owner _____ .
washes him in a bath
unpacks the fish from his backpack
lays him to sleep
- 11) At the end of the day, Lala spends _____ with his family.
quantity time
quandary time
quality time

3. Watch the video again and fill in the gaps with words you hear:

It's happening in Japan. Meet Lala, 1. _____ king penguin who used to call the Antarctic home. Lala lives here with the Nishimoto family. And this king penguin is really living like a 2. _____. He's got his own room complete with powerful 3. _____ and free run of the property. But Lala isn't like average couch penguin. He likes to travel that's when. The Nishimotos help him pack it up for 4. _____ into town.

When Lala hits 5. _____ his favorite destination is no surprise. Where else? – The fish 6. _____. Sardines and mackerel are his favorite. He loves to eat them. He is 7. _____.

Adorable, yes! And deserving of a doggie bag for the trip home. Lala grew up in the cold Antarctic and now lives in a city 8. _____ its heat and humidity.

As he heads home he seems to pose at the soda machine, then moves on possibly realizing he left his change in other 9. _____. No problem, just hit it to the neighbor's 10. _____ for a quick cool down.

Ah... 11. _____! Then back on the road.

Once home, Lala gets his knapsack unpacked, 12. _____ his room and at the end of the long day spends a little quality time with 13. _____ the family.

4. Answer the questions with your group.

Do you like the video? Why (not)?

Have you heard of any other «unusual» home pets which your friends or family have? Would you like to have such an exotic pet? Why (not)?

PRE-INTERMEDIATE (CEFR Level B1)

Unit 5. Roald Dahl: Little Red Riding Hood and the Wolf

1. Answer the questions with your partner.

- Do you like reading? Why (not)?
- Who's your favourite author? Why do you like his books?
- What book genre do you prefer and why? (historical novels, science fiction, adventure, romance, thrillers, ...)
- Did you like fairy-tales when you were a child? Do you think writing children books is easy?

2. Look at the biography of a famous children's author Roald Dahl and put the facts in correct order.

_____ In 1953, he published the best-selling story collection *Someone Like You* and married actress Patricia Neil. He published the popular book *James and the Giant Peach* in 1961.

_____ In 1964, he released another highly successful work, *Charlie and the Chocolate Factory*, which was later adapted for two films (the latest was released in 2005, starring Johnny Depp as *Willy Wonka*).

___1___ Roald Dahl was born on September 13, 1916, in Llandaff, South Wales. Dahl's parents were Norwegian.

_____ Roald Dahl died on November 23, 1990, in Oxford, England.

_____ Dahl received his education at Repton, a private school with a reputation for academic excellence.

_____ After Dahl graduated from Repton in 1932, he took a job with the Shell Oil Company in Tanzania, Africa.

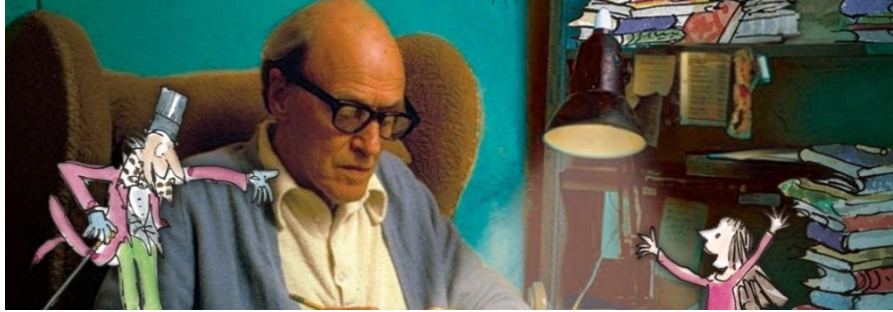
_____ In 1939, Dahl joined the Royal Air Force. After training in Nairobi, Kenya, he became a World War II fighter pilot.

_____ When Dahl was 4 years old, his father died.

_____ After long recovery period, Dahl was transferred to Washington, D.C.

_____ While serving in the Mediterranean, Dahl crash-landed in Alexandria, Egypt. The plane crash left him with serious injuries to his skull, spine and hip.

_____ He hated the strict rules at Repton; he was too lively and imaginative for following them.



3. Try to fill in the gaps in the poem *Little Red Riding Hood and the Wolf* by Roald Dahl (Режим доступа: <https://youtu.be/Y3uVQIhSYfY>). Then listen and check.



| | |
|---|--|
| <p>As soon as Wolf _____ to feel That he would like a decent meal, He went and _____ on Grandma's door. When Grandma opened it, she saw The sharp white teeth, the _____ grin, And Wolfie _____, "May I come in?"</p> <p>Poor Grandmamma was terrified, "He's going to eat me up!" she _____. And she was absolutely _____. He ate her up in one big bite. But Grandmamma was small and _____, And Wolfie wailed, "That's not enough! I haven't yet begun to _____ That I have had a decent meal!" He ran around the _____ yelping, "I've got to have a second helping!"</p> <p>Then added with a _____ leer, "I'm therefore going to wait right here</p> | <p>begone/begun/began</p> <p>hocked/knocked/mocked</p> <p>horrid/hurried/worried sad/said/stayed</p> <p>yelled/cried/died right/light/rite</p> <p>draft/rough/tough/though</p> <p>be/meal/feel/deal</p> <p>bedroom/chicken/kitchen</p> <p>rightful/frightfully/frightful</p> |
|---|--|

| | |
|--|--|
| <p> _____ Little Miss Red Riding Hood Comes home from walking in the _____. He quickly put on Grandma's _____, (Of course he hadn't eaten _____). He dressed himself in coat and _____. He put on shoes, and after that, He even _____ and curled his hair, Then sat himself in Grandma's chair. In came the little girl in _____. She stopped. She stared. And then she said, "What great big ears you have, Grandma." "All the _____ to hear you with," the Wolf replied. "What great big eyes you have, Grandma." said Little Red Riding Hood. "All the better to see you with," the Wolf replied. He sat there watching her and _____. He _____, I'm going to eat this child. Compared with her old Grandmamma, She's going to _____ like caviar. Then Little Red Riding Hood said, " But Grandma, what a _____ great big furry coat you have on." "That's _____!" cried Wolf. "Have you forgot To tell me what BIG TEETH I've ___? Ah well, no matter what you say, I'm going to eat you _____." The small girl smiles. ___ eyelid flickers. She whips a _____ from her knickers. She aims it at the creature's head, </p> | <p> till/until/bill hood/good/wood gloves/clothes/robes those/nose/goose hat/not/hut/nut/ washed/rushed/brushed read/red beetle/beat her/better smiled/mined through/though/thought waste/haste/taste looney/lovely/lonely long/rung/wrong hot/got/get/not/vote fairy tale/any way/anyway her/none/one/van Bristol/pistol </p> |
|--|--|

| | |
|--|---------------------------|
| And bang bang bang, she shoots him_____. | head/died/dead |
| A few weeks later, in the _____, | road/good/would/wood |
| I came across Miss Riding Hood. | |
| But what a _____! No cloak of red, | chance/range/change/chain |
| No silly hood upon her head. | |
| She said, "Hello, and do please _____ | got/note/vote/newt |
| My lovely furry wolfskin coat. | |

4. Answer the questions in pairs:

- What's different in Roald Dahl's poem from the classic version by the Grimm brothers?
- Which one do you like most? Why?



Word List to the Poem

aim at something – to choose a place, person, etc., that you want to hit or reach and point a weapon towards it

cloak – a type of coat without sleeves, it was worn in former times

come across somebody– to meet or find someone by chance

creature – a living thing (but not a plant)

decent – of a good enough standard, quality

eyelid - the piece of skin that moves to cover your eyes

flicker – to quickly make a sudden movement

furry – covered with or made from animal hair

grin – a wide smile

hood – the part of a coat that you pull up to cover your head in bad weather

horrid – very unpleasant, bad

knickers – a piece of underwear for women

leer – to look at people in an unpleasant maniacal way

note – to notice or mention something

silly – not serious, stupid in a childish way

terrified – very frightened

tough – strong; not soft

wail – cry out with a long high sound

whip – to remove or pull something quickly and suddenly

yelp – a short sharp sound

Unit 6. Ten Most Unusual Pets

1. Watch the video (Режим доступа: https://youtu.be/5HAMv_okbfc) and say which pet is the most unusual in your opinion and why? Which one is the least unusual and why?

2. Read the statements and mark them T or F. Then listen again and check.

1) Obie was originally owned by an elderly couple who overfed him and kept him indoors. T

2) Obie weighed about 100 pounds.

3) Grumpy cat is the cat's real name.

4) The two-headed snake was yellow and white with blue eyes. Its two heads had one stream of consciousness.

5) Wendy the whippet has the double muscle mass because of over-eating.

6) Goldie is the largest goldfish in Britain.

7) Goldie shares his fish tank with other fish.

8) Duncan Loo Who was born with severe deformities of his forward legs.

9) Duncan Loo Who often uses doggie wheel chairs.



- 10) Some double-turtle sellers are just stuffing two turtles into one shell to make it look like it has two heads on one body.
- 11) Frank and Louie, a Janus cat, was euthanized after living for a few days.
- 12) Matilda The Alien Cat can see perfectly.



3. Discuss the question:

Which one of these animals would you like to have as a pet? Why?

Unit 7. The Ultimate London Travel Guide

1. Answer the questions.

- Do you like watching travel guides on TV? Why (not)?
- What do you think is the difference between regular (normal) travel guide and an ultimate one?

2. Look through the questions and try to answer them with your partner.

Then watch the Crunch TV report (<https://youtu.be/Sq9rjbouBLY>) and check your ideas.

1) How many people live in London?

- | | |
|----------------|----------------|
| A. 4 million | C. 8.5 million |
| B. 6.3 million | D. 10 million |

2) The Underground (or the Tube) is the best way to get around London.

What is the traveller's card called that people can use on the Underground?

- | | |
|---------------------|--------------------|
| A. the Lobster Card | C. the Travel Card |
| B. the Oyster Card | D. the Tube Card |

3) What do the Londoners call the special bikes that you can rent to ride around the city?

- | | |
|------------------|-----------------|
| A. London bikes | C. City bikes |
| B. Queen's bikes | D. Boris' bikes |



4) Mark the free museums and galleries that are mentioned in the clip.

British Museum – Imperial War Museum – National Gallery – Tate Modern
National History Museum – Science Museum – London Transport Museum

5) Mark the London parks that are mentioned in the clip.

Green Park – Hyde Park – Primrose Hill – Hampstead Heath – Regent’s Park

6) Mark the iconic buildings that are mentioned at the end of the clip.

Buckingham Palace – Shard – Houses of Parliament – Tower
Big Ben – Tower Bridge – London Eye – St Paul’s Cathedral

4. Work in pairs. Ask and answer.

1) Would you like to visit London? Why (not)?



I'd like to visit London because it's full of iconic buildings I'd very much like to see, such as the Tower Of London, ...



No, I 'd rather not visit London because in my opinion it's too noisy and crowded. I wouldn't want to get stuck in a traffic jam for hours...

2) Imagine you are planning to visit London for a week. Write a list of things to do. Use the information from the Ultimate London Travel Guide.

My To-Do List

1st – to hire one of Boris's bikes and one summer evening ride it across the Hyde Park.

2nd – ...

5. You are making an ultimate travel guide about your favorite city. Make a presentation.

Mention the following:

- Where's the city situated? How many people live in it?
- What's the best way to get around your city? How much does it cost?
- Shopping areas;
- Nightlife areas;
- Museums and galleries;
- Parks and street art areas;
- Iconic buildings
- Where can you see the aerial view of your city from?

INTERMEDIATE (CERF Level B2)

Unit 8. Elementary!

1. Read the statements about a fictional character. Who are they about?

Gender: Male

First appearance: 1887

Episode count: four novels, fifty-six short stories

Nationality: English

Famous for: using *observation skills* and *forensic science* to solve difficult cases

Occupation: _____

Name: _____

2. Work in pairs. Fill in the chart with A-F from the box.

- A. a heavy smoker of tobacco and morphine addict
- B. lived and worked in London and its suburbs
- C. solved crimes by using scientific methods (analyzing cigar ashes, footprints left on a crime scene)
- D. plays violin brilliantly, is an opera-goer, visits high-standard restaurants
- E. drew conclusions from person's appearance, clothes, behavior
- F. has no regard for normal standards of behavior and good order

| | Trait of character | Why? |
|-------------|------------------------------------|-------------|
| S.H. | 1. a London-based detective | |
| | 2. incomparable observation skills | |
| | 3. a forensic scientist | |
| | 4. a bohemian | |
| | 5. an eccentric person | |
| | 6. bad habits and vices | |

Do you like this character? Why (not)?

Do you think he'll be still popular in the XXI century? Why (not)?

3. Watch the trailer to the Guy Ritchie's movie Sherlock Holmes (2009). (Режим доступа: <https://youtu.be/J7nJksXDBWc>) and answer the questions.

– What's the *setting* of the movie (time and place of the story)?

– British critics say that Holmes's character in this movie is interpreted in different way from more traditional Conan Doyle's screen adaptations ("too tough and too American"). Why? What's the difference?

4. Watch the trailer again and fill in the gaps.

– I've a request: someone I want to see.

– Sherlock Holmes...

– Mr Holmes, you must (1) widen **your gaze**. You **underestimate** the (2) _____ of coming events: tomorrow, at midday, the world as you know it will end.

– Well, there isn't any **time to** (3) _____ then, is there?

– The witness stated that he saw Lord Blackwood (4) _____ from the grave.

– I want you to find him and stop him.

– That will take every (5) _____ of my not **inconsiderable** experience.

– This may be a (6) _____ to you Mr Holmes, but **I do it for a living**.

– It does make a **considerable** difference to me; having someone with me, on whom I can thoroughly rely.

– Always nice to see you, Watson

– You've never complained about my (7) _____ before.

– I never complain, when do I complain about you ... practicing the (8) _____ at three in the morning, or your mess, your general **lack of hygiene**, or the fact that you steal my clothes!

– Be a lady...

– Holmes, does your **depravity** know no (9) _____?

– No.

– Watson, what have you done?

– Holmes!

– Madam, I need you **to remain calm**, and trust me, I'm a professional. Beneath this (10) _____ lies the key to my **release**.



5. Look at the words in bold in ex. IV. Match them with their synonyms.

| | |
|---|---|
| 1. widen someone's gaze <i>E</i> | A. seriousness |
| 2. underestimate | B. not to get excited |
| 3. gravity | C. freedom |
| 4. to waste time | D. large in size or quality, significant |
| 5. inconsiderable | E. think about more things, look at the problem in longer perspective |
| 6. considerable | F. paying no attention to how you look, smell, what you wear |
| 7. do something for a living | G. think less of something, pay no attention to something big |
| 8. lack of hygiene | H. not large enough to be important, small, insignificant |
| 9. depravity | I. to get the money you live on |
| 10. remain calm | J. the state of being bad, corrupt, immoral |
| 11. release | K. to spend time |

The REAL Sherlock Holmes

6. Work in pairs. Read the statements and mark them T or F. Then watch the video and check.

- 1) Sherlock Holmes character wasn't based on a real person. ***F***
- 2) Sherlock Holmes character was adapted for TV and theatre 254 times. ____
- 3) Sherlock Holmes was played by a lot of actors in one and the same way. ____
- 4) All the Holmes's versions have in common his *uncanny* observational skill. ____
- 5) In all the films Holmes character was a crack shot and he brought himself from the dead. ____
- 6) Doctor Joseph Bell could look at a man's tattoos and tell you what job that man had. ____
- 7) Sherlock Holmes's appearance (a tall thin man wearing a coat and a deerstalker hat) was based on Conan Doyle himself. ____
- 8) Conan Doyle studied medicine under Bell, who was a surgeon and a teacher at Edinburgh University. ____
- 9) Conan Doyle sometimes signed his autograph as Dr. John Holmes. ____
- 10) Doctor Bell was a workaholic and had no family. ____
- 11) Robert Christison was an Edinburgh Professor who experimented with dangerous drugs and regularly chewed coca leaves. ____

7. Answer the questions with your group.

What's the most surprising fact you've learned from *The Real Sherlock Holmes* video?

What screen version of Holmes do you like most? Why?

Unit 9. Tea Obsession?

Before you listen:

1. Match words and their definitions. Then think about their Russian equivalents.

| Russian equivalent | Word | Definition |
|--------------------|-------------------------------------|--|
| | 1. a Brit | A. always ready; at hand |
| | 2. Go-to (solution) <i>adj</i> | B. Sea which divides Europe from Africa |
| | 3. To date back <i>v</i> | C. to leave out; to not include |
| | 4. To exclude <i>v</i> | D. to happen in the past |
| | 5. The Mediterranean Sea <i>n</i> | E. Not true, real or genuine |
| | 6. Fake <i>adj</i> | F. Cream beaten into a froth |
| | 7. To consist of something <i>v</i> | G. Discovery; finding |
| | 8. Whipped (cream) | H. Someone who buys and sells goods in large amounts |
| | 9. an invention <i>n</i> | I. To be composed or made up of several ingredients |
| | 10. a merchant <i>n</i> | J. a British person |

2. Watch the video (Режим доступа: <https://youtu.be/BigKlKrY0B4>) and mark the statements T (true) or F (false).

- 1) Tea is the Brits' go-to solution for almost any scenario. T
- 2) The first thing you'll be asked by a Brit is if you would like a cup of coffee.
- 3) The British love for tea dates back to 1650's.
- 4) The British had been excluded from the tea exporting in the Mediterranean during the war with France and Spain.
- 5) Due to the high tea prices, there was a rise in fake teas in the 1700's.
- 6) Fake teas consisted of tea leaves mixed with other leaves.
- 7) Tea was once the privilege of the rich people only.
- 8) Afternoon tea is also known as high tea.
- 9) Queen Victoria made the afternoon tea popular.
- 10) Cream tea took its name because of the whipped cream served with this type of tea.
- 11) The evening meal is often referred to as tea.

- 12) Tea rooms became an important part of the women's liberation movement. ____
- 13) Churchill himself stated that "The tea is more important than war". ____
- 14) 90% of tea comes in tea bags, which are an English invention. ____
- 15) Tea bags were invented by a tea merchant who sent out tea samples to his costumers in silk sachets. ____

3. Complete the sentences with the words from the chart in exercise 1.

- 1) Edgar Allan Poe was *excluded* from The US Military Academy at West Point for refusing to carry out his duties.
- 2) _____ cream and berries is a popular summer dessert.
- 3) Leonardo da Vinci's Mona Lisa _____ to 1500s.
- 4) The compass, papermaking, gunpowder and fireworks are Chinese _____.
- 5) The _____ climate is a variety of subtropical climate: it has warm, dry summers and mild, wet winters.
- 6) Naval vessels from Russia, the USA and the UK patrol the Somali coast to protect _____ vessels from pirate attacks.
- 7) These days it's difficult to tell _____ diamonds from real ones.
- 8) Tea bag is a _____ solution in the morning when you're in a hurry to work.
- 9) The British Empire popularized India's food tradition so hot-spiced curry is the favourite dish among many _____ even today.
- 10) Gunpowder _____ sulfur, charcoal, and potassium nitrate.

4. Translate sentences into English.

- 1) Согласно опросу ВВС, любимое домашнее животное британцев – кошка.
- 2) Пирожные со взбитыми сливками – популярный десерт к чаю.
- 3) Статуя Венеры Милосской (Aphrodite Of Milos) датируется 130 годом до нашей эры (130 BCE).
- 4) Чай в пакетиках превратился в готовое решение для утреннего чаепития в спешке на работу.
- 5) Телефон был изобретен Александром Беллом в 1876 г..
- 6) Средиземное море омывает берега Европы, Азии и Африки.
- 7) XX век отмечен появлением множества подделок в сфере искусства. Их объектами становятся полотна признанных мастеров: Ван Гога, Пикассо, Модильяни.

8) Он был исключен из джентльменского клуба за нарушение правил.

Unit 10. Going To The Movies!

Choose the correct answer.



1) What's a *trailer*?

A) a horror film;

B) a short video about the premiere of a film

mentioning *film director* and the *cast*.

2) What's an actor's *track record*?

A) his previous works;

B) a song that he sings in the film.

1. Watch the trailer of the film (Режим доступа: <https://youtu.be/CzYRIISYE8Y>) and answer the questions.

1) What's the genre of the film?

a) science fiction film;

b) action film;

c) thriller film;

d) historical film.

2) What's the *setting* (time and place) of the film? Do you think the story is real?

2. Watch the trailer for the second time and answer the questions.

1) Who's the director of *The Man From U.N.C.L.E.*?

2) When does the film come out?

3) How many main heroes does the film have? Where are they from? What's their job?

3. Now watch the trailer again and fill in the gaps.

– You told me this was going to be a simple 0. ____ **extraction** _____. They were waiting for me.

– What was waiting for me was **barely** 1. _____.

It tore the back of my 2. _____.

– **Grow a spine**, Solo.



- This is the most 3. _____ time in our history.
- We've recently discovered an international criminal organization with an 4. _____.
- We have no choice but to work together in this.
- America 5. _____ up with Russia. That doesn't sound very friendly.
- We'll leave you two then. **Get acquainted.**
- I'll let you tag along. But when it's in and out, no mess, and we both forget about it in the 6. _____.
- This is not the 7. _____ way.
- You are to **investigate** Victoria Venciguero.
- They will send an army to stop us.
- We must give them an appropriate welcome.
- It's better for the mission if we get to know each other a little bit more 8. _____.
- What does that mean?
- It means I like 9. _____ strong.
- Do you want to **wrestle**?
- Nah, I did not say that.
- Hold on, 10. _____!
- For a special agent, you are not having now a very special day, are you?
- So sorry I can't stay to **finish you off** myself.
- Your tracker is not sending a signal.
- Do you want to 11. _____ it?
- **Be my 12.** _____.
- What are you doing down there?
- Trying not to get lost.
- I'll turn that now.
- Let's finish this.
- Things could get a little 13. _____.
- 'T was hell working with you.
- You are a terrible 14. _____, cowboy.
- Oh. And you have a new 15. _____. 15. _____ – U.N.C.L.E.



4. Look at the words in bold in ex. 4. Match them with their synonyms.

- | | |
|-----------------------------|--|
| 1. An extraction _G_ | A. Do as you please, you are welcome |
| 2. Barely (human) ___ | B. Get some information from somebody |
| 3. Roll a spine ___ | C. by the smallest amount, hardly (human) |
| 4. Get acquainted ___ | D. To struggle or fight with someone |
| 5. Investigate somebody ___ | E. To kill someone |
| 6. Wrestle ___ | F. Concentrate, mobilize your strength and abilities |
| 7. Finish someone off ___ | G. evacuation, saving someone from a dangerous place |
| 8. Be my guest ___ | H. Get to know each other |

5. Translate the sentences. Use the words and expressions from ex. 5.

- 1) *Соберись!* Тебе нужно сдать экзамен.
- 2) Был час пик, и нам *едва* хватило места в автобусе.
- 3) Ваша задача – *допросить подозреваемого и получить необходимую нам информацию.*
- 4) Сложнее всего – *сражаться* с собственной совестью.
- 5) Он настаивал, что болезнь его не *добьет*.
- 6) Чтобы *познакомиться* с новыми соседями, мы пригласили их на новоселье.
- 7) Карибский кризис 1962 года разрешился *эвакуацией* советских ракет с Кубы.
- 8) – Можно я поведу машину?
– *Пожалуйста.*

6. Look at the *track records* of the director and the cast. Guess whose track records they are. Have you seen the films? Which of them did you like most?

| | |
|--------------------------------|--------------------------------|
| _____ | _____ |
| Star Dust (2007) | The Social Network (2010) |
| Immortals (2011) | The Lone Ranger (2013) |
| Man Of Steel (2013) | The Man From U.N.C.L.E. (2015) |
| The Man From U.N.C.L.E. (2015) | |

Lock, Stock And Two Smoking Barrels (1998)
 Snatch (2000)
 Rock’N’Rolla (2008)
 Sherlock Holmes (2009)
 The Man From U.N.C.L.E. (2015)

7. Would you like to see *The Man From U.N.C.L.E.* movie? Why (not)? Answer in 7–10 sentences.

I’d like to tell you about...

The movie is set...

The director of the movie is... His track records include... I (don’t) like his works because in my opinion...

The cast include..

There are ... main characters.

The plot looks really ...



I think the movie is (isn’t) worth seeing because...








8. Tell your group about **the best and the worst film** you have seen recently. Prove your point of view.

Unit 11. British vs. American: Words for Clothes

1. Look at the chart below. Work with your partner. Write down the names for these items of clothing.

Now watch the video (Режим доступа: https://youtu.be/CX8s98_BMRA) and fill in the table.

| Item of clothing | British name | American name |
|---|--------------|---------------|
|  | | |
|  | | |

| Item of clothing | British name | American name |
|---|--------------|---------------|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

2. With your partner mark the sentences below as true (T) or false (F). Then watch the video again and check.

- 1) «Pants» is also a soft swear word in the USA.
- 2) Sneakers got their name from their rubber sole.
- 3) Sneakers are also referred to as tennis shoes in America because they were used by wealthy people to play tennis.
- 4) If you are British and someone invites you to a fancy dress party, you'll normally wear a tuxedo or a gown.

- 5) Sweater was given that name because it was believed that intense sweating would lead you to lose some weight.
- 6) If you shop for suspenders in the USA, you'll probably get what you're looking for.
- 7) A waistcoat is a belt in America.

3. Match sentences A-H to the texts 0–7.

A. Towards the end of the 19th century, manufacturers had developed shoes with rubber soles.

B. Perhaps it's best to clarify that braces in both the U.S. and the U.K. are correctional devices used in the orthodontic world.

C. Honestly, as if Brits dress up as ducks or something similarly whacky before taking a dip.

D. Confusion rained down on us like cannonballs during the Revolutionary War, and we both just sort of stood there in a silent stalemate, wearing pants.

E. Sounds like a fun party, however.

F. Some people suggest it comes from the French *jupe*, meaning “skirt,” which ultimately comes from the Arabic *jubba*, a loose outer garment.

G. The word ultimately derived from the Italian *pantalone*, which was the local nickname for a Venetian man, who presumably wore tight-fitting trousers.

H. However, “button down” is commonly misused in the Land of the Free as a word to describe any old dress shirt.

British/American Clothing Confusion

Text 0. The first time I heard an American say he was wearing a “wife-beater,” I was caught off guard. Sensing my apprehension, my new buddy, Sam, a skinny New Yorker with a silly moustache who had deployed the term, explained to me that *wife-beater* is just a “harmless” U.S. colloquialism for a sleeveless top.

“Pardon me, Samuel, my lad,” I said, looking for some clarification, “are you saying that a wife-beater is merely a vest?”

“No, dude,” replied Sam, “a vest is the sleeveless undergarment of a three-piece suit,” to which I said, “No, Samuel, that’s a waistcoat.”

| |
|----|
| 0. |
|----|

Text 1. Trainers vs. Sneakers

In the U.K., the generic term “trainers” is used to describe any sporty-looking footwear, and as you might expect, takes its name from the word “training,” as in “training shoes.” The word “sneakers” has a rather more sinister etymological background.

The fact made such shoes ideal for mischievous folk to creep around in undetected, hence “sneakers.” The term “tennis shoes” is also widely used stateside. Indeed, a 2003 dialect survey conducted by Harvard University found that 45,5% of Americans use “sneakers,” compared to 41,34% who prefer “tennis shoes.” Meanwhile, 0,01% go with the energetic sounding “jumpers,” while an indecisive 0,89% “have no general word for this”.

1.

Text 2. Braces vs. Suspenders

This one’s a tad confusing and we’re going to have to rally back and forth between American English and British English in order to make any sense of this dialectical mess.

Now, “braces” in British English also refer to the straps worn over the shoulders that hold trousers up. But in American English, these harnesses are known as “suspenders.” However, back in Blighty, suspenders are raunchy accessories that hold up a pair of women’s stockings while this item is more commonly referred to as a “garter belt” in America. See, I told you it was confusing.

2.

Text 3. Fancy dress party vs. Costume party

Inviting both British and American friends to a fancy dress party would most likely result in U.S. guests arriving clad in tuxedos and ball gowns and the U.K. contingent dressed as bees, pirates and bespectacled child wizards.contingent dressed as bees, pirates and wizards.

3.

Text 4. Swimming costume vs. Bathing suit

As we learned above, the word “costume” when used in the U.S. implies dressing up as Elvis or a cat woman. Thus the term “swimming costume” sounds a little curious to American ears.

Conversely, “bathing suit” sounds strangely formal to Brits, conjuring an image of zany Americans swimming laps in a suit and tie.

4.

Text 5. Shirt vs. Button down

What would simply be referred to in the U.K. as “a shirt” is known as “a button down” in the U.S.

Correct usage refers specifically to the type of shirt that has a collar fastened down by buttons. Pretty interesting, depending on how passionately you feel about buttons.

5.

Text 6. Jumper/pullover vs. Sweater/jersey

The origin of the British word “jumper” is a bit of a mystery.

“Jumper” would eventually go on to follow different evolutionary paths in the U.S. and Britain. In America, it became a sleeveless, collarless dress worn over a blouse (much like a pinafore dress in the U.K.) and in Britain it came to be synonymous with “pullover” (a term requiring no explanation).

“Sweater” first appeared in its current form in the United States sometime in the late 1800s. At the time, it was wrongly believed that sweating profusely could reduce weight, and many athletes trained wearing several sweaters in a harebrained and ultimately flawed attempt to get in shape (all it actually did was dangerously dehydrate them). The word “jersey” is much easier to trace and comes from the knitted garments made by the wives of fisherman on the Channel Islands of Jersey and Guernsey in the 1500s.

6.

Text 7. Trousers vs. Pants

This is perhaps the most famous case of all Anglo/American difference in names. Brits use “pants” as a generic term for men’s undergarments while, of course, in the U.S. the word is interchangeable with “trousers.” The word “pants” comes from the Middle French *pantalon*, meaning “a kind of tights”.

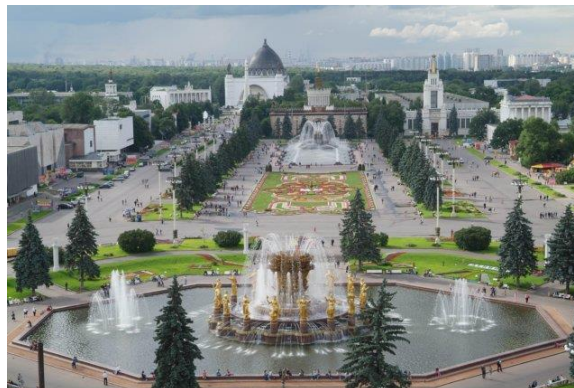
7.

Discuss in groups

– What was the most surprising fact about the words origin for you? Why?

Unit 12. Moscow on the Move!

- Before you watch, answer the questions in pairs:
 - How do you prefer exploring your native city?
 - What means of transport can you name that provide a good view of the city?
 - What other merits do they have?
- Watch the Euronews video (Режим доступа: <https://youtu.be/acfdqEX8JKA>) and choose the best way of going about in Moscow. Explain your decision.
- Watch the Euronews video again and answer the questions.
 - 1) Why is it vital to choose the right means for exploring Moscow?
 - 2) What does the speaker compare Moscow metro stations to? Why?
 - 3) What memorable pages of Russian history can you see in the metro?
 - 4) What superstition is connected to one of the metro statues?
 - 5) What has recently been constructed in the city centre?
 - 6) What two groups does Alexis divide the travelers into?
 - 7) Why did Alexis choose a bike for his excursions?
 - 8) Are there a lot of bikers in Moscow? Why?
 - 9) Why does S. Lavrentyev think that double-deckers are ideal means for excursions?
 - 10) What tour did Moscow ethnographer Natalya Leonova create?
 - 11) What role did the river play in the construction of Moscow?
- Answer the question in pairs:
 - What is the best way to go about in the city you live in? What can you see?
 - What are the advantages/disadvantages of every kind of transport?



Unit 13. Yummy! Pear Pancakes with Jamie Oliver

| | | | | |
|------------------|----------------------------|--------------------|------------|--------|
| A cup of flour | 1 cup of milk | A pinch of salt | One egg | A pear |
| A knob of butter | 3 scoops of pancake batter | A dollop of yogurt | some honey | |

1. Work in pairs and try to fill in the blanks with the phrases from the box above.

1. First, you measure _____ and put them in a big mixing bowl.

2. Next, pour in _____ into the mixing bowl.

3. Then, add in _____.

4. After that, you need to break in _____ and whisk everything.

5. Once that's done, you need to grate in _____.

6. Then, you heat the frying pan. Once it's heated, put in _____.

7. Next, you put _____ into the hot pan.

8. Once they're cooked, serve them in a plate and put _____ on top.

9. You can also drizzle _____.



Then watch the video with Jamie Oliver (Режим доступа: <https://youtu.be/Gj9SCQHvqhU>) and check.

2. Read the dialogue below and use **a, an, some & any** and fill in the blanks.

Nigella: How many cups of flour does Jamie Oliver ask Poppy to add in the mixing bowl?

Gordon: Jamie asks Poppy to put 1) _____ cup of flour.

Nigella: What does he do next?

Gordon: Next, he asks her to pour in 2) _____ mug of milk using the same cup.

Nigella: Does he add in 3) _____ pinch of salt? What about eggs? Does he use 4) _____ eggs in his pancake recipe?

Gordon: Of course. He adds in 5) _____ pinch of salt and he breaks in 6) _____ egg. He whisks everything then he grates in 7) _____ pear with the core and all.

Nigella: I see. Well, I never grate 8) _____ fruit in my pancake and to be honest, I do not grate in 9) _____ fruit all. Maybe I should try it next time!

Gordon: I don't grate in 10) _____ fruit either which is why I'm definitely going to try his recipe next time I'm making a pancake. Then he heats the pan and adds in 11) _____ knob of butter. Then he puts 12) _____ spoonfuls of pancake mixture. Once they're cooked, serve them in a plate.

Nigella: Hang on a second, does he enjoy his pancakes with 13)____ yogurt? What about 14)_____ honey? I always drizzle 15_____ honey on my pancakes!

Gordon: Oh yes! I completely forgot, sorry! Yes he does! He serves the pancake with 16)____ dollop of yogurt and he also enjoys his pancake like you do by drizzling 17)_____ honey.

3. Present your favorite recipe to your group in 10–15 sentences.

| | |
|---|--|
| <p><u>Useful language box:</u></p> <p><i>Verbs:</i></p> <p>To measure smth</p> <p>To pour smth in</p> <p>To add smth in</p> <p>To break an egg in smth</p> <p>To grate smth</p> <p>To heat smth</p> <p>To serve smth</p> <p>To drizzle smth with...</p> <p>To enjoy smth</p> | <p><i>Measures:</i></p> <p>A cup of smth</p> <p>A knob of smth</p> <p>A pinch of smth</p> <p>A scoop of smth</p> <p>A dollop of smth</p> |
|---|--|

SPEAKING OFF THE CUFF

Six Steps to Spontaneous Speaking Success

[adapted from Free Articles by Dr. Dilip Abayasekara, Ph.D]

A good spontaneous speech has the structure of a regular speech: *an opening, a body, a conclusion, connectives, and supporting data or stories*. It is usually shorter than a prepared speech but it tells us more about the speaker because it is not rehearsed. For this reason, it can also be a great deal of fun.

The most important attribute for a speaker to excel in spontaneous speaking is a “**can do**” **state of mind**. A positive state of mind will allow you to focus and be mentally agile, two vital skills for impromptu speaking success.

Here are the mechanics: six proven steps to help you succeed in spontaneous speaking.

1. **Listen.** Listen to what’s asked of you. Listen to the words and the tone of voice. Understand what is being asked of you before you even think of forming a response. Is the question clear? Is there a question behind the question? Make it a priority to understand the question.

2. **Focus.** Bring your full concentration on to the question at hand. Cause the brilliance of your intellect and spirit to bear on the topic.

3. **Buy Time/Don’t Rush to Respond.** People will wait when they sense that you are thinking about the question. The mind thinks extremely rapidly, at about 600-800 words per minute. So get out of the way, and let your mind think!

4. **Pick a Theme for Your Response...** or if you can’t think of a theme, begin to address the topic and free associate until you find a theme on which you’d like to expand. Sometimes, a theme will come readily to your mind.

5. **Build the Body of Your Speech.** Like any other speech, a spontaneous speech should have an opening, a body, and a conclusion. This is where you may give an example or two, tell a story, share facts and figures, and bolster your point of view.

6. **Conclude Confidently.** Wrap up your comments to solidify the clarity of your response. If you shared information, you may want to give a summary of your main points. If you were trying to persuade, you may want to appeal to the emotions in a powerful way, or conclude with a thought provoking question.

Note that the first three steps require you to *listen, focus, and think*. The last three steps require you to *speak, think, be mentally agile, and remain focused*. Try these steps. As you gain confidence, you will not think of the mechanics, but simply flow in to the process and have fun with your mind! [Abayasekara]

SPONTANEOUS SPEAKING PRACTICE

Task 1. Compare the two photos and say what might be good or bad for the people traveling in these ways. Talk for 1 minute!

Tips:

1. Don't describe a photo! Describing has ONE element – *This man is riding a bike*. Comparing has TWO elements – *This picture shows a man riding a bike while this one shows a motorbike*.

2. If you forget a word or make a mistake, don't worry. Just keep talking. You have to talk for one minute. Mistakes are normal. Keep going!



BAD example of spontaneous speaking:

There is a man riding a bicycle. He has a helm. Um... helm. Hat? Helmhat? Helmet! Yes, he has a helmet. This man is on a motor bicycle. There is a yellow taxi behind him. Um... I finished.

(Problems: described the photos – didn't compare – wasted time on one word - didn't say what might be good or bad.)

GOOD example of spontaneous speaking:

Both pictures show men on their own. In the picture on the top there's a man on a bicycle while in the other picture he's got a motorbike. In the first photo he's out in the countryside somewhere, maybe in Scandinavia. In contrast, this man is in a city and it looks quite dusty and polluted. Here in the first image, though, we can see it looks clean and the air seems fresh.

I think there are good things about traveling by bicycle – it's good exercise and it's very healthy. And cheap! On the other hand, riding a motorbike doesn't

give any health benefits and it's much more expensive because you have to buy petrol.

What about the downsides of the bicycle? I suppose it isn't very safe because cars don't respect you. But that's the same on the motorbike sometimes. Oh, the bike is quite slow – much slower than the motorbike. That's the really good thing about the motorbike – the speed, and it's easy to find a parking space!

Question to discuss

What makes the answer good example of spontaneous speaking? What are the strong points here? What are the weak points, if there are any?

More practice – Level 1

Task 2. Compare the two photos and say what might be good or bad for spending your holidays in these ways. Talk for 1 minute!



Task 3. Compare the two photos showing the two aspects of teaching and say which job would you prefer and why. Talk for 1 minute!



More practice – Level 2 – Pair work

Task 4. Work with your partner for 3 minutes. Compare the photos and decide which kind of sport is the best to stay fit.



Task 5. Work with your partner for 3 minutes. Imagine that you are planning a week-long touring holiday. You want to see as much as possible but don't want to spend too much money on transport. Compare the photos and talk to each other about how useful each of these forms of transport might be for your holiday. Then decide which one would be best.



Tips For Speaking Exam

(by Nicola Prentis, a teacher and Cambridge exams materials writer)

In any speaking exam, your main enemy is not your grammar or vocabulary problems. It's not even your fluency or pronunciation. All these things are important but, the biggest problem you face is overcoming nerves. It's easy to say «relax» and «stop the panic» but, it doesn't always help. So, what else can you do?

Tricks to help you feel confident

– While you're waiting to go in, **speak English to the people waiting with you.** That way you're not going in "cold" – switching from Russian to English. Think of it like doing warm up stretches before going for a run.

– **Forget about grammar and vocabulary today.** Concentrate on answering the questions, listening to the instructions and your partner (for tasks where you have to interact with another student). If you've been studying for the exam for months beforehand, you know all the grammar and vocabulary you're going to know. So, there's no point worrying about that on the day of the exam!

– **If you make a mistake, correct it and move on.** Don't let it interfere with your fluency. But: asking your partner to repeat or clarify something is called a **'repair strategy'** and it's a sign of good communication skills.

Tricks for success in the exam

– **Be interesting!** Before the exam, think of some interesting fact about the place you live, or a hobby you have that is a bit different, or give an opinion about your school subject. Just one or two sentences are enough to get the exam off to a good start.

– **Interact with your partner.** This trick includes initiating conversation, responding to what your partner has said, and trying to move the discussion towards an outcome.

– **Agree with your partner's idea and develop it** – just like a conversation in the real world. Try to avoid *just* giving stock phrases like "I agree with you" and then moving onto a different topic. Say why you agree (or disagree) and discuss the point. For example 'That's what I think too because...'. You can ask the other candidate why they have that opinion too.

– **Be yourself!** It's OK to make jokes or use humor. Just because it's an exam doesn't mean everything you say has to be super serious. If your personality comes across, then it means the examiner is more likely to think of you as someone who expresses themselves well in English [Prentis].

List of typical questions for speaking practice

[50 FCE questions for speaking practice]:

Area where you live or used to live

1. Is there anything you would like to learn about your country?
2. Which area of your country would you like to get to know better?
3. What's the most interesting place you've visited near ...?
4. Could you tell me something about the area where you grew up?
5. Could you describe your family home to me?

Sports

1. Are you interested in sport?
2. Is there a sport you'd really like to try?
3. What sports do people play most in your country?
4. How much exercise do you take each week?
5. Do you like to be physically active or do you prefer relaxing?

Leisure

1. How much TV do you watch in a week?
2. Tell us about a TV programme you've seen recently?
3. Do you have a favourite newspaper or magazine?
4. What do you spend your time doing?

5. Do you enjoy reading?
6. What sort of books do you read?
7. Does anyone you know have an interesting hobby?
8. What's the difference between reading the news in the newspaper and watching it on TV?
9. Who do you spend your free time with?
10. Do you prefer to be outside or inside when you have free time?

Work and study

1. Do you find it easy to study where you live?
2. Do you use the internet to learn new things?
3. Do you prefer working on your own or with other people?
4. What kind of work would you really like to do in the future?
5. Are you happier doing mental or physical work?
6. Can you remember your first English lessons?
7. What do you think were the most important things you learned at primary school?
8. Would you prefer to work for a big or small company?

Family and friends

1. Who do you spend your free time with?
2. Who are the most important people in your life?
3. Do you and your friends share the same ideas?
4. Tell me about your best friend?
5. Do you normally go out with family or friends?

Travel and holidays

1. Have you ever used your English on holiday?
2. Where would you really like to go on holiday in the future?
3. Do you like to plan your holidays carefully or do you prefer to just go?
4. How do you prefer to travel? by train or by plane?
5. What's public transport like in your country?

Entertainment

1. Do you ever go to concerts?
2. Where do you like listening to music?
3. Do you like going to the cinema?

4. Do you enjoy playing computer games?
5. Do you enjoy shopping?
6. Do you like going to parties?

Daily life

1. How much time do you spend at home?
2. Tell us about a day you've really enjoyed recently?
3. Do you like cooking?
4. What's your favourite food?
5. Have you got any plans for this weekend?
6. What's your favourite day of the week?
7. Are you planning to do anything special this weekend?
8. What's your favourite part of the day?

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

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