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FALLING

IN

ENGLISH

WITH YOU



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SOS English

A freshman's guide to learning
English

Part 1

Bălți, 2018

The book displays a variety of free public domain images and pictures. The authors would like to thank all the people who offer the possibility to use them for non-commercial purposes. We would like to emphasize that the images and pictures were used exclusively for educational purposes. They substantially contribute to making the learning process more enjoyable.

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TO THE TEACHER AND STUDENT

SOS English is intended for all language lovers who are willing to become proficient in English by learning its basics and for those who are eager to develop excellent grammatical, reading, writing and speaking skills. It can equally be used by beginner learners as well as by those who have a certain mastery of the English language.

The rationale of the current textbook can best be described as “language learning” since it aims at increasing the learners’ awareness of how the English language works, of its functions and purposes with a focus on the core components: grammar, vocabulary and speech production.

The working objectives are that learners will be able to analyze the English language in terms of its appropriateness in different formal/informal speech situations both in written and oral varieties. Some prior knowledge of English is expected but not necessarily required.

The current textbook is compiled in view of the latest tendencies and directions in language education as a whole. The book is divided into five units, each reflecting the authors’ views on the great demand for more effective approaches to teaching English to foreign language learners.

All the units of the textbook follow a definite structure which allows the information to be laid out in the best possible way: a brief outline of the contents of the unit, basic grammatical explanations, texts, vocabulary lists and text-based activities, drilling and speaking exercises. However, the authors do not claim strict adherence to this structure and suggest an individual approach in using the textbook while working with their learners.

The choice of the topics is varied and interesting. They cover all the issues posed for consideration in full, providing enough practical assignments for learners to work with. In addition, there are various exercises suggested at the end of each unit that are meant to foster the learners’ comprehension of the grammatical, lexical and textual material, and of the suggested conversational patterns. They are updated and very practical in character stimulating the learners’ creativity and critical thinking skills.

Some of the topics focus on the underlying interpretative parts of the English language which include signs, colorful pictures and riddles made up of images and symbols. They display the close interrelation that involves the English language, culture and society.

We hope that both teachers and learners will enjoy working with *SOS English* as they will find the textbook engaging, helpful and resourceful.

Have fun falling in love with English because *SOS English* always comes to your rescue!

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WHAT A **COLOURFUL** WORLD!!!



THE WOLRD IS
WAITING FOR YOU!

WHAT A **WONDERFUL** WORLD!!!

DARE
AND YOU WILL SUCCEED!

WHAT A **BEAUTIFUL** WORLD!!!

GRAMMAR:

Present Simple – *to be*
The Indefinite Article
Numbers
Prepositions of Time

**ESSENTIAL
STRUCTURES:**

Formal / Informal
Greetings
 Closings

VOCABULARY:

Countries
People
Nationalities

*Hello.
My name is Sylvia.
I am eighteen.
I am a student.
I am from Moldova.
Moldova is a beautiful
country in Eastern
Europe.*



*Hi.
My name's Ben.
I'm nineteen.
I'm a student.
I'm from England.
I'm glad to be here.*



UNIT 1

ALL AROUND THE WORLD

GRAMMAR FOCUS

Present Simple

TO BE OR NOT TO BE:

that is the question!



FORM

AFFIRMATIVE	I	am	eighteen. a student. French. thirsty. late. happy. sad. angry.
	You	are	
	He	is	
	She		
	It		
	We	are	
	You		
They			

NEGATIVE	I	am	not	eighteen. a student. French. thirsty. late. happy. sad. angry.
	You	are		
	He	is		
	She			
	It			
	We	are		
	You			
They				

INTERROGATIVE	Am	I	eighteen? a student? French? thirsty? late? happy? sad? angry?
	Are	you	
	Is	he	
		she	
		it	
	Are	we	
		you	
they			

USE

We use the verb *to be* to talk about:

- age;
- occupations;
- prices;
- time;
- feelings and states;
- nationality;
- colours;
- marital status.

1. Complete the sentences with *is*, *are*, or *am*.

- a. Mary a student.
- b. I happy to be here.
- c. The computer very slow.
- d. We fond of music.
- e. You late.
- f. Vicky and Ben from England.
- g. Bob hungry.
- h. They tired.
- i. My friend interested in art.
- j. I in love with him.

2. Change the sentences to the negative form.

- a. This is a new book. _____
- b. Bill is a Canadian. _____
- c. They are French. _____
- d. You are right. _____
- e. It is cold today. _____
- f. My sister is a teacher. _____
- g. It is a thick book. _____
- h. They are busy today. _____
- i. My friend is out. _____
- j. We are sorry. _____

3. Use the verb *to be* in these questions.

- a. the baby awake?
- b. you happy?
- c. I right?
- d. you from London?
- e. Dan Brown a writer?
- f. they famous?
- g. we invited to the party?
- h. it cold outside?
- i. she an actress?
- j. you serious?

4. Insert the verb *to be* in the appropriate form.

Talk about yourself and your family.

My name Vicky. I nineteen. I a student. I from England. This my brother. His name Tom. Tom seven. He naughty. He the pet of the family. These my parents, Bob and Pam. They very good people. They always friendly. My mother a teacher. My father a doctor. We a happy family.

GRAMMAR FOCUS

TO BE
Short Form

In spoken and informal English, it is natural to use short forms of the verb to be.

AFFIRMATIVE	I 'm	eighteen.
	You 're	a student.
	He 's	French.
	She 's	thirsty.
	It 's	late.
	We 're	happy.
	You 're	sad.
They 're	angry.	

NEGATIVE	I 'm not	eighteen.
	You aren't	a student.
	He isn't	French.
	She isn't	thirsty.
	It isn't	late.
	We aren't	happy.
	You aren't	sad.
They aren't	angry.	

Short answers are very common in spoken English. If you just say 'Yes' or 'No' you can sound very rude.

<i>Are you hungry?</i>	
Yes, I am.	No, I'm not.

<i>Am I late?</i>	
Yes, you are.	No, you aren't.

<i>Is she ready?</i>	
Yes, she is.	No, she isn't.

<i>Is the meeting boring?</i>	
Yes, it is.	No, it isn't.

1. Rewrite these sentences using the short form.

- We are busy. _____
- Tom is late. _____
- He is nineteen. _____
- Bob is a driver. _____
- It is cold. _____
- They are friendly. _____
- I am sorry. _____
- We are nice students. _____
- Sally is from Canada. _____
- My granny is sad. _____

2. Use the prompts to write a sentence. Use short forms.

- She / out. _____
- We / happy. _____
- They / bad dogs. _____
- He / tall. _____
- My eyes / blue. _____
- I / a teacher. _____
- Sam / young. _____
- You / lazy. _____
- Michael / right. _____
- They / kind. _____

3. Give short answers to the following questions.

- Are you from Brazil?
- Is your friend hungry?
- Am I late?
- Are your parents at home?
- Is your desk mate tall?
- Are you sixteen?
- Is she funny?
- Are they sorry?
- Is the party cool?

4. Translate into English.

- Numele meu este Dan.
- Tatăl meu este pianist.
- Silvia întotdeauna întârzie.
- Bob este din Sidney.
- Sunt atât de fericită.
- Domnul Rochester este afară.
- Fratele meu are doisprezece ani.
- Doamna Stiller nu este acasă.
- Îmi pare rău.
- Afară este frig.

UNIT 1

ALL AROUND THE WORLD

GRAMMAR FOCUS

The Indefinite Article

FORM

SINGULAR	PLURAL
<p>a</p> <p>before nouns or adjectives starting with a consonant</p> <p>e.g.:</p> <p><i>a student;</i> <i>a teacher;</i> <i>a thick book;</i> <i>a nice day.</i></p>	<p>-</p> <p>there is no plural form for the indefinite article</p> <p>e.g.:</p> <p><i>- students;</i> <i>- teachers;</i> <i>- thick books;</i> <i>- nice days.</i></p>
<p>an</p> <p>before nouns or adjectives starting with a vowel</p> <p>e.g.:</p> <p><i>an umbrella;</i> <i>an opportunity;</i> <i>an angry look;</i> <i>an interesting book.</i></p>	<p>-</p> <p><i>- umbrellas;</i> <i>- opportunities;</i> <i>- angry looks;</i> <i>- interesting books.</i></p>

USE

We use the indefinite article before a singular noun to indicate it is not a particular one, it is just one of many.

A / **an** might refer to:

- ✓ a single object or person.

*I bought **an** interesting book.*

*Sam's got **a** new computer.*

- ✓ a job.

*My sister is **a** teacher.*

*I am **a** student.*

- ✓ a kind of, or example of something.

*She's **an** intelligent girl.*

*He's **a** naughty boy.*

1. Fill in **a** or **an**.

___ agent	___ cat	___ answer
___ banana	___ umbrella	___ camera
___ university	___ tree	___ book
___ pen	___ fur	___ story
___ map	___ bench	___ fly
___ egg	___ orange	___ European
___ boy	___ dress	___ elbow
___ window	___ net	___ ant
___ woman	___ flower	___ uncle
___ pet	___ occasion	___ unicorn

2. Unscramble the sentences.

- It / an / text / easy / is. _____
- Australian / an / is / Ben. _____
- Ted / a / Is / farmer? _____
- It / joke / is / a. _____
- an / you / Are / actress? _____
- It / a / house / nice / is. _____
- naughty / Tom / Is / a / boy? _____
- is / a / girl / She / busy. _____
- party / It / great / a / is. _____
- café / We / in / a / are . _____

3. Fill in **a** or **an** where necessary.

- Tom is ___ sad.
- The University is ___ old.
- He is ___ sad young man.
- This is ___ mistake.
- It is ___ nice.
- These are ___ interesting books.
- The knife is ___ sharp.
- It is ___ expensive car.
- It is ___ sharp knife.
- The train is ___ late.
- I am ___ doctor.
- It is ___ old university.
- This is ___ welcome back party.
- It is ___ honour to meet you.
- This is ___ house.

!!!

We use **a** before nouns starting with the semivowel

/j/ or /w/.

a University

a window

a European

GRAMMAR FOCUS

Numbers

CARDINAL NUMBERS

0	nought used esp. in counting or numbering
	zero used esp. in science (maths, physics, etc)
	/əʊ/ used for telephone numbers, on TV, radio

1	one	/wʌn/
2	two	/tu:/
3	three	/θri:/
4	four	/fɔ:r/
5	five	/faɪv/
6	six	/sɪks/
7	seven	/ˈsev(ə)n/
8	eight	/eɪt/
9	nine	/naɪn/
10	ten	/ten/
11	eleven	/ɪˈlev(ə)n/
12	twelve	/twelv/

We form the next seven numerals by adding the suffix **-teen** to the stem:

13	thirteen	/ˌθɜ:ˈti:n/
14	fourteen	/ˌfɔ:ˈti:n/
15	fifteen	/ˌfɪfˈti:n/
16	sixteen	/ˌsɪksˈti:n/
17	seventeen	/ˌsev(ə)nˈti:n/
18	eighteen	/eɪˈti:n/
19	nineteen	/ˌnaɪnˈti:n/

1. Counting love ☺

*One, two,
I love you!
Three, four,
Even more!
Five, six,
We're two lunatics!
Seven, eight,
It's too late!
Nine, ten,
There's no escape!*

2. Write the following cardinal numbers in full.

367	
56	
45	
3859	
74	
99	
642	
761	
3264	
10362	
48544	

3. Exchange phone numbers among yourselves.

Example:
- *My phone number is 068687871. What's yours?*

4. Play a game of bingo with your fellows and see how lucky you are.



GRAMMAR FOCUS

Numbers

CARDINAL NUMBERS

We form the next numerals by adding the suffix **-ty** to the stem.

The two numbers are written through a hyphen.

20	twenty	/ˈtwenti/
30	thirty	/ˈθɜ:ti/
40	forty	/ˈfɔ:ti/
50	fifty	/ˈfɪfti/
60	sixty	/ˈsɪksti/
70	seventy	/ˈsev(ə)nti/
80	eighty	/ˈeɪti/
90	ninety	/ˈnaɪnti/
22	twenty-two	
35	thirty-five	
49	forty-nine	

100	a/one hundred /ˈhʌn.drəd/
1000	a/one thousand /ˈθaʊ.z(ə)nd/
1000000	a/one million /ˈmɪl.jən/
1000000000	a/one billion /ˈbɪl.jən/

We do not use hundred, thousand, million, etc. in plural:

*six hundred;
ten thousand;
three million.*

Hundred is linked to the next numerals with the help of the conjunction **and**:

*three hundred and twenty-two;
four hundred and five.*

UNIT 1

ALL AROUND THE WORLD

3. Look at the Forbes list of the ten richest people in the world of 2018. Arrange the numbers in ascending order and say who is the richest of the ten.

Mark Zuckerberg - \$71 000 000 000	1. _____
Charles Koch - \$60 000 000 000	2. _____
Jeff Bezos - \$112 000 000 000	3. _____
Larry Ellison - \$58 500 000 000	4. _____
Warren Buffett - \$84 000 000 000	5. _____
Amancio Ortega - \$70 000 000 000	6. _____
David Koch - \$60 000 000 000	7. _____
Bill Gates - \$90 000 000 000	8. _____
Carlos Slim - \$67.100 000 000	9. _____
Bernard Arnault - \$72 000 000 000	10. _____

4. Write the monthly average salary in full.

Austria - €2,324	(. <i>two thousand three hundred and twenty-four euro</i>)
Belgium - €1,920	(.....)
Estonia - €1,105	(.....)
Finland - €2,509	(.....)
Germany - €2,302	(.....)
Italy - €1,758	(.....)
Latvia - €755	(.....)
Norway - €3,304	(.....)
Portugal - €925	(.....)
Spain - €1,749	(.....)

5. Tell some of the most significant years in the British history.



Queen Victoria came to throne in **1837**.



The Great Fire of London happened in **1666**.

YEARS

2010 - *twenty ten*

1100 - *eleven hundred*

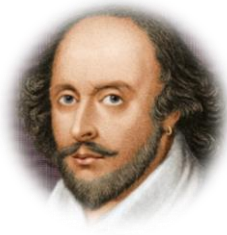
1980 - *nineteen eighty*

BUT

2002 - *two thousand and two*



The Chunnel Tunnel opened in **1994**.



William Shakespeare was born in **1564** and died in **1616**.



The Norman Conquest took place in **1066**.

6. Arrange the years in chronological order. Tell some of the most significant years in the history of your country.

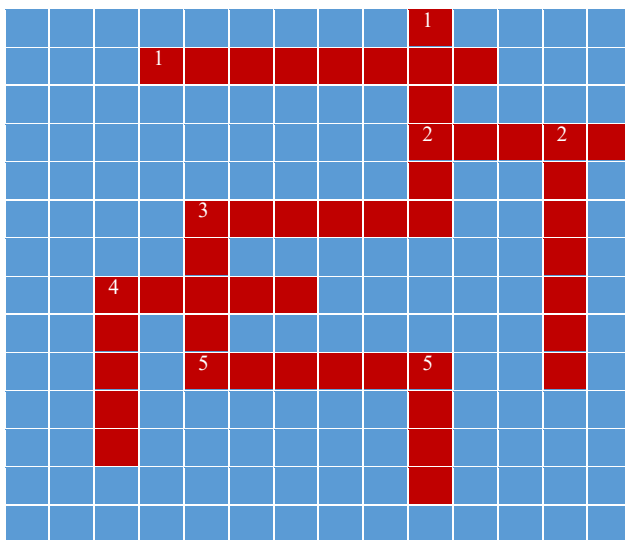
1. Write the following ordinal numbers in full.

14 th	
23 rd	
31 st	
55 th	
44 th	
18 th	
88 th	
22 nd	
139 th	
211 th	
76 th	

2. Translate into English.

- Sunt prima.
- Bob are douăzeci și unu de ani.
- Pălăria costă 13 dolari.
- Fred este al doisprezecelea pe listă.
- Mama mea are patruzeci și patru de ani.

3. Complete the crossword.



Across:

- $256 - 242 =$
- $1072 : 134 =$
- $360 : 18 =$
- $8 \times 5 =$
- $945 - 934 =$

Down:

- $14 \times 5 =$
- $62 + 38 =$
- $99 : 33 =$
- $34 + 16 =$
- $9 \times 9 =$

GRAMMAR FOCUS

Numbers

ORDINAL NUMBERS

FORM

the + 7th

1 st	the first	/ 'fɜ:st /
2 nd	the second	/ 'sek(ə)nd /
3 rd	the third	/θɜ:d /
4 th	the fourth	/fɔ:θ /
5 th	the fifth	/fɪf θ /
6 th	the sixth	/sɪksθ /
7 th	the seventh	/ 'sev(ə)n θ /
8 th	the eighth	/eɪtθ /
9 th	the ninth	/naɪnθ /
10 th	the tenth	/tenθ /
11 th	the eleventh	/ɪ'lev(ə)nθ /
12 th	the twelfth	/twelfθ /

When we add the inflection *th* to numbers ending in *-y*, we change *y* into *-i*, add *-e* and then the inflection *th*!

20 th	the twentieth	/ 'twentiəθ /
30 th	the thirtieth	/ 'θɜ:tiəθ /
40 th	the fortieth	/ 'fɔ:tiəθ /
50 th	the fiftieth	/ 'fɪftiəθ /
60 th	the sixtieth	/ 'sɪkstiəθ /
70 th	the seventieth	/ 'sev(ə)ntiəθ /
80 th	the eightieth	/ 'eɪtiəθ /
90 th	the ninetieth	/ 'naɪntiəθ /
91 st	the ninety-first	
95 th	the ninety-fifth	
100 th	the hundredth	/ 'hʌndrətθ /



Do your best,
Try to be **the first!**

UNIT 1

ALL AROUND THE WORLD

ESSENTIAL STRUCTURES



... Hello!

	GREETINGS	RESPONSES
More formal ↑ ↓ Less formal	<i>Good morning.</i>	<i>Good morning.</i>
	<i>Good afternoon.</i>	<i>Good afternoon.</i>
	<i>Good evening.</i>	<i>Good evening.</i>
	<i>It is a real pleasure to see you!</i>	
	<i>How nice to see you again!</i>	<i>Yes, it has been quite a while.</i>
	<i>What a pleasant surprise!</i>	
	<i>Hello.</i>	<i>Hello.</i>
	<i>How are you?</i>	
	<i>How are things with you?</i>	<i>Fine, thanks. And you?</i>
	<i>Morning.</i>	<i>Morning.</i>
	<i>Hi.</i>	<i>Hey.</i>
	<i>How've you been?</i>	<i>Pretty good.</i>
	<i>What's happening?</i>	<i>Not much.</i>
	<i>What's new?</i>	<i>Nothing.</i>
	<i>How are you doing?</i>	<i>Ok.</i>
	<i>How you doing?</i>	<i>Not bad.</i>
	<i>How's it going?</i>	<i>Good, thanks. You?</i>
	<i>How you going?</i>	
	<i>You alright?</i>	<i>Yep.</i>
	<i>Long time, no see.</i>	<i>Yeah!</i>
<i>Alright, Bob, how's it going?</i>	<i>Alright, Pam! How are you?</i>	



Greetings

When you want to establish contact with another person you greet him/her. The greeting formulas do not carry any literal meaning. People say —*Good morning* (even if it is a bad one), which is followed by the question —*How are you?* As a rule, the reply is: —*Fine, thank you* (even if the people are not feeling well). Note that ‘thank you’ is also a part of the greeting!

The greeting is always returned. It can be returned in the same form but with different stress:

- *How **are** you?*
 - *Fine, thanks. How **are** you?*
- or**
- *How **are** you?*
 - *Fine, thanks, and **you**?*

A greeting can be formal or informal.

Formal greetings are used in formal situations such as: at the work place, at the hotel, at a meeting, etc.

Informal greetings are used in more relaxed situations when, for example, people greet their friends.

Sir is very formal. It shows the importance and status of the person you are talking to. Speaking to a woman you would say *Madam*. It is used in service industry. Note there is no *sir/madam* in the reply.

Words that are longer tend to sound more formal and polite. Words that are shorter or abbreviated are more friendly and informal.

ESSENTIAL STRUCTURES

Preclosings



It is not polite to end a conversation abruptly. The end consists of two types of interactions: preclosings and closings.

Preclosings are phrases that signal the end of a conversation. There are expressions that serve as a way of getting attention before announcing you want to leave.

Closings

Until the next time ...
 Good night, Sam.
 Good-bye, William.
 Talk to you later.
 See you later.
 Later.
 Bye, bye.

Good-bye.
 Good night.
 Good-bye.
 So long.
 Take care.
 Take it easy.



See you...

- ... later!
- ... soon!
- ... tomorrow!
- ... tonight!
- ... at 8!
- ... at the party!



Have a...

- ... lovely weekend!
- ... great holiday!
- ... nice evening!
- ... wonderful afternoon!
- ... safe trip! time!
- ... safe journey!
- ... safe flight!

Just don't forget to smile!

GREETINGS	RESPONSES	More formal ↑
Well, I'm afraid I have to be going.	Thanks for coming.	
I've got to get up early tomorrow.		
It's been a pleasure.	Yes, I've enjoyed it.	
Thank you for the advice.	My pleasure.	
I really must go now.	It was good to see you.	
It was nice to see you.		
Well, it's getting late.	Maybe we can talk again.	
I know you're busy....	Nice to see you.	
Nice/Good to see you again.		
Thanks for coming.	It was fun.	
Maybe we could get together sometime.	Sounds good.	
I've really got to go.	OK. See you.	
Got to go now.	See you again.	
Right then, I suppose it's time I made a move.		
Ok, guys, it's time to make a move.		
All right, folks, let's make a move.		
Well, then, we should head off.		
I'm going to go.		
Anyway, we're going to leave you.		
I'm afraid / I'm so / really sorry I've got to rush off / hurry / dash / run!		
		↓ Less formal

1. Write the corresponding greeting in the speech bubbles.

Example:

*Good evening, sir.
It is a real pleasure
to see you!*

Mr. Brown

*Good evening,
Mr. Brown. The
pleasure is mine!*

VIP

1

12 years old

Neighbours

70 years old

2

Pam

Ben

3

Tom

Friends

Paul

4

Waiter

At the restaurant

Customer

5

Employer

At work

Employee

6

Teacher

Say good-bye

Student

2. Complete the conversations using the words in the box.

am ('m) are ('re) is ('s) am not ('m not) are not (aren't) is not (isn't)

Harry: Hello, Bella. How **...are...** you?
 Bella: Oh, hello. I fine, thank you.
 How..... you?
 Harry: I too bad, thanks.
 Bella: It a nice party.
 Harry: Thanks. I glad you
 here, too.
 Bella: Who that girl over there?
 she your new girlfriend?
 Harry: Oh, no. She my cousin. Her
 name Simone. She
 from France.
 Bella: she a student at the college?
 Harry: No, she She here on
 a holiday.
 Bella: That cool.
 Harry: She eager to meet new
 people. Let me introduce you to her.
 Bella: OK. I also eager to meet new
 people

Customer officer: Where you from?
 Collin: I from Australia.
 Customs Officer: you here on a
 holiday?
 Collin: No, I I here on
 business.
 Customs Officer: this your first visit
 to England?
 Collin: No, it This my third
 trip.
 Customs Officer: these your
 suitcases?
 Collin: Yes, they
 Customs Officer: What about this
 bag?..... this yours, too?
 Collin: No, it
 Customs Officer: Enjoy your stay in
 England.
 Collin: Thank you, sir.

TAG QUESTIONS are very common in spoken English. They help the conversation keep going. They are a kind of invitation to participate in the conversation.

The most common patterns are:
 positive sentence - **negative tag**
 negative sentence - **positive tag**

Example: *It's a nice day, **isn't it?***
*The task isn't difficult, **is it?***
!!! I am late, aren't I?

The intonation is very important in tag questions. If it falls in the tag, it means that the speaker anticipates his/her interlocutor to agree.

*It's cold today, **isn't it?***
*He's not a bad guy, **is he?***

If the intonation raises in the tag, the speaker is not sure about the answer:

*You are from Italy, **aren't you?***
*You aren't busy, **are you?***

3. Fill each gap with the correct question tag.

Bella: *It's a great party, **..isn't it..?***
 Simone: *Yes, it is.*
 Bella: *You are from France,?*
 Simone: *Yes, I am.*
 Bella: *It's a beautiful country,?*
 Simone: *Yes, it is. I'm very proud of my country.*
 Bella: *France is famous for its wines,?*
 Simone: *Not only wines. It is famous for its monuments and great people. And also for its revolutions.*
 Bella: *By the way, Celine Dion is from France,?*
 Simone: *No, she isn't. Patricia Kaas is.*
 Bella: *Yeah, she's a great singer, too.*
 Simone: *Yes, she is. She's my favourite singer.*
 Bella: *Jean Reno is my favourite actor. He's French,?*
 Simone: *Yes, he is. I'm his fan, too.*
 Bella: *I'm too annoying,?*
 Simone: *No, not at all. I'm just shy.*
 Harry (comes): *Girls you are not bored,?*
 Simone and Bella: *No, we aren't.*

UNIT 1

ALL AROUND THE WORLD

VOCABULARY BUILDER

VOCAB LIST

country *n* 1. țară
2. patrie
3. țară (medul rural)

they say - se spune

a piece of heaven - o gură de rai

to be proud of sth/sb - a fi mândru/ă de ceva/cineva

to be famous for sth - a fi faimos/celbru pentru

vineyard - podgorie

looks like - arată ca

a bunch of grapes - un ciorchine de struguri

all the year round - tot anul

SEASONS

autumn /'ɔ:təm/		
September /sep'tembə/	October /'ɒk'təʊbə/	November /nəv'vembə/
winter /'wɪntə/		
December /dɪ'sembə/	January /'dʒænjuəri/	February /'februəri/
spring /'wɪntə/		
March /mɑ:tʃ/	April /'eɪprəl/	May /meɪ/
summer /'sʌmə/		
June /dʒu:n/	July /dʒu'laɪ/	August /'ɔ:gəst/

DAYS OF THE WEEK

Week days	Monday /'mʌndeɪ/
	Tuesday /'tju:zdeɪ/
	Wednesday /'wenzdeɪ/
	Thursday /'θɜ:zdeɪ/
	Friday /'fraɪdeɪ/
Weekend	Saturday /'sætədeɪ/
	Sunday /'sʌndeɪ/

TEXT

Moldova – a Piece of Heaven

Moldova is my **country**. It is beautiful. It is a small country in Eastern Europe. **They say**, it is a **piece of heaven**.

I am very proud of my country, especially of our people. They are very friendly and hospitable.



Moldova is **famous for** its **vineyards**. On the map it **looks like** a **bunch of grapes**.

Moldova is beautiful **all the year round**. It is yellow in **autumn**. It is white in **winter**. It is blossoming in **spring**. It is bright in **summer**.



1. Find the hidden message.



.....

2. Answer the following questions. Give short answers.

1. Is Moldova beautiful?
2. Is Moldova a big country?
3. Is Moldova called a piece of heaven?
4. Are the Moldovans friendly?
5. Is Moldova famous for its vineyards?
6. Are you proud of your country?

3. Fill in the blanks with the words from the VOCAB LIST.

1. Canada is a in North America.
2. It is foggy in England
3. It is usually hot in
4. is the first day of the week.
5. Venice its annual carnival.
6. Brazilians their samba schools.
7. Christmas is in

4. Work with a partner. Ask and answer questions about the months.

A: What's the third month?

B: March. What's the fifth month?

VOCABULARY BUILDER

COLLOCATIONS

Adjective + COUNTRY

beautiful, fascinating, great / hot, tropical / temperate / cold / foreign, overseas, strange / home, native / adopted / host / neighbouring / distant, far, faraway / independent / free / Anglophone, English-speaking / communist, democratic / Catholic, Muslim / etc.

Verb + COUNTRY

Verb + Country govern, rule, run / lead / divide, split / flee, leave / serve / love / betray / play for, represent / tour, travel, visit.

COUNTRY + Verb

border sth / export sth, import sth / agree sth, sign sth.

PREPOSITION

across a/the country / all over a/the country / around/round a/the country / in a/the country / throughout a/the country.

PHRASES

country of origin / a part of a country / the country as a whole.

- Using the collocations from the box [Adj+N] say how the countries are. Form as many sentences as possible.

Example:

China is a communist country.
Ukraine is a neighbouring country.

- Think of 10 famous people. Ask your fellow student where each of them is from.

Example:

Maradona
A: *Where is Maradona from?*
B: *He's from Argentina.*
Nelson Mandela
A: *Where is Barack Obama from?*
B: *He's from the United States.*

- Write the nationalities for the above countries. Fill in the blanks with the appropriate word.

<i>America</i>	<i>India</i>
<i>Australia</i>	<i>Italy</i>
<i>Britain</i>	<i>Japan</i>
<i>China</i>	<i>Mexico</i>
<i>Egypt</i>	<i>Poland</i>
<i>Europe</i>	<i>Portugal</i>
<i>France</i>	<i>Spain</i>
<i>Germany</i>	<i>Switzerland</i>

- People in Spain speak ...*Spanish*.....
- love pasta.
- Confucius is a philosopher.
- The attacks on September 11 2001 shocked not only the but also the entire world.
- A kiss is very passionate.
- Cleopatra was an pharaoh.
- The Argentine tango differs from the tango.
- Henryk Sienkiewicz was a writer.
- Karate is a martial art.
- Burrito is a type of food.
- Mahatma Gandhi was an political leader.
- Brazilians speak
- The Shepherd is a breed of dog.
- Sidney is an city.
- Queen Victoria was a monarch.
- watches are made in Switzerland.

WORD FORMATION

SUFFIXATION

The above suffixes added to the stem help form adjectives denoting the nationality and nouns denoting the inhabitant and the language:

-an/-ian

Belgian, Moldovan, Russian

-ish

British, Finnish, Spanish

-ese

Chinese, Japanese, Portuguese

-man

Frenchman, Englishman

NOTE

Plural:

the French, the Spanish, the Japanese

UNIT 1

ALL AROUND THE WORLD

VOCABULARY BUILDER

LIKE CLOCKWORK.;

To ask about time, use
'What time ...?'

or

'When ...?'

What time is your English lesson?

When is your English lesson?

am *ante meridiem*
before midday

pm *post meridiem*
after midday



watch



clock

What time it is?

Ce oră este?

It is ten o'clock in the morning /
It's ten am.

Este ora 10 dimineața.

It's half past two pm.

*Este două și jumătate după
amiaza.*

It's a quarter to nine.

Este un sfert la nouă.

It's twenty minutes to three.

*Este ora trei și douăzeci de
minute.*

Idiom

*Even a broken (stopped) clock is
right twice a day.*

This is used when people get lucky
and are undeservedly successful.

1. Look at the picture and answer the question.

Example:

A: *Is it two o'clock?*

B: *No, it isn't. It is three o'clock
in the afternoon.*



1. Is it a quarter to six?

.....

2. What time is it?

.....



3. Is it eight o'clock in the evening?

.....

4. Is it ten minutes past two?

.....



5. Is it twenty-five minutes past six in
the evening?

.....

2. Draw the hands on the clock face to show the
correct time.

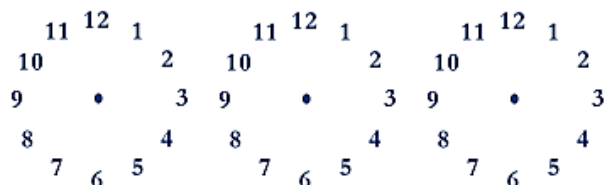
Example



*It's ten
minutes to
three.*

*It's half
past eight.*

*It's a
quarter to
five.*



*It's twenty
minutes
past two.*

*It's a
quarter past
eleven.*

*It's five
minutes to
nine.*

3. Work in group. Ask your fellow students what time
it is. Decide whose watch is right, slow, and quick.

1. Look at the picture and match the three parts of the sentences.

The G7 summit is on	the thirty-first	of December
The concert is on	the thirteenth	of July
The football match is on	the twenty-second	of September
The movie premiere is on	the fifth	of April
Our national holiday is on	the eighth	of August
Her birthday is on	the twelfth	of November



2. All the time preposition have been removed from the sentences. Add the missing preposition(s) to each sentence.

- It is cold / winter. *in*...
- The book is due the 21st of February.
- His birthday is October.
- I am free Sunday evening.
- The train departure is 7 o'clock the morning.
- People are at the seaside summer.
- The eggs are dyed red Easter.
- Their plane is due 10 minutes.
- I go to my grandparents Christmas.
- I am angry Monday.

3. Translate into English.

- Concertul este duminică seara.
- Săptămîna aceasta sunt de servici.
- Sîmbăta el este ocupat.
- Sărbatoarea este pe 31 mai.
- Meciul este vinerea aceasta.
- Ben întotdeauna întîrzie luni.
- Sunt liberă în weekend.
- Meciul se termină la opt seara.
- Ziua independenței în SAU este pe 4 iulie.
- Ziua independenței în Franța este pe 14 iulie

PREPOSITIONS OF TIME

at

- ✓ before exact times, special holiday periods, night and the weekend.
The lesson begins at eight o'clock sharp.
We get presents at Christmas.
I relax at the weekend.*
He's busy at the moment.

on

- ✓ before days, dates, and when we refer to a particular part of the day.
We'll meet on Monday.
My birthday is on August 31.
I like to have a walk on Sunday mornings / afternoons / evenings.

* In American English you may say *on the weekend*.

in

- ✓ before months, years, seasons and longer periods of time.
My birthday is in June.
Brazil is a hot place in summer.
Jane Austin was born in the 18th century.
Elizabeth I became queen in 1559.
- ✓ to say how soon something will happen.
I'll call back you in ten minutes.
The contest will begin in a week.
- ✓ To say how long something takes to happen.
He can run 100 metres in 10 seconds.

NO PREPOSITION

- ✓ before next, last, this, one, any, each, every, some and all.
I'm free this weekend.
I'll be busy next month.

UNIT 1

ALL AROUND THE WORLD

CAPITALS FOR PEOPLE AND PLACES

PRACTICE MAKES PERFECT

We use CAPITAL letters for:

- ✓ people's names
- ✓ places
- ✓ days of the week
- ✓ months of the year
- ✓ languages
- ✓ nationalities

NB! All the sentences start with capital letters.

This sentence starts with a capital letter.

It ends with a full stop.



Brad



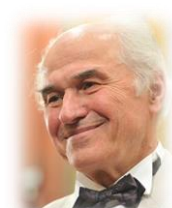
Elizabeth II



Homer



Jane

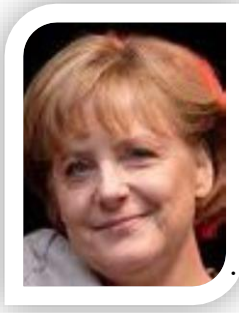
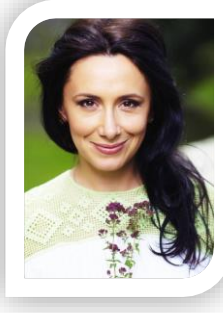


Eugene



Emily

1. Write some more people's names.



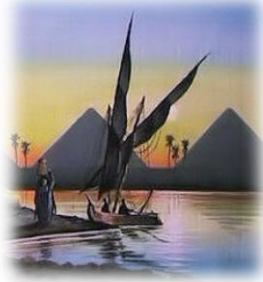
UNIT 1

ALL AROUND THE WORLD

PRACTICE MAKES PERFECT



Paris



the Nile River



Moscow



London

2. Write the names of some more places.



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



.....



3. Provide as much information as possible about the suggested people and countries.

Example:

Charles / Australia

Charles is from Australia. He is Australian. His language is English. Australia is a faraway country. It is a whole continent. Australia is beautiful and fascinating. It is an English-speaking country. It is the home of many strange animals and plants.

Brittney / USA

William / UK

Harumi / Japan

Mario / Italy

Indira / India

Paulo / Brazil

Fatima / Morocco

Taras / Ukraine

Cleopatra / Egypt

ALL AROUND THE WORLD

4. Find out more about the country of my dreams.

Find Switzerland in your atlas. What is its capital? Which countries are next to it? What are the Alps, St. Bernard dogs, chalets, avalanches, cantons? What do the Swiss make, which we can then buy in our country? What are the official languages of Switzerland?



5. Describe the country of your dreams.

6. The Great City of London. See how many questions about London you can answer.

London is in the south-east of Britain. It is a great city. It is the biggest city in Europe. It is also an old city with a long and interesting story. London is the home to about 8,787,892 people. London really is 'the world in one city'.

What is the tallest building in London?

- b. a church a. an office building c. a palace

Who - or what - is Big Ben?

- c. a clock b. a bell a. a king

What is Harrods?

- c. a pub b. a park a. a shop

7. Give your answer to the following questions.

- It is a lovely day, isn't it?
- *Yes, it is.*
- The teachers are very good, aren't they?
-
- Your name is Sam, isn't it?
-
- You're a scientist, aren't you?
-
- Paris is a small town, isn't it?
-
- Your neighbours are from China, aren't they?
-

8. Arrange the lines of the dialogue in the correct order. Work with a partner and make up your own dialogue.

- Hello, Betty.
- 321-056-779. Right then, I suppose it's time I made a move.
- Is your number still the same?
- Good thanks. You?
- Take care.
- Pretty good.
- No, it isn't. Now it's 321-056-779.
- Hi, Rosie. How's it going?
- OK. See you later.



9. The CAPITALS of the capitals will give the best piece of advice.

D	O	N	'	T	1	2	3	4	Y	B	E	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- 5. The USA -----
- 6. Canada -----
- 7. Italy -----
- 8. Latvia -----

- 1. Cuba -----
- 2. Greece -----
- 3. France -----
- 4. The Czech Republic -----



CAPITALS FOR DAYS, MONTHS AND SENTENCES

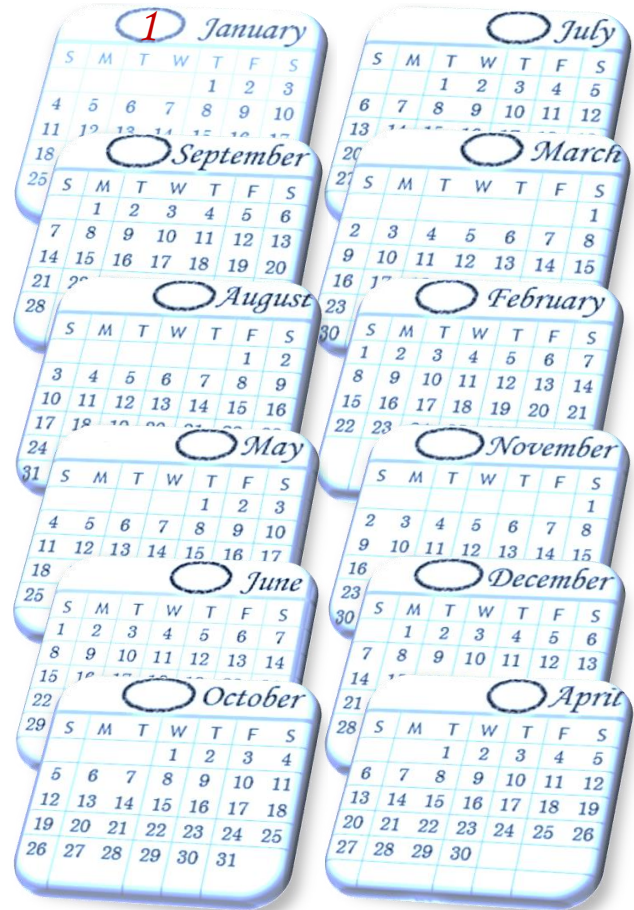
11. Say on what day you were born.
Memorize the poem.

*Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of awe,
Thursday's child has far to go.
Friday's child is loving and giving,
Saturday's child works hard for its living
But the child that is born on the Sabbath day
Is bonny and blithe and good and gay.*

WORD PROMPT

- fair of face* - frumos, simpatic;
- full of grace* - plin de grație;
- full of awe* - plin de respect;
- has far to go* - va ajunge departe;
- loving and giving* - iubitor și darnic;
- works hard for its living* - muncește din greu
ca să-și câștige pâinea;
- the Sabbath day* - (Jewish) ziua de duminică,
(Christian: Sunday);
- bonny* - drăguț, atrăgător;
- blithe* - nonșalant, vesel;
- gay* - fericit, lipsit de griji (în prezent cuvântul
gay a căpătat un alt sens -
homosexual).

10. Number the months in the correct order.



12. Answer the questions.

1. What day is it today?
2. What day is it tomorrow?
3. What day is your birthday this year?
4. When is your next English lesson?
5. What's your favourite day of the week?

.....

13. Start with capital letters.

My name is
 I live in
 Today is
 This month is
 Next month will be

My best friend is
 My university is in
 My birthday is in
 My favourite day is
 We don't go to university on.....

UNIT 1
ALL AROUND THE WORLD



THERE IS NO PLACE LIKE HOME



Nice to meet you!



The pleasure is mine!



GRAMMAR:

- Plurals of Nouns
- Demonstrative Pronouns
- Possessive Pronouns
- There is /There are
- Prepositions of Place

ESSENTIAL STRUCTURES:

- Formal / Informal Introductions

VOCABULARY:

- BEAUTIFUL HOUSE
 - Kitchen
 - Living-room
 - Dining-room
 - Bedroom
 - Bathroom
- HAPPY HOME



HOME, SWEET HOME!



MY HOUSE IS YOUR HOUSE!



MY HOME IS MY CASTLE!

UNIT 2

THERE IS NO PLACE LIKE HOME

GRAMMAR FOCUS

Plurals of Nouns

FORM		
	singular	plural
Add -s to most singular nouns.	<i>map</i> <i>day</i> <i>cat</i> <i>boy</i> <i>book</i>	<i>maps</i> <i>days</i> <i>cats</i> <i>boys</i> <i>books</i>
Add -es to singular nouns ending in ch; sh; s; x; z.	<i>bush</i> <i>church</i> <i>bus</i> <i>box</i> <i>buzz</i>	<i>bushes</i> <i>churches</i> <i>buses</i> <i>boxes</i> <i>buzzes</i>
Add -es to some singular nouns ending in -o.	<i>veto</i> <i>tomato</i> <i>potato</i> <i>hero</i> <i>echo</i> <i>mosquito</i> <i>buffalo</i>	<i>vetoes</i> <i>tomatoes</i> <i>potatoes</i> <i>heroes</i> <i>echoes</i> <i>mosquitoes</i> <i>buffaloes</i>
Change -y to -ies to nouns ending in a consonant plus -y.	<i>baby</i> <i>fly</i> <i>factory</i> <i>berry</i> <i>activity</i> <i>daisy</i>	<i>babies</i> <i>flies</i> <i>factories</i> <i>berries</i> <i>activities</i> <i>daisies</i>
Some nouns ending in -f/-fe drop -f/-fe and add -ves in the plural.	<i>half</i> <i>thief</i> <i>leaf</i> <i>knife</i> <i>wife</i> <i>life</i> <i>loaf</i> <i>shelf</i> <i>self</i> <i>wolf</i>	<i>halves</i> <i>thieves</i> <i>leaves</i> <i>knives</i> <i>wives</i> <i>lives</i> <i>loaves</i> <i>shelves</i> <i>selves</i> <i>wolves</i>

1. Complete the list, using the nouns from the box and the pictures below.

rose potato daisy potato
peach cat knife leaf
biscuit watch glass puppy



... *two roses*

.....

.....

.....

.....

.....

2. Write the plurals.

mouse	<i>mice</i>
person	
sheep	
wolf	
oasis	
goose	
radio	
flower	
tree	
address	
mountain	
lorry	
waitress	
secretary	
sandwich	
child	
match	
vegetable	
family	
eye	
dictionary	
bag	
box	
school	
university	
lunch	
city	
hotel	
animal	
bus	
man	
egg	
boy	
apple	
dish	
crisis	
foot	
berry	
deer	
fruit	
criterion	
fork	
bottle	
brush	

Plurals of Nouns

FORM		
	singular	plural
Some nouns have an irregular plural form.	<i>man</i> <i>woman</i> <i>child</i> <i>ox</i> <i>mouse</i> <i>louse</i> <i>goose</i> <i>tooth</i> <i>foot</i>	<i>men</i> <i>women</i> <i>children</i> <i>oxen</i> <i>mice</i> <i>lice</i> <i>geese</i> <i>teeth</i> <i>feet</i>
Some nouns have the same form in the singular and the plural.	<i>sheep</i> <i>deer</i> <i>fish</i> <i>series</i> <i>species</i> <i>aircraft</i>	<i>sheep</i> <i>deer</i> <i>fish</i> <i>series</i> <i>species</i> <i>aircraft</i>
Some borrowed words form the foreign plural.	<i>crisis</i> <i>analysis</i> <i>basis</i> <i>oasis</i> <i>phenomenon</i> <i>thesis</i> <i>criterion</i> <i>fungus</i> <i>datum</i>	<i>crises</i> <i>analyses</i> <i>bases</i> <i>oases</i> <i>phenomena</i> <i>theses</i> <i>criteria</i> <i>fungi</i> <i>data</i>
The usual plural of person is people (not persons)	<i>person</i>	<i>people</i>

UNIT 2

THERE IS NO PLACE LIKE HOME

GRAMMAR FOCUS

Possessive Adjectives

FORM

	singular	plural
1 st person	<i>my</i>	<i>our</i>
2 nd person	<i>your</i>	
3 rd person	<i>his</i>	<i>their</i>
	<i>her</i>	
	<i>its</i>	

USE

We use a possessive adjective before a noun to say who the noun belongs to.

Example:

It is my book.
Her house is cosy.
His child is late.
Their party is great.

Possessive Pronouns

FORM

	singular	plural
1 st person	<i>mine</i>	<i>ours</i>
2 nd person	<i>yours</i>	
3 rd person	<i>his</i>	<i>theirs</i>
	<i>hers</i>	
	-	

USE

We use a possessive pronoun without a noun, when the noun is understood.

Example:

My book is new, yours is old.
Their flat is bigger than ours.

1. Replace the noun with the corresponding possessive pronoun.

- It's my umbrella. *It's mine.*
- Here is your tea. _____
- It is our room. _____
- It is her dress. _____
- Is this his camera? _____
- These are our tickets. _____
- It's their idea. _____
- His shirt is dirty. _____
- Their car is broken. _____
- My birthday is once in four years. _____

2. Read the conversation and correct the mistakes.

- Whose dirty plate is this?
- It's ~~your~~ *yours*
- My?
- Yes.
- I'm sorry my plate is dirty.
- That's OK. My is also dirty.
- Whose cup of tea is this?
- It's her.
- Where is she?
- She's in ours room.
- Hers tea is cold.
- Its not my problem, its hers.
- You are hers husband!
- And she's mine wife.
- You are so selfish!

3. Work with a partner. Ask whose the surrounding objects are.

Example:

- *Is this pen yours?*
- *Yes, it is. / No, it isn't. It's hers.*
- *Whose books are these?*
- *They're ours.*

!!!

We never use an apostrophe with the possessive pronouns!

1. Fill in the blanks with *this* or *that*, *these* or *those*.

1.*That*.... is a cat. It is over there.
2. are students. They are over there.
3. is a girl. She is here.
4. are birds. They are over there.
5. are books. They are on that desk.
6. is a door. It is here.
7. are my problems.
8. Is young girl over there your friend?
9. isn't a table, it's a desk. The table is over there.
10. Is your bag?

2. Correct the mistakes if necessary.

1. - Sam, ~~that~~ is ~~mine~~ friend Tom. *.this.....my....*
- Nice to meet you, Tom.
2. Is this car over there your?
3. This results are great.
4. Ours train is late.
5. This is my pen, that is your.
6. Those man ever there is yours boss.
7. This people are proud of theirs country.
8. These books are mines.
9. Is this your sister over there?
10. This is right!

3. Change the sentences into plural.

1. This key is mine. *These keys are mine.*
2. That bush is green.
3. This child is naughty.
4. That is a beautiful oasis.
5. That person is weird.
6. This factory is closed.
7. That is his toy.
8. She's proud of her child.
9. That radio is very old.
10. This analysis is well-done.

4. Translate into English.

1. Fenomenele acestea sunt foarte stranii.
2. Aceștea sunt cartofii mei, iar aceia sunt ai tăi.
3. Prietenul meu întârzie.
4. Oile acelea sunt albe.
5. Copii voștri sunt neascultători.
6. Ei se mândresc de rezultatele lor.
7. Alo? Cristina la telefon. Cu cine vorbesc?

GRAMMAR FOCUS

Demonstrative Adjectives

Demonstrative Pronouns

FORM

The forms of demonstrative adjectives and demonstrative pronouns are identical.

The demonstrative adjective determines a noun, whereas the demonstrative pronoun replaces a noun.

	singular	plural
here	<i>this</i>	<i>these</i>
there	<i>that</i>	<i>those</i>

Demonstrative adjectives

Example:

- This house is mine.*
- That watch is slow.*
- These flowers are beautiful.*
- Those people over there are my relatives.*

Demonstrative pronouns

Example:

- This is mine.*
- That is slow.*
- These are beautiful.*
- Those over there are my relatives.*

USE

We use *this* and *these* for things that are near the speaker. We use *that* and *those* for things that are further away.

When we are in a place or situation we use *this* to refer to it:

This party is great.

We can use *this* to introduce people and *that* to identify people:

Paul, this is my fiancée Meg. That's Chris over there.

On the phone we can use *this* to say who we are and *this/that* to ask who the other person is:

Hello? This is Vicky.

Who's this / that, please?

UNIT 2

THERE IS NO PLACE LIKE HOME

GRAMMAR FOCUS

There is / There are

FORM

AFFIRMATIVE

singular	<i>There is</i> <i>There's</i>
plural	<i>There are</i>

NEGATIVE

singular	<i>There is not</i> <i>There isn't</i>
plural	<i>There are not</i> <i>There aren't</i>

INTERROGATIVE

singular	<i>Is there ...?</i>
plural	<i>Are there ...?</i>

be agrees with the following **noun(s)**:
There's a book on the desk.
There are books on the desk.

USE

We use *there is / are* to say that something exists. After we say that something exists with *there is / are* we can then use *he / she / it is* or *they are* to give more details.

There's a girl in the room. She's waiting for you.

There are five oceans in the world.

They form 71% of the Earth's surface.

IT

- for a thing, idea, a situation, an action;
It's nine o'clock. It's cold;
- for time, weather and distance:
Someone's at the door. It's the postman;
- in infinitive structures: *It is easy to criticize.*

THERE

- usually when we mention something for the first time:
There's a picture on the wall. It is beautiful.

1. Complete the sentences with *is* or *are*.

- There .. *are*..... wild flowers in the vase.
- There a new student in the class.
- There a PC on the desk
- There mistakes in your essay.
- There no one inside.
- There people in the street.
- There a sofa in the room.
- There no cups in the cupboard.
- There pencils under the desk.
- There no bread at home.

2. Complete the sentences with *there, it* or *they*.

- ...*There*.. are two people in the room. *They*..... are worried.
- is a wonderful day today.
- is a new book in the library.
- are teachers, not students.
- are 10 foreigners in the room. are from Scotland.
- My key is in my pocket. is in a safe place.
- is half past seven already.
- are 40 people at the conference. are all scientists.
- is a café near the theatre. is open for lunch.
- is fifty miles from here to Detroit.

3. Complete the questions with *Is there* or *Are there*. Then give short answers to the questions.

In your town ...

- Is there* a theatre? ..*Yes, there is.* / *No, there isn't.*
- an art gallery?
- museums?
- many parks?
- a circus?
- many factories?
- an old castle?
- an airport?
- hypermarkets?
- a hotel?

TAG QUESTIONS

There's a book on the desk, isn't there?
There are books on the desk, aren't there?

1. All the place prepositions have been removed from the sentences. Write the missing preposition for each sentence.

1. Mum is / the door.*at*.....
2. There's a meeting my agenda.
3. There's a vase the picture.
4. The school is a side road.
5. There's a picture Page 21.
6. They're the twelfth floor.
7. There's a rainbow the sky.
8. The dean's office is the end of the hall.
9. Sydney is the south of Australia.
10. Why isn't your name the top of the list?

2. Complete the text with: *in, on, around, behind, on the left, in front of,* and *under*.

Next to the text, there is a picture. It is a picture by the English painter John Constable. There is a small and shabby cottage the picture. It is a corn field. There are some cracks its walls. There is a chimney its roof. There is a forest the cottage. There is a fence the cottage. On the right, there are some trees the fence. They are tall. There are some flowers the trees. Next to the gate,, there is a donkey. There are some clouds the sky.



3. Using the above text as a model, try to describe the picture by another famous English artist, George Stubbs.



GRAMMAR FOCUS

Prepositions of Place

at

- ✓ referring to a position as a point.
He is at the bus stop.
There's someone at the door.

on

- ✓ referring to a position in relation to a surface or a line.
There's a book on the table. (surface)
The hospital is on a very busy road. (line)
- ✓ we also say: *on a list, on an agenda, on a page, on the left / right* and *on a train / bus / tram / plane.*

in

- ✓ referring to a position in relation to a three dimensional space or when something is surrounded on all sides, e.g. a country, a town, a room, a field or any place with boundaries.
There's a sofa in the room.
Madrid is in Spain.
- ✓ we also say: *in a picture / book / photo / collection / circle, in Spanish* etc., *in alphabetical order* and *in the sky.*

NOTE

The use of a preposition can depend on the situation:

- ✓ we can be *in* and *at* a building: *in* means inside, *at* can mean inside or outside.
I'm in the restaurant. (=inside the restaurant)
I'm at the restaurant. (=inside or on the street outside)
- ✓ we can use *in the sea / lake / river / swimming pool* to mean actually in the water; *at the sea / river* etc. means 'next to' or 'near' it.
Let's have a swim in the river.
Let's have a picnic at the river.
- ✓ With addresses we say:
He lives at 31 Abbey Road.
He lives in Abbey Road.
He lives on the fifth floor.

UNIT 2

THERE IS NO PLACE LIKE HOME

ESSENTIAL STRUCTURES

More formal

Introductions

	Introducer	Response A	Response B
	<i>I'd like to introduce you to ...</i>	<i>How do you do?</i>	<i>How do you do?</i>
	<i>I'd like to introduce...</i>	<i>It's a pleasure to meet you.</i>	<i>The pleasure is mine.</i>
	<i>I'd like you to meet ...</i>	<i>Nice to meet you.</i>	<i>Nice to meet you, too.</i>
	<i>There's someone I'd like you to meet, this is ...</i>	<i>Pleased to meet you.</i>	<i>I've heard so much about you.</i>
	<i>Have you met ...</i>	<i>Glad to meet you.</i>	<i>Very nice to meet you.</i>
Less formal	<i>This is ...</i>	<i>Hi.</i>	<i>Hi.</i>



How do you do?

A formal introduction consists of two parts: first you give the name, then you give some more information about the person who is introduced. In this way they will have some common ground to start a conversation.

Men usually shake hands when they are introduced to other men. Women choose if they want to shake hands. A man has to wait for the woman to offer her hand and then shake. A handshake should be brief and firm. It is a sign of openness and directness in the USA.

People must sometimes introduce themselves, for example at a conference, at a party, in a new class, in a new neighbourhood.

- *Oh, Professor Simpson, have you met my colleague, Mrs. Frost?*
- *Hello, Mrs. Frost. It's a pleasure to meet you.*
- *The pleasure is mine.*
- *Tom, this is Phil. He's new in class.*
- *Hi.*
- *Hi.*
- *Hello, I'm Tom Sullivan. I'm your new neighbour.*
- *Nice to meet you. I'm Barbara Prim.*

KEEP IN MIND

We use 'how do you do' only when we are introduced to someone.

Hi!



Self-introductions

More formal

	Self	Response
	<i>Hello. My name is ...</i>	<i>How do you do? I'm ...</i>
	<i>Hello. I'm ...</i>	<i>Pleased to meet you. I'm ...</i>
	<i>I don't think we've actually met formally yet. I'm ...</i>	<i>Nice to meet you. I'm ...</i>
	<i>Nice to meet you. I'm ...</i>	<i>Nice to meet you. I'm ...</i>
	<i>I just wanted to introduce myself, my name is ...</i>	<i>Glad to meet you.</i>
	<i>I just wanted to introduce myself. I'm ...</i>	<i>Very nice to meet you. I'm ...</i>
Less formal	<i>Hi. I'm What's your name?</i>	<i>Hi. I'm Samantha, but everybody calls me Sam.</i>

The Address System

The relationship between speakers is marked by the use of the address system. In the United States, for example, many people have three names: a first (also called ‘given’) name, a middle name (or an ‘initial’), and a last name (‘family name’ or ‘surname’).

Examples:

first name	middle name	last name
<i>Adeline</i>	<i>Virginia</i>	<i>Wolf</i>
<i>Ernest</i>	<i>Miller</i>	<i>Hemingway</i>
<i>Jessica</i>	<i>Ann</i>	<i>Simpson</i>
<i>Kristen</i>	<i>Jaymes</i>	<i>Stewart</i>
<i>Sean</i>	<i>Justin</i>	<i>Penn</i>
<i>Samantha</i>		<i>Cox</i>

People who do not know each other or who differ in status use formal address: *title + last name*,

Example:

Dr. Miller, Professor Taylor.

People who know each other well use their first names in both formal and informal situations. If somebody wants to change from a more formal naming to an informal one, the superior (age, status, etc.) should suggest it:

A: *Why don't you call me Bob?*

B: *All right, Bob.*

This happens in an informal situation when people are at a party.

Very often, people tell how they want to be called:

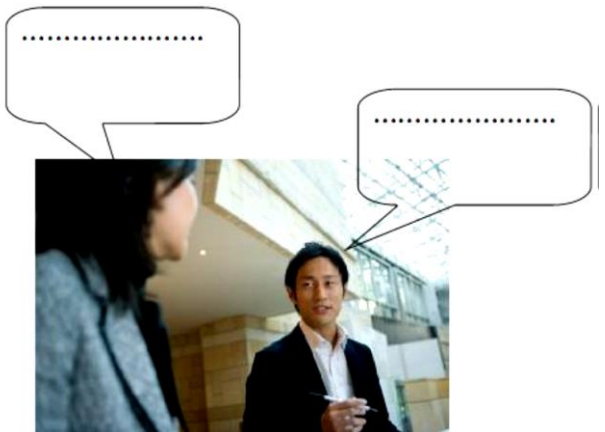
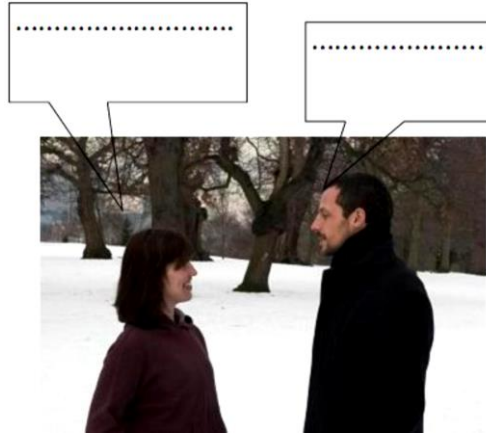
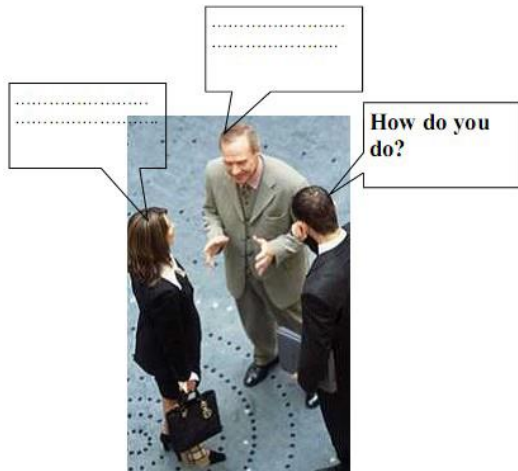
My name's Isabella, but call me Bella.

	Address form	Function
Formal	<i>Dr. House</i>	<i>Title + last name</i>
	<i>Professor Vince</i>	Used in formal situations
	<i>Dean Newman</i>	
	<i>Mr. White</i>	<i>Mr.:</i> a man
	<i>Miss West</i>	<i>Miss:</i> a single woman
	<i>Mrs. Black</i>	<i>Mrs.:</i> a married woman
	<i>Ms. Sandler</i>	<i>Ms.:</i> a married or single woman
	<i>Melanie</i>	<i>Full first names</i> Some people want their full first name to be used in all situations
	<i>Stephanie</i>	
	<i>Thomas</i>	
<i>William</i>		
<i>Nicholas</i>		
Informal	<i>Smith</i>	<i>Last name only</i> It is used in sports, in the army and in some offices. It is also used by a superior to subordinate or among equals. Do NOT use this form if you are not certain it is appropriate.
	<i>Potter</i>	
	<i>Scott</i>	
	<i>Black</i>	
	<i>Newbold</i>	
	<i>Snow</i>	
	<i>Dickens</i>	
	<i>Sandler</i>	
	<i>Smith</i>	
	<i>Simpson</i>	
Intimate	<i>Cheese</i>	<i>Nickname</i> Very informal. It is used only when you are 100% sure the person wants to be called like this. Some names are very personal and can be insulting if not used properly.
	<i>Curly</i>	
	<i>Old bean</i>	
	<i>Meatball</i>	
	<i>Lady killer</i>	
	<i>Sparky</i>	
	<i>Ginger</i>	
	<i>Shorty</i>	
	<i>Bones</i>	
	<i>Vamp</i>	

Just don't forget to smile!



1. Write the corresponding structure in the speech bubbles.



2. Complete the dialogue with the correct form of the verb *to be*. Use short forms where possible.



Mario: *Hi. My name 's Mario, and this Pedro. We from Brazil.*

Bob: *Nice to meet you. I Bob and this my wife, Barbara, and thisour friend, Monica. By the way, Monica also from Brazil.*

Pedro: *Really? you from Rio de Janeiro?*

Monica: *No, I I from São Paulo. Where you from?*

Mario: *We from Rio de Janeiro.*

Barbara: *It a beautiful city.*

Mario: *There a great carnival before Easter.*

Bob: *Brazilians very proud of it.*

Pedro: *Yes, we Monica, are you on holiday in New York?*

Monica: *Yes, I It much fun. you on holiday, too?*

Mario: *No, we There a conference on global warming in New York. We speak about the Amazon there.*

Bob: *That interesting. My wifecrazy about such things.*

Mario: *..... you Barbara?*

Barbara: *Yes, I I a green. And please, call me Barb.*

Mario: *OK, Barb. you from New York.*

Barbara: *Actually, I I from Cambridge. But my husband a real New Yorker. That makes me a New Yorker, too.*

WORD PROMPT

really - chiar?;
to be much fun - a fi foarte distractiv;
global warming - încălzire globală;
we speak - noi vorbim;
to be crazy about sth - a fi pasionat
green [noun] - ecologist;
please - vă / te rog;
actually - de fapt;
real [for emphasis] - adevărat;
New Yorker - locuitor al oraşului New York;
that makes me - mă face.

3. Read the following introductions and say where they most probably have taken place. How many people are involved in the dialogues? Act them out with a partner.

- Mom, dad, this is Greg.
- Hi, Greg. I'm Pam's father, Jack Burns.
- Yeah, it's great to finally meet you.
- And I'm Dina. Welcome to Oyster Backer.
- Oh. thanks.

- I'm Dina Burns. It's so nice to meet you.
- The pleasure is mine, mon cheri. You gotta be the flower man..
- That's right, Jack Burns, Pam's father.

- You're Isabella, right?
- Just Bella.
- Yeah. Hey, I'm Mike Newton.
- Oh, nice to meet you.

- This must be Maggie.
- Margaret.
- Joe. Pleasure to meet you.
- The pleasure is mine.

UNIT 2

THERE IS NO PLACE LIKE HOME

VOCABULARY BUILDER

VOCAB LIST

a two-storeyed house *n* - o casă cu două etaje;
comfortable *adj* - confortabil;
well-planned *adj* - bine proiectat;
lawn *n* - peluză;
to walk *v* - a se plimba;
barefoot *adv* - desculț;
orchard *n* - livadă;
pergola *n* - pergolă;
barbecue *n* - grătar;
party *n* - petrecere;
living room *n* - cameră de zi;
ground floor *n* - parter;
relaxing *adj* - relaxant;
to spend *v* - a petrece;
curtain *n* - perdea, draperie;
lamp *n* - lampă;
sofa *n* - canapea;
glass round table - masă rotundă din sticlă;
fireplace *n* - cămin;
to be lit - a fi aprins;
dining room *n* - sufragerie;
kitchen *n* - bucătărie;
light *adj* - luminos;
wooden table - masă de lemn;
to have dinner - a cina;
well-designed *adj* - (despre obiecte, camere) bine-planificat;
kitchen appliance - aparat de bucătărie;
dream place - locul de vis;
housewife *n* - casnică;
bathroom *n* - baie;
bedroom *n* - dormitor;
upstairs *adv* - la etaj;
bed *n* - pat;
night-table *n* - noptieră;
chest *n* - cuțar;
mirror *n* - oglindă;
design *n* - plan;
both *adj* - ambii / ambele;
sleep *n* - somn;
castle *n* - castel;
to be welcome - a fi binevenit.

TEXT

Home, Sweet Home

This is my house. It is a nice **two-storeyed house**. It is **comfortable** and **well-planned**. In front of the house, there is a green **lawn**. It is soft and it is a pleasure **to walk** there **barefoot**. Behind the house, there is a small **orchard** with cherry trees in it. Among the cherry trees, there is a lovely **pergola**. It is the perfect place for **barbecues** and summer **parties**.



The **living room** is on the **ground floor**. Its walls are green and it is very **relaxing to spend** the evenings here. There is a big window with white **curtains**. Next to the window, in the corner, there is a **lamp**. In front of the window, there is a comfortable **sofa**. In the middle of the room, there is a **glass round table**. There are two chairs near the table. There is also a **fireplace** in the living room. It is very romantic when it is **lit**.



The **dining room** is also on the ground floor. It is between the **kitchen** and the living room. It is very **light**. There is a **wooden table** in the middle of the room. There are six chairs around the table. It is a pleasure **to have dinner** here.



The kitchen is not very big but it is **well-designed**. There are all the modern **kitchen appliances** in it. It is the **dream place** for every housewife.

There are three **bathrooms** in the house. One is for guests, and the other two in the **bedrooms** upstairs. The bedrooms are very comfortable. There are beds, **night-tables**, **chests**, and **mirrors** in them. The **design** in the bedrooms is very modern. It is the perfect place for **sleep**. My bedroom is in white colours, as white is my favourite colour.

This is my house, my **castle**. My friends **are** always **welcome** here.



1. Say whether the following statements are true or false. Correct them where necessary.

1. The house is fancy.
2. There is a garden behind the house.
3. There are white curtains at the window in the living room.
4. There is a wooden round table in the living room.
5. The fireplace is lit all the time.
6. It is uncomfortable to have dinner in the dining room.
7. There are no kitchen appliances in the house.
8. There are two bathrooms on the first floor.
9. The bedrooms are the perfect place for parties.
10. Friends are always welcome.

2. Fill in the blanks with the words from the VOCAB LIST.

1. This sofa is very
2. The rooms are big and
3. There are many fruit trees in the
4. The in front of my house is always green.
5. There are at the window.
6. It is a pleasure to have dinner in the
7. A..... is a room in the house for general use during the day.
8. There are many kitchen appliances in the
9. There is always a in a bedroom.
10. It is so romantic when the is lit.
11. The of the house is beautiful.
12. There are three plates on the
13. Friends in my house.
14. Atable is made of wood.
15. A is a source of light.

4. Work with a partner and ask about each other's house.

Example:

A: *Is your house big?*

B: *Yes, it is. / No, it isn't.*

A: *Are there many rooms in your house?*

B: *Yes, there are. There are six.*

VOCABULARY BUILDER

KEEP IN MIND

A **house** is the building where people live. **Home** is the place where the heart is. It is where you are happy to be. You can live in a beautiful house, but if you have no one to love and share it with, then it is just a plain house no matter how fancy it is.

3. Fill in the blanks with house or home. Explain the meaning of the expressions. Work with the dictionary.

1. close to
2. put one's in order;
3. an Englishman's is his castle;
4. stay-at-..... dad;
5. on the
6. the of Parliament;
7. Office;
8. White
9. truth;
10. at
11. arrest;
12.-warming;
13. charity begins at.....;
14. safe as
15. bring the down;
16. counties.

UNIT 2

THERE IS NO PLACE LIKE HOME

VOCABULARY BUILDER

COLLOCATIONS

HOUSE

Adj + N - beautiful, comfortable, delightful, elegant, fine, lovely, luxurious, pretty, splendid, dream / depressing, gloomy, ugly / shabby, untidy / big, enormous, gigantic, huge, large, spacious / little, modest, small, tiny / single-storey, two-storey, etc. / four-bedroom, eight-room / exclusive, expensive / ancestral.

Verb + N - live in, occupy / share / buy, rent / sell, let out / move, move into, move out / set up / keep / build / demolish / maintain / decorate, renovate / furnish / extend.

N + Verb - be situated, lie, be worth sth.

N + Noun - agent / buyer, owner / decoration, repairs / design, plan, planning / front, interior / number / keys / guest / call.

PHRASES - house to house.

HOME

Adj + N - boyhood, childhood, family, parental / native / permanent, temporary / comfortable, luxurious, luxury, magnificent, nice, pleasant / humble / happy, secure, supportive, stable / broken / caravan, motor, mobile / legendary / spiritual.

Verb + N - arrive, come, get, go, make your way / bring sb/sth, take sb/sth / be away from, leave, get away from / abandon / give (sb/sth).

N + Noun - address, number / buyer, owner / background, conditions, environment, life, situation / state, country, district / improvement, repairs / extension / loan / help / comforts / use / student, study / work / baking, cooking / visit / leave / movie, video.

Prep: at -, away from -, back -, in your own - / - of.

1. Give synonyms to the following words.

house design	.....
spacious house	.....
home conditions	.....
stable home	.....
exclusive house	.....
luxurious home	.....

2. Read the text about Charlie's house. Replace the words in italics with their antonyms and say what kind of house it is.



WORD PROMPT

- ✓ *Charlie's house* - casa lui Charlie;
- ✓ *he misses it* - îi este dor de ea.

Charlie's house is ~~very small~~ *enormous*... . It is *very cheap* It is *ugly* and *uncomfortable* and It is his *temporary*..... home. The house *exterior*..... is impressive. It is *depressing*..... There are *tiny*rooms in it. When he is *at* home he misses it.

3. Provide as much information as possible about the suggested houses.

Example:



Bob's house

This is Bob's house. It is a one-storeyed house. Although it is small, it is comfortable. The house design is original. It is a one-bedroom house.

There is also a kitchen and a living room in it. Bob is single, that is why he is satisfied with his house. For him, his house is worth all the luxury houses in the world. Yet, it is his temporary home.



Mary's house



Andrew's house




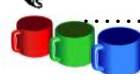




Christine's house

1. Form adjectives out of the following nouns and insert them in the sentences below.

care	faith	self
shame	charm	master
penny	fruit	duty
cheer	bliss	meaning
help	leaf	truth

1. She is ...*faithful*..... to her husband.
2. He is a beggar.
3. A person is always honest.
4. It is a town. There's nothing beautiful in it.
5. A person is the one able to control others.
6. Your remarks are
7. When I'm at home, I feel
8. Without weapons we are
9. My child is about crossing the road.
10. A smile makes everybody happy.
11. My son is He always does what he should do.
12. Trees are in winter.
13. It is apartnership. Its results are profitable.
14. The devotion of a mother is so remarkable.
15. His conduct is He should be ashamed of what he has done.

2. Add the suffix *-ful* to the nouns the pictures represent. Match the word combinations with their translation.

	..... of flowers	o furculiță plină cu orez
	..... of water	un sac plin de făină
	..... of rice	un braț de flori
	..... of spaghetti	trei căni de apă
	..... of money	o farfurie de spghetti
	..... of flour	un buzunar plin cu bani

VOCABULARY BUILDER

WORD FORMATION

SUFFICATION

-less

a suffix used with nouns to form adjectives: N + less = Adj. It means - without

homeless → without home;

hopeless → without hope;

sleepless → without sleep;

meaningless → without meaning.

-ful

1. a suffix used with nouns and verbs to form adjectives: N / V+ ful = Adj. It means - full of sth; having the qualities of sth; often doing sth.

forgetful → often forgetting things;

beautiful → having beauty;

powerful → having power

harmful → doing harm.

2. a suffix used with nouns to form nouns: N + ful = N. It means - an amount that fills sth.

spoonful → the ammount that a spoon can hold;

houseful → as much or as many as a house can contain;

handful → the ammount that a hand can hold.

COMPOUNDING

HOUSE and **HOME** can be attached to other words to form a new one.

houseboat

homeland

housebound

homesick

housebreaking

homespun

household

homestead

housekeeper

home loan

house-proud

home-made

housework

homework

Note that there are new words written together, through a hyphen and separately!!!

THERE IS NO PLACE LIKE HOME

1. Correct the sentences.

1. There are fifty-six stars on the American flag. *.No, there aren't. There are fifty.*.....
2. There are twelve stripes on the American flag.
3. There are two statues of Liberty in New York.
4. There is gravity in space.
5. There are thirty stars on the European flag.
6. There are clocks in Las Vegas casinos.
7. There are nine continents on the earth.
8. There are five planets in the solar system.
9. There are one hundred decimetres in a meter.
10. There are nine questions in this exercise.

2. Complete the text with *there is / are / isn't / aren't, it is / isn't, and they are / aren't.*

..... a picture next to the text. the picture of a kitchen. big. some furniture in it. For example, a table on the right of the picture. square. a glass table, it is wooden. no tablecloth on the table, but a blue vase on it. some flowers in the vase. are beautiful. a lamp above the table. lit. three pictures on the walls. beautiful.four flower pots in the kitchen.on the floor.are house-plants. On the left of the picture, in the corner, an armchair.new butcomfortable. Next to the armchair, there is a big door.the entrance door.a rag in front of the door. Of course,any modern things in the room, butvery cosy.



3. Bring the picture of your own kitchen and describe it.

4. Complete the sentences with *some* or *any*.

1. Are there books on the table?
2. There aren'tknives in the kitchen.
3. There areflowers in the garden.
4. Are theremistakes in my essay?
5. There areproblems.
6. Are theresandwiches on the plate?
7. There arephotos on the wall.
8. There aresheep in the field.
9. There aren'twolves in the forest.
10. There aren'tdictionaries on the shelf.

SOME / ANY / NO

✓ We normally use *some* in positive sentences and *any* in negative ones and questions. Both go before a plural or uncountable noun.

✓ We can use *no* before a noun or an adjective + noun. The verb is positive!!!














*There is no place like home.
There are no pens in my bag.*

BUT

*There isn't a pen in my bag.
There aren't any pens in my bag.*

THERE IS NO PLACE LIKE HOME

5. Work with the dictionary. Replace the image with the corresponding word. Say if there are such appliances in your kitchen.

1. A  is a round pot with a lid and a long handle.
2. A  is an appliance for cooking, consisting of an oven and a heating surface.
3. A  is a tube made wood used for rolling dough.
4. A  is a metal or plastic bowl with many small holes in it, used to drain water from vegetables, etc.
5. A  is a container with a lid, a handle and a spout, used for boiling water.
6. A  is a device for mixing things.
7. A  is an electrical appliance that mixes or cuts food.
8. A  is a machine for chopping and mixing food into a liquid.
9. A  is a device with a rough surface for grating food.
10. A  is a machine that cooks or heats food very quickly using electromagnetic waves.
11. A  is an implement used for beating eggs.
12. A  large deep spoon with a handle for serving or transferring liquids.
13. A  is a small cupboard or room specially designed to keep food cool.

6. Name other kitchen appliances you know that haven't been mentioned above.

THERE IS NO PLACE LIKE HOME

7. Use the prompts to write sentences about Mary's living room.

1. Mary's living room
This is Mary's living room.....
2. room / her favourite
.....
3. not / comfortable / but / big
.....
4. a rug / floor / on
.....
5. on / a coffee-table / the rug
.....
6. a kettle / on the coffee-table / a bowl with cookies / and
.....
7. a sofa / the window / in front of
.....
8. on / cushions / the sofa
.....
9. on / pictures / the walls / six
.....
10. next to / in the corner / a bookcase / the pictures
.....
11. its/ books / on / shelves
.....
12. a fireplace / room / in
.....
13. big / the fireplace
.....
14. a flower pot / on / the mantelpiece
.....



15. an artificial flower
.....
16. above / a mirror / the mantelpiece
.....
17. near / fireplace / a cage
.....
18. a bird / the cage / in
.....
19. opposite / the sofa / an armchair
.....
20. a light room
.....

8. Choose the correct item for the idioms below. Translate them into your native language.

- | | |
|---|---|
| 1. to throw the <i>towel</i> | 5. come out of the |
| a. spoon c. fork | a. attic c. closet |
| b. plate d. towel | b. basement d. bathroom |
| 2. born with a silver.....in one's mouth | 6. be on the |
| a. spoon c. pan | a. table a. sill |
| b. glass d. knife | b. plate b. floor |
| 3. go down the | 7. critic |
| c. pipe a. lawn | c. chair c. armchair |
| d. drain b. tap | d. cupboard d. desk |
| 4. (not) sb's .....of tea | 8. hit the..... |
| c. jar a. cup | c. closet a. roof |
| d. kettle b. pitcher | d. sofa b. buffet |

THERE IS NO PLACE LIKE HOME

9. Complete the conversation between Mary and her friend Helen with the words below.

design
chairs
dining-room
wall unit

glass table
tablecloth
chandelier
sideboard
paintings



Mary: And this is the

Helen: Wow! It's really great.

Mary: Well, I'm proud of it. In fact, it is my favourite room.

Helen: Its is very original. The in the middle of the room is so nice.

Mary: And there is no need for a By the way, the centrepiece on it is handmade.

Helen: It's so beautiful. It's a great idea to have the under the table.

Mary: And it's convenient, too. I keep the plates and glasses there.

Helen: The above the table is so charming. And the around the table are so comfortable. What's there in the corner?

Mary: Those are avant-garde

Helen: Very nice. What's in the

Mary: I keep my China there. Would you like a cup of tea.

Helen: Gladly.

10. Act out a similar dialogue with your fellow student.

11. Change all the sentences of the text to plural. Can you draw the picture of such a house?

This is an old house. There is a crack on its wall. The roof is broken by a tornado. Behind the house, there is an orchard. There is a bush and a fruit tree in the orchard. There is a peach and a cherry on the tree. In front of the house, there is a small garden. There is a potato, a tomato, an onion, and an eggplant in the garden. Next to the house, there is a field. There is a goose and a sheep in the field. There is also a mouse in the field

There is a piano in the house. The piano is old. There is a photo on the piano. This is a photo of an oasis. There is a family in the house. The housewife is in the kitchen. There is a knife, a dish, a spoon and a fork on the table. There is a sandwich on the plate. The child is in the nursery. There is a toy next to the child. The father is in the living-room. There is a party in the house. There is a guest on the balcony. There is a glass in his hand. He is happy to be here.

12. Discover the name of a famous palace in the UK. Put together the names of the pictures, but drop the first letter of the second word.



UNIT 2

THERE IS NO PLACE LIKE HOME

13. Read some information about world famous houses. Is there such a house in your country? Provide as much information as possible about it.

The White House is the official residence of the president of the United States of America. It is in Washington DC, the capital of the country. It is a beautiful six storey building. There are 132 rooms in it. The Oval Office is the official office of the president. It is in the West wing. The Roosevelt Room is also in the West Wing. It is a meeting room. There is a guest room on the second floor called after another president: Lincoln bedroom. The East Room is the largest room in the building. It is used for entertaining, press conferences, ceremonies, and occasionally for a large dinner.



The Houses of Parliament, also known under the name of Westminster Palace, are situated in the heart of London. It is the meeting place of the two Houses of the Parliament of the United Kingdom: the House of Commons and the House of Lords. There are three main towers in the palace. The well-known clock, Big Ben, is in one of its towers. Opposite Big Ben, there is Victoria tower. It is the royal entrance to the palace. The Parliamentary Archives are also stored here.

The Central Tower is in the middle of the building. It is above the Central Lobby. The Central Lobby is the place where people can meet Members of Parliament and ask them to defend their interests. This is how the verb 'to lobby' appeared. Westminster Hall is the oldest part of the Houses of Parliament. It is the largest unsupported medieval hall in Europe. The seat of Britain's two parliamentary houses is really impressive.

14. Discover some more rooms in the White House. Can you tell anything about them?



ROOM



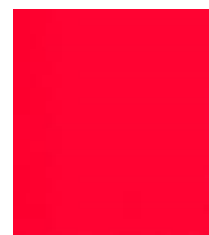
HALL



ROOM



ROOM



THERE IS NO PLACE LIKE HOME

15. Below there is a poem about what makes a house a home. Work in groups and try to understand its message. Write down the items that make a home out of a house according to you.

A Home Song

by Henry Van Dyke

*I read within a poet's book
A word that starred the page:
'Stone walls do not a prison make,
Nor iron bars a cage!'*

*Yes, that is true; and something more
You'll find, where'er you roam,
That marble floors and gilded walls
Can never make a home.*

*But every house where Love abides,
And Friendship is a guest,
Is surely home, and home-sweet-home:
For there the heart can rest.*

WORD PROMPT

I read /ar 'red/ – am citit
within - într-o
a poet's book – carte a unui poet
starred – a apărut
stone walls – ziduri de piatră
prison - închisoare
do not make – nu fac
nor – nici
iron bars – bare de fier
you'll find – vei găsi
where'er - oriunde
you roam – vei hoinări;
marble floors – podele de marmură
gilded walls – pereți auriți
can never make – niciodată nu pot face
abides – locuiește
for – deoarece
can rest – se poate odihni

16. Find the words that are hidden in the puzzle. Compare your results with the ones of your desk mate.

Q	W	H	A	L	L	D	S	B	K	V	J	E	R
R	E	W	T	C	V	F	A	E	J	C	U	W	T
C	K	I	T	C	H	E	N	D	F	R	I	D	G
O	T	N	I	L	B	G	Q	L	H	X	C	I	Y
L	Y	D	C	O	R	C	H	A	R	D	E	S	U
A	U	O	D	C	N	H	M	I	X	E	R	H	I
N	P	W	S	K	M	B	A	R	E	F	O	O	T
D	I	N	N	E	R	A	W	P	G	X	V	Q	A
E	L	I	G	H	T	T	E	O	F	Z	B	K	B
R	L	A	M	P	L	H	O	U	S	E	N	E	L
I	O	F	A	X	K	R	R	I	P	A	P	T	E
O	W	A	L	L	J	O	T	S	O	F	A	T	O
P	J	H	F	L	O	O	R	U	O	S	N	L	P
L	K	G	Z	H	O	M	E	Y	N	D	M	E	L

JUST KEEP IN MIND!



EAST OR WEST, HOME IS BEST!



UNIT 2

THERE IS NO PLACE LIKE HOME



UNIT 3
THINGS PEOPLE HAVE GOT

I KNOW THE WAY!

Turn right!



Turn left!

Drawing the family tree.

GRAMMAR:

- Present Simple:
- have got/ have*
- Definite Article
- Possessive Case
- Questions
- Imperative

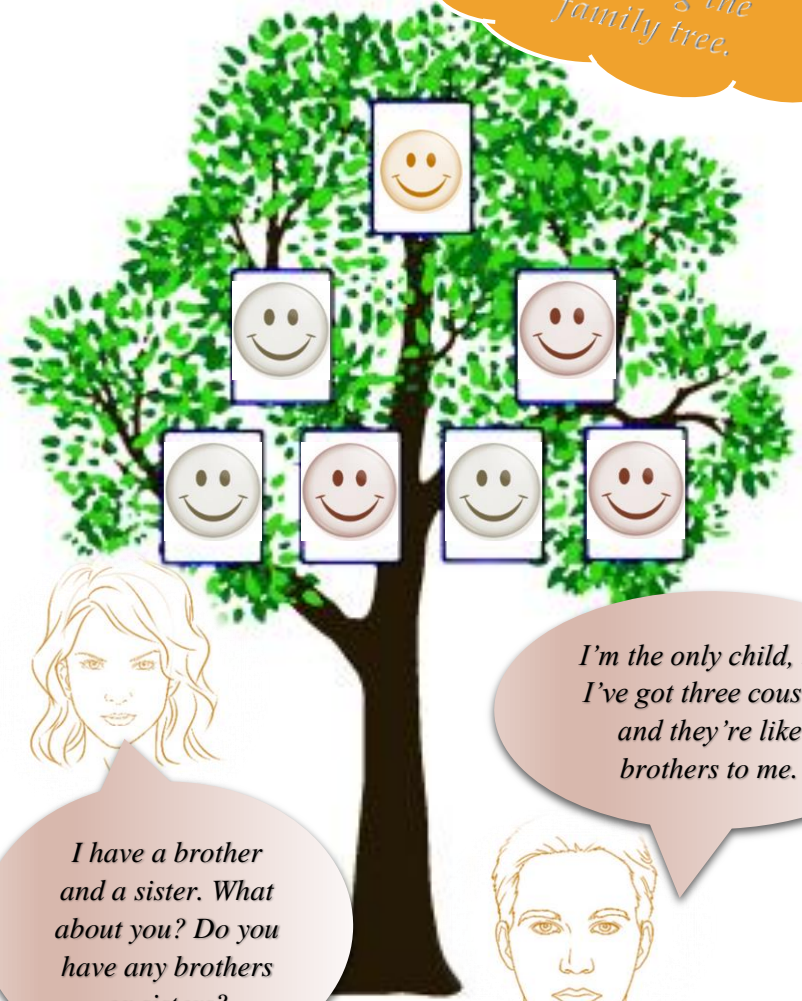
ESSENTIAL STRUCTURES:

Getting people's attention

Giving directions

VOCABULARY:

- FAMILY
- Love
- Relationship
- Trust
- FRIENDS



I have a brother and a sister. What about you? Do you have any brothers or sisters?

I'm the only child, but I've got three cousins and they're like brothers to me.

UNIT 3

THINGS PEOPLE HAVE GOT

GRAMMAR FOCUS

Have got

FORM

AFFIRMATIVE	I	have	got	a car
	you			a pen
	he			a bike
	she	has		a cat
	it			a flat
	we	have		a pot
	you			a cake
	they			a job

NEGATIVE	I	have	not got	a car
	you			a pen
	he			a bike
	she	has		a cat
	it			a flat
	we	have		a pot
	you			a cake
	they			a job

INTERROGATIVE	Have	I	got	a car?
		you		a pen?
	Has	he		a bike?
		she		a cat?
	Have	it		a flat?
		we		a pot?
		you		a cake?
		they		a job?

CONTRACTIONS

- 've got = have got
- 's got = has got
- haven't got = have not got
- hasn't got = has not got

USE

Have got means exactly the same as *have*: *got* is an 'empty' word here. *Have got* is more informal: we use it very often in conversations and, for example, when we write to friends.

1. Find the appropriate answers in column B for column A.
 1. Has she got an orange? A. No, they haven't.
 2. Have you got a parrot? B. Yes, we have.
 3. Have they got a flat? C. Yes, she has.
 4. Has he got a cigarette? D. No we haven't.
 5. Have we got an English book? E. No he hasn't.
2. Fill in the blanks with the suitable forms of *be* and *have*.
 1. We ...*are*..... students.
 2. I got three brothers and a sister.
 3. your parents got a new car?
 4. They got a modern and comfortable flat.
 5. These boys my friends.
 6. you got an English — Romanian dictionary?
 7. She an early riser.
 8. I not got much money in my bank account.
 9. It's summertime. We..... on holiday!
 10. We (not) lazy, we just slow.
3. Talk in pairs. Find out what your fellow mate *has got* at the moment in his / her bag. Describe the contents of his/ her bag.
4. In pairs find out more information about each other by asking tag questions. Keep in mind that we do not use *got* in short answers.

TAG QUESTIONS

She has got a new car, hasn't she?

She hasn't got a new car, has she?

Example:
You have got a sister, haven't you? - Yes, I have.
You haven't got a car, have you? - No, I haven't.
5. Translate into English using the forms of *have got*.
 1. Ai un măr? - Nu, am o portocală / banană.
 2. Au o casă și un garaj? - Da, au.
 3. Ea nu are o pisică, are un câine.
 4. Ai un pix negru? - Nu am, îmi pare rău.
 5. Ai o mașină nouă? - Nu, dar fratele meu are (una).
 6. Are el o casă? - Da, desigur.
 7. (Ea) e studentă și nu are bani mulți.
 8. El are multe cărți noi, nu-i așa?
 9. Aveți un calculator nou sau vechi?
 10. Apartamentul nostru nu e mare, are doar trei camere mici.

UNIT 3

THINGS PEOPLE HAVE GOT

GRAMMAR FOCUS

1. Fill in the blanks with the suitable forms of *have*.

1. Mary *has* cereals for breakfast.
2. On Sundays, Tom and Bob a swim in the pool.
3. She (not) a bath, she a shower.
4. When we are at home, we always an argument.
5. In summer they parties.
6. Once a week he a day off.
7. On Monday mornings I always a conversation with my boss.
8. The newlyweds a fight every night?
9. They a baby and they (not) a rest.
10. The Stevens always great ideas.

2. Unscramble the sentences.

1. breakfast / they / always / in / have / the kitchen.
2. in / I / a talk / with / have / my friends / the evening.
3. five / have / they / a cup / at / of tea / o'clock.
4. she / a new / got / has / dictionary.
5. the second / they / an / got / apartment / on / have / floor.
6. girl / got / a new / that / has / car.
7. a girl / in the street / is / there. has / a flower / she / got.
8. have / I / an / idea / got.
9. my parents / with / have / a row / my brother.
10. Sam / a new / got / has / haircut.

We use *have* in a number of expressions. *Have got* is not possible in these expressions!

Have breakfast / lunch / dinner / a meal / a drink / a cup of tea / some coffee / a beer / a cigarette

Have a bath / a shower / a wash / a shave / a sleep / a rest / a dream

Have a swim / a walk / a game of tennis, a game of football, etc.

Have a holiday / a day off work / a party / a good time, a bad time, etc.

Have a conversation / a talk / a chat / a quarrel / a row / a fight / a disagreement / an argument

Have a baby (=to give birth to a baby)

Have a look (=to look)

Have a try / a go (=to try)

Have

FORM

AFFIRMATIVE	I	have	a car
	you		a pen
	he	has	a bike
	she		a flat
	it		a cat
	we	have	a pot
	you		a cake
they	a job		

NEGATIVE	I	do	not have	a car
	you			a pen
	he	does		a bike
	she			a flat
	it			a cat
	we	do		a pot
	you			a cake
	they			a job

INTERROGATIVE	Do	I	have	a car?
		you		a pen?
	Does	he		a bike?
		she		a flat?
		it		a cat?
	Do	we		a pot?
		you		a cake?
		they		a job?

CONTRACTIONS

've = have

's = has

don't have = do not have

doesn't have = does not have

USE

When we talk about sth that happens repeatedly, we normally use *have* instead of *have got*.

I often have headaches.

I've got a terrible headache at the moment.

UNIT 3

THINGS PEOPLE HAVE GOT

GRAMMAR FOCUS

The Definite Article

FORM

singular	plural
<i>the</i>	

USE

We use **the** before nouns to restrict the meaning to a specific example.

- ✓ when it has already been mentioned.
*There is a book on the table. **The** book is thick.*
- ✓ when the noun is defined by a relative clause.
***The** book that I have is interesting.*
- ✓ because we think of it as unique.
***the** sun, **the** moon, **the** world, **the** President*
- ✓ with names of geographical areas and oceans.
***the** Caribbean, **the** Sahara, **the** Atlantic*
- ✓ with names of some countries.
***the** USA, **the** UK, **the** Republic of Moldova*
- ✓ when the noun is followed by *of* and a phrase which makes it specific.
***The** life of a farmer is very hard.*
- ✓ with superlatives.
*Everest is **the** highest mountain.
This is **the** most difficult exercise.*

1. Supply **the** where necessary.

Universe is whole of space, including all stars, Earth, and other planets in solar system. Universe is still a mystery to many humans. Scientists are not able to explain till end all things from outer space. What we are sure of is that sun, biggest star, is source of life on our planet; sky is our protection shield; air and water are essential for our existence. Due to these natural phenomena we exist on this wonderful blue and green planet.

2. Which of the following geographical names are used with the definite article.

1. Bahamas
2. Hague
3. Eiffel Tower
4. Pacific Ocean
5. UK
6. Europe
7. English Channel
8. Danube
9. Sahara Desert
10. Hyde Park

3. Insert the right article **a / an / the** where necessary.

1. University of Bălți is in centre of the town.
2. She hasn't got ID with her.
3. He is right person for this job.
4. ... Hague is famous city.
5. My brother is difficult young man.
6. They have breakfast early in morning.
7. child like that is extremely good.
8. Have safe trip home!
9. There is apple-tree in orchard.
10. sun is high in sky.
11. This is story of my life.
12. He has got all necessary things for archaeologist.
13. Pam is early riser and she always has busy day.
14. Unfortunately, traffic jam is unavoidable in morning.
15. I have energy for whole day from healthy food.

NO ARTICLES!!!

- ✓ before plural nouns and uncountable nouns when we mean 'in general'.
I like cats. Doctors have to study for a long time
- ✓ before abstract nouns: *What is the difference between jealousy and envy.*
- ✓ before names of meals, languages, sports, and many expressions of place and time.
*I never drink before breakfast. Can you speak Spanish?
Do you play tennis? I'll see you next week.
He is at home because he is ill. He goes to school every day.*

UNIT 3

THINGS PEOPLE HAVE GOT

1. Rewrite the phrases below using the apostrophe.

1. the son of Mr. Smith
2. the daughter of Mrs. Charles
3. the books of the students
4. the photo of the author
5. the water bowl of the dog
6. the project of Bill and Henry
7. the bikes of Sam and Collin
8. the speech of the President
9. the products of the company
10. the feathers of the birds

2. Put in the apostrophe and check that it is in the correct place.

- | | |
|--------------------------|---------------------------------|
| the peoples faces | the dogs sausage (one dog) |
| the geeses dinner | Marys book |
| a childs toys | Ch. Dickens novels |
| a womans handbag | childrens toys |
| the boys ball (ten boys) | the writers names (two writers) |

3. Write the names of the things that are just for men, women, girls and boys in the right column. Use a dictionary if necessary.

Example:

<i>Men's shoes</i>	<i>Women's lipstick</i>	<i>Girls' fancies</i>	<i>Boys' cars</i>
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4. Translate into English.

1. - Cum se numește ea?
- Se numește Angelina.
2. - Este prietena Doamnei Clifford?
- Nu, nu este prietena Doamnei Clifford, este prietena Doamnei Jones.
3. Care este adresa și telefonul lor?
4. Acea este mașina Domnului Rochester.
5. - Sunt aceia copiii noștri?
- Nu, nu sunt copiii noștri. Sunt copiii familiei Jones.

OF or possessive 'S!!!

We can use *of* to show how one thing belongs to another. When we are talking about organizations, countries and places we can usually use either *of* or a possessive *'s*:

the rules of the school / the school's rules
the streets of London / London's streets

For inanimate objects we generally use *of*:

the top of the mountain / the end of the lesson

We use *of* with a long phrase:

Have you got the number of the boy we met yesterday?

GRAMMAR FOCUS

The Possessive Case

FORM

singular	plural
's	'

The – 'high comma' is called an apostrophe [']. It tells us who is the owner of sth or to whom sth belongs:

Example:

the robin's waistcoat → the waistcoat of the robin (belonging to the robin).

Rules about the position of the apostrophe:

- ✓ for singular owners, add **'s**: *the cat's milk*;
- ✓ for plural owners ending in s, add **'**: *the girls' flowers*;
- ✓ for plural owners not ending in s, add **'s**: *the women's umbrellas*.

NOTE

An apostrophe is added to a singular noun ending in *s*, especially older and foreign names: *Socrates' philosophy*.

BUT

's is more common:

Tess's estate, Mr. Lewis's car

USE

- ✓ When we talk about things belonging to a person or an animal:
That's Mary's book.
- ✓ When someone has done or created sth:
Clint Eastwood's new film is absolutely fantastic.
- ✓ For an action done to or by a particular person:
The teacher's murder was a shock.
 - ✓ To say when specific events happen or how long they last:
The Sunday's show was entertaining.

UNIT 3

THINGS PEOPLE HAVE GOT

GRAMMAR FOCUS

Asking General Questions

BE	<i>Verb</i>	<i>Subject</i>	
	Are	you	busy?
	Is	she	late?

HAVE GOT	<i>Verb</i>	<i>Subject</i>		
	Have	you	got	a sec?
	Has	Sam	got	a car?

HAVE	<i>Verb</i>	<i>Subject</i>		
	Do	they	have	breakfast?
	Does	he	have	a problem?

Asking Special Questions

BE	<i>Special word</i>	<i>Verb</i>	<i>Subject</i>	
	How	are	you?	
	What	are	they?	
	When	is	Sam	at home?
	Where	is	Mom?	
	Why	are	you	late?

HAVE GOT	<i>Special word</i>	<i>Verb</i>	<i>Subject</i>		
	What	have	you	got?	
	When	have	they	got	it?
	Why	has	she	got	it?
	Where	has	he	got	it?
	How	have	you	got	It?

HAVE	<i>Special word</i>	<i>Verb</i>	<i>Subject</i>		
	What	does	he	have?	
	When	do	you	have	lunch?
	Why	do	they	have	it?
	Where	does	she	have	dinner?
	How	do	they	have	a rest?

Who

<i>Subject</i>	<i>Verb</i>	
Who	is	late?
	has got	a new car?
	has	lunch?

1. Fill in with a suitable question word.

1. *How*. old are you?
2. his an interesting character?
3. have they got in their house?
4. is the right time for a picnic?
5. are people sometimes sad?
6. floor is your living room?
7. is the nearest building?
8. is the weather like today?
9. bike have you got?
10. is the capital of your country?

2. Add your own endings to the following questions.

1. Who *has got a new car?*.....?
2. What
3. When
4. Why
5. How
6. Where
7. Whose
8. Whom

3. Make up questions.

1. Why / you / be / here. *Why are you here?*....
2. How / your parents / be.
3. Where / you / from.
4. When / they / have / got / home.
5. Where / from / the boys / have / got / that dog?
6. How much / that new flat / be.
7. Who / be / there.
8. What books / you / have got.
9. When / your birthday / be.
10. What / there / be / on the garden fence.

4. Translate into English.

1. Ce profesie are domnul Spy?
2. Ce lucruri ai în camera ta?
3. Care este adresa universității noastre?
4. Cine este fata aceea? Este foarte frumoasă?
5. - Cum te numești?
- Martin, iar acesta este prietenul meu, Sean.
- Încântat de cunoștință.

1. Unscramble these sentences to make imperative sentences. Write tips for good speakers.

1. notes / of / make / the main points *Make notes of the main points.*
 2. clearly / speak
 3. at / audience / look / the
 4. your / with / connect / audience
 5. right / get / facts / your
 6. are / try / show / to / clever / you / how
 7. your / short / make / speech
 8. speech / well / your / prepare
 9. natural / seem
 10. without / speak / paper
- a. Give a partner directions what not to do at the lesson.
b. Give a partner directions how to get to your home.

2. Add tags to the following sentences.

1. Be quick, *will you*.....?
2. Let's sing,
3. Follow the instructions,
4. Look at me,
5. Let us pray,
6. Let's not get angry,

3. You are with a friend. Reply to your friend by making suggestions. Use *let's* and the words in the box.

Example:

1. I'm thirsty.
2. I'm bored.
3. I'm cold.
4. I'm exhausted.
5. I'm hungry.
6. It's Ben's birthday soon.
7. She's sad.
8. Pam is pregnant.
9. I have no flowers in my garden.
10. I'm angry with Ben.

You: *I'm thirsty.*

Your friend: *Let's have a drink.*

- | | |
|----------|---------------|
| cheer | a present |
| have | to Ben |
| buy | at home |
| talk | the fire |
| plant | to the movies |
| organize | her up |
| stay | a bite |
| light | a drink |
| go | a baby shower |
| have | some flowers |

TAG QUESTIONS

After the imperatives we can use the questions tags: *will / won't / would you?* and *can / can't / could you?*

Shut the door, will you?

Sit down, won't you?

After let's we can use the question tag *shall we?*

Let's go to the cinema, shall we?

GRAMMAR FOCUS

Imperatives

FORM

SHORT INFINITIVE

AFFIRMATIVE	Stop!
	Run!
	Help me, please
	Be careful!
	Look out!
	Open the books.

DO+NOT+SHORT INFINITIVE

NEGATIVE	Do not stop!
	Don't run!
	Do not help him!
	Don't be late!
	Don't cry!
	Don't turn the page.

USE

We use the imperative to give orders, to make offers, suggestions and requests, and to give warnings.

We can make an imperative more emphatic by putting *do* in front of it. We do this when we want to be polite or to express our impatience.

Do sit down.

Do stop making that noise.

Let's

We use *let's + short infinitive*, as a kind of first person plural imperative, to make suggestions.

We're late. Let's hurry.

We can make negatives with *don't let's / let's not* (is more common).

Let's not wait.

We can use *do* before *let's* for emphasis.

Do let's hurry.

UNIT 3

THINGS PEOPLE HAVE GOT

ESSENTIAL STRUCTURES

Pardon me.



Getting Someone's Attention

	<i>Getting the Attention</i>	<i>Response</i>
More formal ↑	<i>Pardon me, Professor Smith.</i>	<i>Yes? What can I do for you?</i>
	<i>Excuse me, Bill?</i>	<i>Yes? (Can I help you?)</i>
	<i>Oh, Miss?</i>	
	<i>Sir?</i>	
	<i>Waiter?</i>	<i>Yes?</i>
<i>(cough)</i>		
<i>(clear throat)</i>		
Less formal ↓	<i>Hey, Chris.</i>	<i>Yeah?</i>

Rude	<i>Hey you!</i>	<i>(In most cases one would receive no response or a ruder one)</i>
	<i>Hey!</i>	
	<i>(whistle)</i>	

Brenda: *These are great boots.*

Paula: *Why, thank you.*

Sam: *Excuse me, but do you have the time?*

Brenda: *Nine thirty-five.*

Sam: *Thanks.*

Brenda: *You're welcome.*

Student: *Excuse me. Have you got a minute?*

Prof. Blair: *Yes. What can I do for you?*

Getting people's attention is an important skill in any language.

It is more polite to be as unobtrusive as possible when trying to get someone's attention.

In a restaurant or store

When the waiter or waitress is going by, raise your hand, palm out and say 'Waiter' or 'Miss'. Customers in restaurants do not snap their fingers.

In a store you can say 'Excuse me' ('Can you help me?')

In class

To ask a question in class, you can raise your hand and wait to be asked. If the professor does not look up often, raise your hand and call the professor's name using *title + last name*. It is not customary to snap one's fingers or to address the professor as 'Teacher'.

On the street

Unless you can catch the person's eye with a wave, it is better not to try to get someone's attention on the street. Shouting and whistling attract too much attention and are considered rude.

In the office

In general, if someone is at work, but not in private conference, his or her door is open. To get that person's attention, knock on the door and wait to be acknowledged. Do not enter the office until you are given the permission to do so.

Hey, Tom!



Asking for Directions

Can you tell me	the way to	the (nearest)	post office bus stop toilet
Do you know	how to get to	Covent Garden Trafalgar Square Bush House	

- *I was wondering if I could ask you how to get to the nearest tube station?*
- *Err, you could use Holborn tube station, which is straight down Oxford Street, turn right and keep going up Kingsway and you won't miss it, it's on the right.*
 - *Can you tell me how to get to the nearest toilet, please?*
 - *To the nearest toilet? Yes, you just go down the stairs here, turn right and it's just on your right.*
- *Can I ask you how to get to the nearest bus stop please?*
- *Just go straight to the bottom there, just take a left turn, take a left turn – and that's it, yeah, it's just round the corner.*

Giving Directions

Left

go left
turn left
it's on the left
take a left
take the second (turning) on the left



Right

go right
turn right
it's on the right
take a right
take the second (turning) on the right



Ahead

go ahead
go straight ahead
go straight on



Can / Could

Can and could are modal verbs. Their form is invariable.									
AFFIRMATIVE			NEGATIVE			INTERROGATIVE			
I	can / could	swim.	I	cannot / could not	swim.	Can / Could	I	swim?	
You		dance.	You		dance.		You	dance?	
He		speak.	He		speak.		He	speak?	
She		write.	She		write.		She	write?	
It		read.	It		read.		It	read?	
We		go.	We		go.		We	go?	
You		sit.	You		sit.		You	sit?	
They		skate.	They		skate.		They	skate?	

Can / Could

We use **can** to express the idea of ability (to be able to) or permission (to be allowed to). In this context, the past of **can** is **could**.

In order to sound polite you will use **can** in your questions: *Can you help me? How can I help you?*

We use **could** to sound even more polite when we are asking for permission (in a very formal situation): *Could I open the window, please? Could we leave early today, sir?*

UNIT 3

THINGS PEOPLE HAVE GOT

ESSENTIAL STRUCTURES

1. Write the corresponding structure in the speech bubbles.

I was wondering if I could ask you the way to the hospital.



.....
.....



.....
.....

Hey, wait. I'm looking for the beach.

That's the wrong way to go. First go straight ahead and then turn left. The City Hall is on your right.



.....
.....

Excuse me. Where is the nearest coffee-house?



.....
.....

.....
.....



It's 5.30.

.....
.....



.....
.....

.....
.....



.....
.....

ESENTIAL STRUCTURES

2. Complete the sentences using one of the following expressions. Act the dialogue out.

<i>Is it right</i>	<i>What can I do for you?</i>
<i>Excuse me</i>	<i>Thanks again for your help</i>
<i>Here it is</i>	<i>Could you help me out</i>

Stacy:~~*Excuse me*~~....., Officer. I'm a little lost.?

Officer: Sure.?

Stacy: Well, I'm looking for the Ambassador Hotel. Is it far?

Officer: Not at all. Have you got a map of the city?

Stacy: Yes,

Officer: Let me see the map. You are here right now. Go along Green Street for three blocks and the Ambassador Hotel is on your left.

Stacy: Thanks a lot. I think, I know where it is now. It's close to the park.?

Officer: Right. Be sure to walk along the main street. The city is very beautiful to walk through.

Stacy: Great.

4. Arrange the sentences in the correct order to make a dialogue.

- *It will take you fifteen minutes.*
- *And after the corner?*
- *Thanks, mate. Have a good day.*
- *It's on Park Lane Street.*
- *Well, you just have to walk across the square, the post office is located just after the first block on your left.*
- *Yeah. See the crossroads? Walk ahead on about 100 yards. Then turn right until you get to the corner.*
- *Hi, mate. I'm looking for the post office.*
- *Do you know how to get there?*
- *How much time will it take me to get there?*

3. Suggest suitable words and phrases in the space below. Work with a partner.

- a. - *Excuse me. Where is?*
- *It's on Street. It's opposite and near the*
- *Thank you.*
- *You're welcome.*
- b. - *Oh, Miss. Could you?*
- *It's near the*
- *Thanks. But do you know where's the?*
- *I'm sorry. I don't know.*
- *OK. Never mind. Thank you.*
- c. - *..... Can I trouble you for a moment?*
- *..... How can I help you?*
- *I'm lost. Do you now?*
- *The easiest way to get there is on foot. Just go straight ahead and it's right there next to the*
- *Thanks.*
- *Glad I could help.*
- d. - *..... Can you help me find the University library?*
- *The university library? Sure, it's right there. Go*
- *I got it. Thanks.*

WORD PROMT

it will take you 15 minutes to do sth - îți va lua 15 minute ca să faci ceva;
to have a good day - a avea o zi frumoasă;
to be located - a se afla;
crossroads - intersecție.

5. Act out a similar dialogue together with a partner, explaining how to get to a particular place in your hometown.

UNIT 3

THINGS PEOPLE HAVE GOT

VOCABULARY BUILDER

VOCAB LIST

to be honored - a avea onoarea;
heart n - inimă;
soul n - suflet;
heart and soul of our home - sufletul casei noastre;
guardian angel - înger păziător;
to be dedicated to - a fi dedicat(ă);
it always feels like home in her arms - mă simt foarte bine în brațele ei;
part-time job - slujbă cu program redus;
to be fond of sth / sb - a-i plăcea de ceva / cineva;
astronomer n - astronom;
rare profession - profesie rar întâlnită;
to be in the know of sth - a fi la curent cu ceva;
concerning prep - referitor la, cu privire la;
UFO n (= *unidentified flying object*) - OZN (obiect zburător neidentificat);
huge telescope - telescop imens;
to watch v - a se uita la, a privi;
busy adj - ocupat;
essentially adv - în fond;
family man - familist;
common interests - interese comune;
to be looking forward to sth / to doing sth - a aștepta cu nerăbdare ceva / să facă ceva;
to be good at sth - este bun la;
witty adj - isteț;
fellow n - tip, ins;
I think - cred că;
to be popular with sb - a avea succes;
to be close - a fi în relație de prietenie;
as for me - în ceea ce mă privește;
high school n - liceu;
A n - nota 10;
famous person - persoană renumită;
nowadays adv - în prezent;
to be keen on - a fi pasionat de;
relationship n - relație.

TEXT 1

Getting to Know My Family

Hi, everyone. My name is Tina Wilson and I **am** very **honoured** to tell you about my family. There are four members in it: Mom, Dad, brother and me.

First, I'd like you to meet my mother who is the heart and soul of our home. Her name is Stephanie. She is our **guardian angel** as she **is dedicated** entirely to her family. She is kind, warm and caring, and it always **feels like home in her arms**.

She has a **part-time job**. She is a teacher and she **is** very **fond of** her children, husband and her profession. She is the best mother of all.

My father's name is Mike. He is an astronomer, by the way, a very **rare profession**. He **is in the know of** many phenomena **concerning** the stars, planets and other natural objects in space. He is mainly interested in **UFOs** and we have got a **huge telescope** in the attic. At night, he is able **to watch** the sky and see the stars.

My father is a **busy** man during the week. Yet, things are different at weekends. He **is essentially** a **family man** then and he is eager to stay in our company. He is our best friend too, and we have many **common interests**.

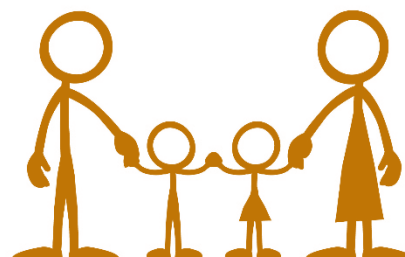
And now I'm **looking forward to** introducing my elder brother, Matt. I call him "Champ" because he **is** really **good at** everything. He is intelligent, **witty** and a very nice fellow. He is also fond of sports, especially basketball.

He is far from home now as he is a student at Yale University and we meet only during the holidays. We have a lot of fun then. He has many friends and, I think, he **is** very **popular with** the girls.

We **are** very **close** and it's always a pleasure to see each other.

As for me, I'm still in **high school**. I'm sixteen. I'm a good student and I have an **A** average in all the subjects. I have a dream to become a **famous person** someday. Everything is possible **nowadays**, isn't it? Therefore I **am keen on** studying hard.

I'm proud of my parents and brother and I'm glad we have such a beautiful **relationship** in my family.



1. Answer the following questions.

- | | |
|---|---|
| 1. Who is the author of the text? How old is she? | 11. Who is Matt? |
| 2. How many members are there in Tina's family? | 12. How is Tina's brother? |
| 3. How is Tina's mother? | 13. What is he fond of? |
| 4. Mother is entirely dedicated to her family, isn't she? | 14. Where is Matt now? |
| 5. What is Tina's mother? | 15. Is it a pleasure to see each other? Why? |
| 6. What is Tina's mother fond of? | 16. What student is Tina? |
| 7. What is Tina's father? | 17. What is Tina's dream? |
| 8. Does he have a rare profession? | 18. Why is she fond of studying hard? |
| 9. What is Tina's father interested in? | 19. What relationship do they have in their family? |
| 10. Why is father a busy man? | 20. Are you proud of your family? Why? |

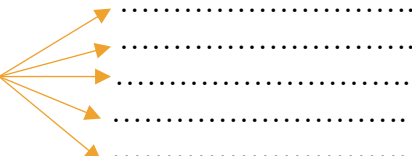
2. True or False.

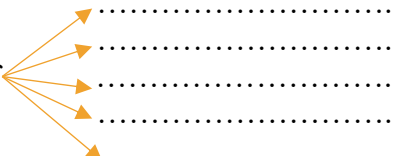
1. My mother's name is Tina.
2. Mom has a full time job.
3. She is a teacher and she is fond of her profession.
4. My father is an astronomer, a very common profession.
5. He is interested in UFOs and we have a small telescope in the attic.
6. My father is a busy man at weekends.
7. We have many common interests.
8. My brother is the champion of the basketball world champion.
9. He is a student at Yale University and we meet every day.
10. It's a pleasure to see each other.
11. Matt is not fond of sports, especially basketball.
12. Matt is very popular with the girls and boys.
13. I'm still a student at college.
14. I'm not keen on studying hard.
15. I'm proud of my family.

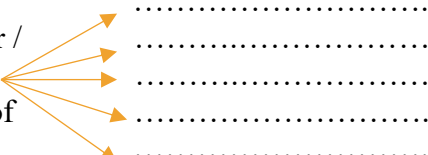
3. Fill in the blanks using a word or word combination from the *VOCAB LIST*.

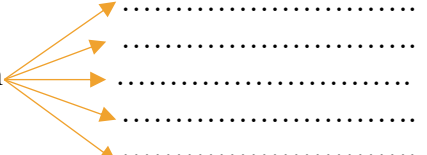
1. I have a large family. That is why I am all day long.
2. I of astronomy and maths.
3. Oh, you are so kind. You have a of gold.
4. There are a lot of interesting books
5. What a nice he is!
6. We are not friends yet, but we have some
7. I have a good with my friends.
8. I on playing computer games.
9. A is a strange object seen in the sky.
10. I am a student and I also have a job.
11. Johnny Depp is a American actor.
12. He is always, he has no spare time.

4. Complete the sentences and talk about yourself and your family.

I'm fond of 

Our family is proud of 

My brother / sister is in the know of 

My friend is keen on 

UNIT 3

THINGS PEOPLE HAVE GOT

VOCABULARY BUILDER

COLLOCATIONS

FAMILY

Adj + N - large / old / wealthy, well-to-do / low-income, poor / homeless / close, close-knit / homeless / lone-parent, one-parent, single-parent / two-parent / adoptive / patriarchal / middle-class, working-class / royal / bereaved.

Verb + N - belong to, be one/part of, come from / marry into / run in / be in.

Family + N - background, history / connections, relationships, ties / member / life / business / home / commitments / income / doctor / holiday / feud / heirloom / motto / name (=surname) / planning.

Phrases - family and friends / a member of a family.



1. Choose the word (from the list of collocations) that suits the following text:

Nowadays it is very trendy to have a _____ family which will always be there for you whenever you need it. Undoubtedly, it should be a _____ one with a rich and interesting family _____ and _____. It makes you feel more important and fulfilled. It also makes you cherish such chief values as family _____, _____ and traditions.

On the other hand, there are _____ families that are living from hand to mouth. As a matter of fact, such families are either _____ or _____. They have a low family _____ and don't enjoy family _____ together.

2. (a) Describe each picture by providing some details about the type of the family it represents and the daily activities their members are involved in:

(b) Compare the pictures focusing on the cultural differences they represent.

3. Match the English proverbs from Column 1 with their Romanian equivalents in Column 2. Compare them and say whether they have the same image and meaning in English and Romanian.

- | | |
|---|--|
| 1. A child may have too much of his mother's blessings. | a. Tatăl agonisește, fiul clădește, nepotul vinde și strănepotul cerșește. |
| 2. Children are the parents' riches. | b. Copilul răsfățat iese om neterminat. |
| 3. My son is my son, till he hath got him a wife; but my daughter's my daughter all the days of her life. | c. Cum e tatăl și fiul. |
| 4. The father buys, the son builds, the grandchild sells, and his son begs. | d. Mulțimea copiilor, averea omului. |
| 5. Like father, like son. | e. Un fiu îți este fiu, pîn-se căpтуșește, dar fiica-ți-este fiică atîta cît trăiește. |

1. Name the profession.

1. a person whose job is to study languages or linguistics;
2. a person whose job is writing programs for computers;
3. a person whose job is to build things;
4. a person whose job is to study history;
5. a person whose job is to fence;
6. a person whose job is to farm;
7. an expert in ecology;
8. a person whose job is to interpret;
9. a person who is skilled in magic;
10. a person whose job is to act on the stage, on television or in films;
11. a person in charge of or assisting a library;
12. a person who can design, build or maintain engines.

2. Unscramble the sentences.

1. can / linguists / in / languages / speak / some / several foreign
2. policeman / can / a / criminals / arrest
3. teacher / can / students / a / to learn / inspire
4. save / a / can / fireman / lives
5. illnesses / doctor / cure / a / can

POLITICAL CORRECTNESS

Apărută în anii 80 ai secolului trecut, noțiunea de ‘corectitudine politică’ se referă la comportamentul și modalitățile de exprimare pe care ar trebui să le adopte cetățenii în raport cu semenii lor, în așa fel încât aceștia din urmă să nu se simte jigniți pentru preferințele lor sexuale ori pentru apartenența la o anumită etnie. În timp ce anumite formulări, considerate corecte politic, sunt folosite de foarte mult timp și au devenit comune (e.g. *Afro-American* care se traduce în română prin *afro-american*), altele, care sunt eufemisme, par exagerate (e.g. *involuntarily leisured* folosit ca sinonim al lui *unemployed*).

WORD FORMATION

SUFFIXATION

-er

a suffix used with verbs to form names of professions: **V + er = N**. It means the doer of the action.

teacher → the one who teaches;

driver → the one who drives;

singer → the one who sings;

writer → the one who writes.

-ist

artist → a person who paints or draws pictures;

economist → an expert in economics;

scientist → a person who studies one or more of the natural or physical sciences;

physicist → an expert in physics.

-ian

politician → a person whose job is concerned with political affairs.

-man

fisherman → the ammount that a spoon can hold;

policeman → as much or as many as a house can contain;

fireman → the ammount that a hand can hold.

3. Give synonyms to the following words and explain what the most appropriate way to say is.

fireman

policeman

domestic engineer

postman

vertically enhanced

intellectually challenged

energetically declined

air-hostess



Have your say!

Corectitudinea politică nu ne schimbă, ea doar ne inchide gurile. Jacques Barzun

UNIT 3

THINGS PEOPLE HAVE GOT

VOCABULARY BUILDER

VOCAB LIST

well-off adj - bogat;
traditional meaning - sens tradițional;
millionaire n - milionar;
at the same time - în același timp;
building company - companie de construcții;
chalet n - cabană;
several adj - câțiva / câteva;
bank account n - cont bancar;
cash n - bani lichizi;
to be able to - a putea;
to win anybody's heart - a câștiga dragostea cuiva;
however conj - totuși, deși, cu toate că;
to share v – a împărți;
alone n - singur;
boring n - plictisitor;
that is why - iată de ce;
financial difficulties - dificultăți financiare;
lucky n - norocos;
ups and downs - succese și insuccese.

COLLOCATIONS

FRIEND

Adj + N - best, bosom, close, dear, good, great, intimate, real, special / faithful, loyal, true/ lifelong, long-standing, old / female, male, woman / fair-weather / mutual / family, personal / childhood, school.

Verb + N - become / remain, stay / find, make / win / have

Phrases - a circle of friends / a friend of mine, yours, etc.

TEXT 2

A Friend of Mine



Mr. Black is a friend of mine. He is a **well-off** person. He has no job in the **traditional meaning** of the word as he is a **millionaire** and, **at the same time**, a foreign investor in our country. He has got a big **building company**, a large house, three flats in three different cities and a cosy **chalet** in Austria.

Mr. Black has got **several** modern cars and an airplane. He has huge sums of money in his Swiss **bank account** and enough **cash** on him **to be able to win anybody's heart**.

However, there is a problem in Mr. Black's life. There is no one **to share** his money with. He is **alone**, he has no friends, no family, he is not very young and he has a **boring** life.

That is why people who have families, many problems and sometimes **financial difficulties** are rich and **lucky**. They are rich because they have a life full of adventures, surprises, and **ups and downs**.

1. Answer the following questions.

1. Whose friend is Mr. Black?
2. How is Mr. Black?
3. What is Mr. Black?
4. What has Mr. Black got?
5. What cars has Mr. Black got?
6. Mr. Black has got huge sums of money in his bank account, hasn't he?
7. Is Mr. Black alone? Why?
8. Who has a boring life?
9. When are people rich and lucky?
10. Are you rich? Why? Why not?

2. True or False.

1. Mr. Black is a friend of ours.
2. He has a job in the traditional meaning of the word.
3. Mr. Black has got many things in Austria.
4. There are no problems in Mr. Black's life.
5. Mr. Black is alone but he has many friends.
6. People are rich and lucky when they have a lot of money.
7. Mr. Black has a life full of adventures, surprises, and ups and downs.

3. Complete the sentences with ideas of your own.

1. A person is well-off when
2. A friend of yours is somebody who
3. You are a millionaire when you
4. You are lucky when you
5. Your life is boring when

4. Fill in the blanks with words from the VOCAB LIST.

1. It is not easy to buy expensive things if you have no on you.
2. I have a well - paid job, but I am not still aperson.
3. The furniture is too expensive! I'm not a
4. There are manyin Poiana Braşov mountains.
5. Lonely people have alife.
6. We have because we are very bad at money management.
7. There are a lot ofin one's career.
8. My mother can heart.
9. It is myday today. I am so happy.
10. I canmy lunch with you.

5. Describe your friend using the collocations from the previous page.

Example:

I have got a friend. His name is Stephen. Stephen is my best friend. We are very close. He is my intimate friend. I can tell him my secrets. Stephen isn't a fair-weather friend. I can always rely on him. We have our own circle of friends. Most of them are our childhood friends. They are true lifelong friends. I am proud to have such friends.

6. Read the poem and entitle it. How would you call such a 'friend'?

*Our hands have met, but not our hearts;
Our hands will never meet again.
Friends if we have ever been,
Friends we cannot now remain:
I only know I loved you once,
I only know I loved in vain;
Our hands have met, but not our hearts;
Our hands will never meet again!*

7. Describe the two friends in the picture below.



8. Find the twelve words related to family members that are hidden in the puzzle. With the remaining letters make up a famous proverb about loyalty in friendship.

I	F	R	M	N	I	E	C	E
N	N	C	O	U	S	I	N	E
S	I	S	T	E	R	E	D	I
N	E	P	H	E	W	S	A	F
R	I	E	E	S	N	D	I	G
N	D	B	R	O	T	H	E	R
E	E	D	I	N	E	N	D	A
W	I	F	E	A	U	N	T	N
A	H	U	S	B	A	N	D	N
D	A	U	G	H	T	E	R	Y

--



THINGS PEOPLE HAVE GOT

1. The Williamsons are moving. They want to sell the things they don't need in their new house. Talk in pairs about what these people have got to sell. Express your surprise by using *be* and *have* in question tails.

Example:

- Mrs. Williamson has got an umbrella?
- Has she?
- It is a very nice and expensive umbrella.
- Oh, is it?



2. Change ALL singulars to plural.

1. My enemy is in that house over there.
2. There is not even a sign of deer.
3. This is an old ewe. It is the only sheep in the field.
4. The old man is very tired.
5. Cinderella's foot is rather small.
6. There is a mouse in the kitchen eating the cheese.
7. His wife is a good cook.
8. My life story is very sad.
9. The roof is broken by a hurricane.
10. There is a lovely old fireplace in the sitting room.

3. Complete the paragraph by putting in present tense forms of *be* and *have*. Talk about London.

London a lovely old city on the River Thames. It the largest city in Britain and it plenty of famous places of interest. This one of reasons why there so many tourists in London every year. The old and new streets of London many good shops, and there several interesting museums. London also theatres, cinemas, art galleries, parks and gardens. There little heavy industry in London. It the city where tourists a lot of fun.

THINGS PEOPLE HAVE GOT

9. Fill in *can* / *can't*.

1. Sam play the piano?
2. I'm sorry, I help you, I'm too busy?
3. you tell me the time?
4. They come. They are free tonight.
5. I tell you the time. I haven't got a watch.
6. He lend you an umbrella. He has got two.
7. A computer love and feel pain.
8. A tragedy have a happy end.
9. I help you?
10. Monica tell you more about Italy. She is Italian.

11. Correct the mistakes.

1. She can writes letters.
2. Not turn left when you are on Green Street. Turn right.
3. Does Tom has many friends?
4. I no can be there on Monday.
5. Listen to me. I can to help you.
6. She isn't never at home.
7. Do you can sing?
8. Has she get a big family?
9. I have got breakfast every morning.
10. She doesn't has a car.

12. Find out what your fellow students can do and what they can't do. Then write a short description without mentioning the names. Let the group guess who the person is.

SHORT ANSWERS

- *Can you dance?*
- *Yes, I can.*

- *Can you sing?*
- *No, I can't.*

10. Write a contrastive account of what your fellow student can do and of what you can't.

Example:

Alex can play the piano, but I can't.

13. Say what computers can do.

Can they?

- ✓ sing
- ✓ translate
- ✓ dance
- ✓ laugh
- ✓ cry
- ✓ play chess
- ✓ hear
- ✓ feel
- ✓ speak Chinese
- ✓ have a conversation

14. Unscramble the sentences.

1. use / I / your / can / computer?
.....
2. speak / six / he / languages / can.
.....
3. my / can / pen / you / have.
.....
4. English / they / read / book / can.
.....
5. can't / he / dance.
.....
6. parents / at / be / can / home / my / now.
.....
7. make / a / coffee / you / could / of / me / cup?
.....
8. I / a / of / offer / wine / glass / can / you?
.....
9. you / your / can / name / spell?
.....
10. understand / Chinese / can't / he.
.....

THINGS PEOPLE HAVE GOT

15. Paraphrase the following statements using politically correct English.

- 1. A doctor must be correct with his patients.
- 2. A man's home is his castle.
- 3. She is a famous camerawoman.
- 4. Mary is the mistress of the house.
- 5. The committee needs a new chairman.
- 6. Each student has his own tutor.
- 7. It is not easy to become a good actress.
- 8. Men pollute our planet.
- 9. A mailman has to cover long distances every day.
- 10. She is a fine woman.

17. Instruct your fellow student what to say in order to be politically correct.

16. Is this poem politically correct? What can you say about the picture?

Example:

- Don't use **he** instead of the word **person**. Use **they**.
- Be careful not to offend a **flight attendant**. Don't call **them** an **airhostess**.

*Man is a fool.
When it's is hot he wants it cool,
When it's is cool he wants it hot,
He always wants what he has not.*

policeman
chairwoman
female doctor



JUST FOR FUN!

A newspaper has recently published a case of suicide, in which the reasons that moved the unhappy man to lay violent hands upon himself were found in the shape of a letter in his left boot. In his letter he wrote: —I married a widow who had a grown-up daughter. My father visited us frequently, fell in love with my step-daughter, and married her. Thus, my own father became my son-in-law, and my step-daughter, being the wife of my father, my step-mother. After some time, my wife presented me with a son; of course, he was my father's brother-in-law and my uncle, for he was the brother of my step-mother. My father's wife, that is my step-daughter, had also a son: of course he was my brother, but at the same time he was also my grandson, for he was the son of my daughter. My wife was also my grandmother, being the mother of my mother. I was the husband of my wife, but at same time also her grandson, and since the husband of my grandmother is naturally my grandfather, I am my own grandfather! I should like to see the man who could bear all this!



UNIT 3
THINGS PEOPLE HAVE GOT



UNIT 4

MY LIFE AND PERSONALITY



GRAMMAR:

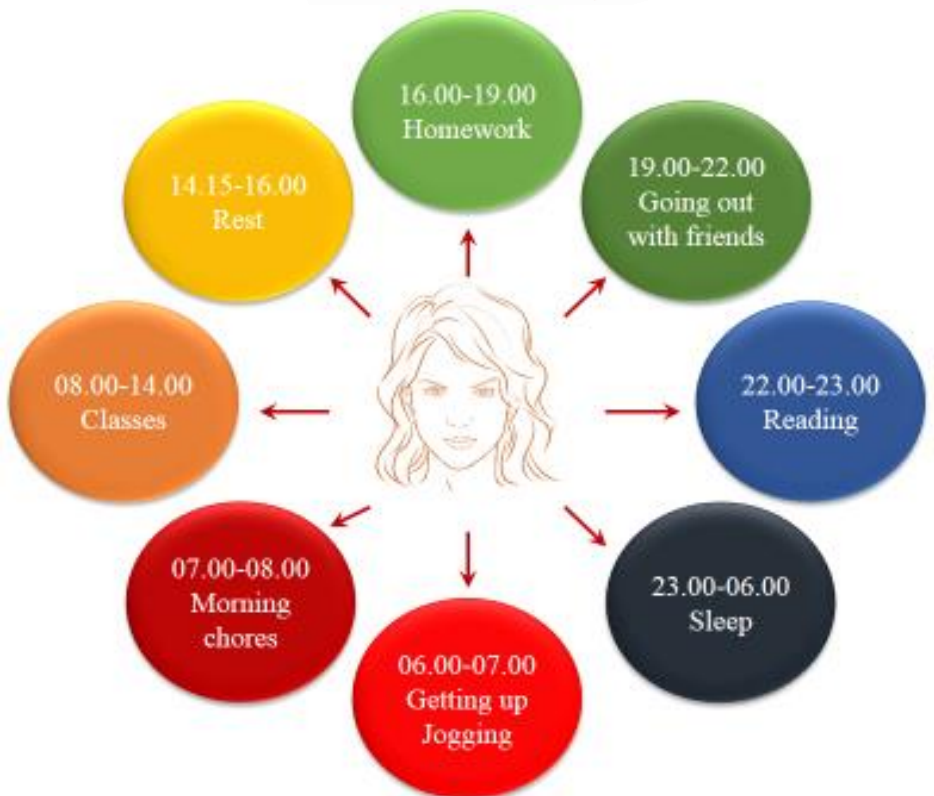
Present Simple
Present Continuous

ESSENTIAL STRUCTURES:

Thanking
Apologising

VOCABULARY:

Introvert
Extrovert
Character
Daily routines



The early bird catches the worm

UNIT 4

MY LIFE AND PERSONALITY

GRAMMAR FOCUS

Present Simple

FORM

AFFIRMATIVE	I	write
	you	
	he	writes
	she	
	it	
	we	write
	you	
	they	

NEGATIVE	I	do	not	write
	you			
	he			
	she	does		
	it			
	we			
	you	do		
	they			

INTERROGATIVE	Do	I	write?
		you	
	Does	he	
		she	
		it	
	Do	we	
		you	
		they	

CONTRACTIONS

don't = do not

doesn't = does not

SHORT ANSWERS

We use *do / does* or *don't / doesn't* in short answers.

- *Do you love her?*

- *Yes, I do. / No, I don't.*

TAG QUESTIONS

She loves English, doesn't she?

She doesn't love French, does she?

1. Complete the sentences with the affirmative form of the verb in brackets.

- I (read) the newspaper every day.
- She (love) travelling.
- Jet engines (make) a lot of noise.
- The sea (cover) two thirds of the world.
- Loud music (give) me a headache.
- The computer (work) very slowly.
- Angela (live) in New York.
- Santa Claus (come) at Christmas.
- They (write) beautiful poems.
- The earth (turn) round the sun.

2. Fill in the gaps with the right verb from the box and put it in Present Simple.

work	come (2)	get up	live
cook	like	go (2)	be

Susan from the North of England. She in Oxford. She in a bank. She at 7 o'clock and breakfast for her husband. She usually to work at 9 o'clock. She at the bank from 9 p.m. till 5 a.m. Every day she home at 6 o'clock. In the evening Susan and her husband out. She her life very much.

3. Complete the sentences with the negative form of the verbs in brackets.

- Susan children. (have)
 - She to work at 6 p.m. (go)
 - Her husband breakfast in the morning. (cook)
 - He cooking. (like)
 - In the evening they TV. (watch)
4. Complete the question with *Do / Does*. Then write short answers.

- they live in a village?
- she cook lunch?
- Susan and her husband go out?
- you like English?
- your parents help you.

5. Write the correct question tag.

- Sally speaks Spanish,
- Teddy and Ben don't go to school by bus,
- You work from Monday to Friday,
- She looks like her mother,
- We aren't late,
- He has got a new car,

6. Use the verbs in parentheses in present simple, paying attention to the place of the adverbs.

1. Mike alwayshorror movies in the evening. (watch)
2. Our kids hardly ever.....outdoor games nowadays. (play)
3. Zoe frequentlyto London on business. (fly)
4. My husband neverfishing on Mondays. (go)
5. Hetwo small cups of coffee everyday. (have)
6. They sometimesa thriller before going to sleep. (read)
7. She occasionallyan email to her friends. (write)
8. Tony oftenabout his first love. (think)
9. Theynever late for classes. (be)
10. We alwaysEnglish at the lesson. (speak)

7. Arrange the words in the correct order to make a sentence.

Example:

often, money, home, I, at, forget, my
I often forget my money at home.

1. work, day, Carol, every, does ?

2. have, usually, doesn't, he, the, breakfast, morning, in.

3. once, we, go, week, club, a, the, to.

4. teachers', always, do, names, remember, you, your?

5. sometimes, for, work, out, drink, I, after, go, a.

6. isn't, very, life, exciting, my.

7. eight, home, usually, at, leaves, she.

8. people, we, meet, interesting, often, don't.

9. friend, hardly, Chinese, speaks, ever, my, English.

10. sings, the, shower, she, always, in.

8. Ask each other questions about what you *always* / *often* / *seldom* / *sometimes* / *never* do.

Present Simple

USE

We use Present Simple to talk about:

- ✓ repeated actions or habits;
- ✓ situations which are permanent (continuing for a long time);
- ✓ general truths.

TIME EXPRESSIONS

- ✓ We often use Present Simple with *always*, *never*, *often*, *sometimes*, *usually*, etc. These are called **adverbs of frequency** and normally go before the main verb.

I always watch TV after school.

She often comes to see me.

We never ask personal questions.

They don't often play football.

- ✓ The verb *to be* is an exception. Adverbs of frequency go after the verb *to be*.

Sue is always late for school.

Math is sometimes quite difficult.

- ✓ *Always* and *usually* are slightly different. They express how often something happens at a particular time, and not in a general way.

He sometimes plays tennis.

He always plays tennis after work.

He often goes to the theatre.

He usually goes to the theatre at the weekend.

UNIT 4

MY LIFE AND PERSONALITY

GRAMMAR FOCUS

Present Simple

SPELLING RULES FOR

he / she / it

Most verbs add **-s**:

to read → *he reads*

to write → *she writes*

to work → *it works*

Verbs ending in **-s, -sh, -ch** add **-es**:

to teach → *it teaches*

to finish → *he finishes*

to miss → *she misses*

Verbs ending in a **consonant** followed by **-y** change the **-y** to **-ie** and then add **-s**:

to study → *she studies*

to carry → *he carries*

to fly → *it flies*

Verbs such as **do, go, have,** and **be** are irregular:

to do → *he does*

to go → *he goes*

to have → *she has*

to be → *it is*

9. Correct the sentences. Use the internet to help you.

Example:

Water freezes at 100 °C.

It can't be true... Water doesn't freeze at 100 °C. It freezes at 0 °C

1. The sun rises in the West.
.....
2. Silver is more expensive than gold.
.....
3. The Nistru flows between Moldova and Romania.
.....
4. Few people know English today.
.....
5. Rhinos live in Africa, Siberia and India.
.....
6. Women speak less than men.
.....
7. Hydrogen is a liquid substance.
.....
8. Money brings happiness.
.....
9. Honey has a bitter taste.
.....
10. The age of Discovery begins at the end of the 13th century.
.....

10. Together with your desk mate write down some general truths you know. Use your dictionary.

Example:

Wood floats on water

11. Work with your desk mate. Fill in the chart below and then make a presentation of the other to the entire class.

Activity	Answer	Comment
<i>What time do you usually get up?</i>		
<i>How do you spend your mornings?</i>		
<i>Do you walk to the university?</i>		
<i>How many classes do you have as a rule?</i>		
<i>Do you like studying at the university?</i>		
<i>What subjects do you like most?</i>		
<i>Who inspires you most?</i>		
<i>When do you finish classes?</i>		
<i>Where do you go after classes?</i>		
<i>Do you do your homework at home?</i>		
<i>How much time does it take you to do your homework?</i>		
<i>Do you have time for your hobbies?</i>		
<i>What time do you usually go to bed?</i>		
<i>Are you satisfied with your daily programme?</i>		

12. Using the information in the chart, write a short introduction of each person in paragraph form.

Name	Country	Residence	Occupation	Marital status	Hobby	Pets
David Brown	Australia	Sydney	actor	single	reading writing cooking	--
Nicole Adams	UK	London	opera singer	married no children	travelling dancing knitting	a dog
Marco Rosso	Italy	New York	cook	married six children	football singing reading	two cats one parrot
Susan Black	USA	Washington	doctor	single	swimming yoga scrapbooking	three dogs

Example:

David Brown comes from Australia. He lives in Sydney. He works in the local theatre. He is a good actor. David is single, but he has a girlfriend. He loves her very much. They think to get married soon. He likes reading and writing a lot. His great passion is cooking. He cooks tasty meals for him and his fiancée when he is free. They don't have any pets as they are very busy.

13. Can you explain the use of present simple in the following examples?

**Controversy flares as
Condoleezza Rice joins
Dropbox board**

**Co-op Bank apologises
and confirms £1.3bn
losses**

**Footballer Mills helps
save West Cornwall
pasty company**

**Trinidad and Tobago
ex-leader Arthur
Robinson dies at 87**

**Poet Dylan Thomas'
work returns to centre
in Swansea**

The present simple can be used to refer to an event that took place in the past. In narratives, the historic present may be used to create an effect of immediacy. That is why it is often used in newspaper headlines.

UNIT 4

MY LIFE AND PERSONALITY

GRAMMAR FOCUS

Present Continuous

FORM

AFFIRMATIVE	I	am	working
	you	are	
	he	is	
	she		
	it		
	we	are	
	you		
they			

NEGATIVE	I	am	not	working
	you	are		
	he	is		
	she			
	it			
	we	are		
	you			
they				

INTERROGATIVE	Am	I	working?
	Are	you	
	Is	he	
		she	
		it	
	Are	we	
		you	
they			

CONTRACTIONS

isn't = is not

aren't = are not

aren't = am not (informal)

SHORT ANSWERS

We use the auxiliary **be** in short answers.

- Are you working?

- Yes, **I am.** / No, **I'm not.**

- Is she writing a letter?

- Yes, **she is.** / No, **she isn't.**

TAG QUESTIONS

They are running, **aren't** they?

He isn't sleeping, **is** he?

1. Write the **-ing** form of the verb.

dance	<i>.dancing</i>	spy	.....
speak	.....	shut	.....
swim	.....	play	.....
miss	.....	heat	.....
come	.....	lie	.....
meet	.....	stop	.....
leave	.....	open	.....
have	.....	heat	.....
shop	.....	dry	.....
drink	.....	die	.....

2. Use the prompts to write full sentences.

- I / drink / coffee. *I'm drinking coffee....*
- You / study / the new rule.
- She / walk / in the park.
- Pam and Greg / buy / a new house.
- Her parents / talk / to her teacher.
- We / write / a song.
- It / rain / today.
- Students / work / hard.
- We / listen / to music.
- He / shop / today.

3. Write sentences that are true about you at the moment. Then tell your desk mate about yourself.

- I / wear / a sweater.
I'm not wearing a sweater, I'm wearing a blouse.
- I / wear / a skirt.
.....
- I / stand up.
.....
- I / talk to the teacher.
.....
- I / look out of the window.
.....
- It / snow.
.....
- Teacher / write.
.....

The **-ing** form

- ✓ most verbs add **-ing**: *working, doing, flying, buying*
- ✓ verbs ending in **-e** remove **-e** and add **-ing**: *writing, making, taking*
- ✓ verbs ending in a consonant in a stressed position double the consonant if the preceding vowel sound is short, and then add **-ing**: *getting, running, beginning*
- ✓ **NOTE**: *lie – lying, die – dying*

UNIT 4

MY LIFE AND PERSONALITY

GRAMMAR FOCUS

Present Continuous

4. Write down what Ben is doing now. Look at the information in the box and use it to write sentences in present continuous.



06.30	get up	<i>It's 6.30 and Ben is getting up.</i>
06.40	jog	.....
07.00	take a shower	.....
07.20	eat breakfast	.....
07.30	take the bus to the university	.....
07.45	arrive at the university	.....
08.00	start his classes	.....
12.30	have lunch	.....
14.00	finish his classes	.....
14.30	come home	.....
14.45	go to the gym	.....
16.00	start homework	.....
19.00	have dinner	.....
20.00	relax	.....
22.00	go to bed	.....

5. Do you know what's happening in your body right now? Use the prompts to write sentences.

- Blood / circulate / around my body
Blood is circulating around my body.
- My heart / plump / blood
.....
- My lungs / absorb / oxygen
.....
- My diaphragm / move / up and down
.....
- My heart / beat
.....
- My lungs / produce / carbon dioxide
.....
- My stomach / digest / food
.....
- The digestive system / turn / food into energy.
.....
- Chemical reactions / happen / in my cells
.....
- My eyes / send / messages to my brain
.....

USE

- ✓ an action that is taking place at the moment of speech
Mom is talking to my brother.
Will is dancing with Kate.
- ✓ temporary activities
Tom is staying with us until he finds a place to live.
We're studying present tenses this semester.
- ✓ situation of change
It is getting colder.
Prices are getting out of hand.

TIME EXPRESSIONS

- ✓ at the moment
I'm reading 'Jane Eyre' at the moment.
- ✓ today
Doctor Smith isn't operating today.
- ✓ this evening / afternoon / week / month / year, etc.
I'm working on my thesis this weekend.
- ✓ these days
Susan's living in Cardiff these days.
- ✓ now
What are you doing now?
- ✓ nowadays
I think you are smoking too much nowadays.

UNIT 4

MY LIFE AND PERSONALITY

GRAMMAR FOCUS

Present Continuous

VERBS NOT NORMALLY USED IN THE CONTINUOUS FORM

	Verb	Example
PERCEPTION VERBS	hear	<i>I hear music.</i>
	sound	<i>It sounds good.</i>
	see	<i>I see a bird.</i>
	smell	<i>I smell gas! It smells bad!</i>
	taste	<i>The food tastes bad.</i>
	feel	<i>The material feels soft.</i>
	look	<i>You look great.</i>
	appear	<i>He appears / seems to be asleep.</i>
	seem	
COGNITION VERBS	believe	<i>I believe / consider / expect / hope / imagine / know / suppose / think / understand you are right.</i>
	consider	
	expect	
	hope	
	imagine	
	know	
	suppose	
	think	
understand		
ATTITUDINAL VERBS	dislike	<i>I like your new dress. I want a new dall now. I refuse to go there. I hate being late.</i>
	like	
	love	
	hate	
	prefer	
	want	
	wish	
	refuse	
	regret	
OTHER	be	<i>You are right.</i>
	have	<i>I have a car.</i>
	matter	<i>It doesn't matter.</i>
	deserve	<i>He deserves it.</i>

6. Underline the correct form.

- Bob *has* / *is having* fun.
- My parents *have* / *are having* a new car.
- Tom *is* / *is being* a nice guy. I *like* / *am liking* him.
- We *have* dinner / *are having* dinner right now.
- I'm / 'm *being* in Venice right now. I *see* / 'm *seeing* so many gondolas on the Grand Canal.
- The new student *is appearing* / *appears* to be nice.
- I *love* / *am loving* my boyfriend very much.
- The students *listen* / *are listening* attentively to the teacher at the moment.
- The music is so loud! I *don't hear* / *am not hearing* what you are saying.
- He *knows* / *is knowing* how to fix it.

7. Use the prompts and a verb from the box to write present simple or present continuous sentences.

look for	have
do	not like
know	listen
watch	stay
not believe	not understand

- She / to music now.
..She is listening to music now......
- I / this question.
.....
- I / my brother. Do you know where he is?
.....
- Tom can't talk to you right now. He / a shower.
.....
- They can help you. They / a lot about computers.
.....
- They / in a hotel near the beach.
.....
- My parents / TV at the moment.
.....
- I can't go out now. I'm busy. I / my homework.
.....
- I / him. He is a liar.
.....
- I / hypocrites.
.....
- (a) Write five sentences about things you're doing at the moment.
(b) Write five sentences about things you do regularly.
(c) Write five sentences about things that are changing in your country.

MY LIFE AND PERSONALITY

9. Put the words in order to form questions.

1. you / where / study / do?
Where do you study?.....
2. your / subject / is / what / favourite?
.....
3. learn / at / Hogwarts / do / first-years / what?
.....
4. long / does / how / to get / it / take / home?
.....
5. holiday / where / do / you / on / go?
.....
6. they / doing / what / are / now?
.....
7. you / to / me / listening / are?
.....
8. Mary / where / going / is?
.....
9. he / know / the / truth / does?
.....
10. you / having / fun / are?
.....

10. Write the correct question tag.

1. The teacher is late, *isn't she?*
2. Chris gets up at seven,
3. Angela is ordering pizza,
4. You are the new student,
5. Let's go out for a walk,
6. She can speak French,
7. Bill and JR are reading comics,
8. She doesn't come to parties,
9. Jack writes good poems,
10. York is in England,

11. Write questions to the underlined word.

1. Tom loves Mary very much.
Whom does Tom love very much?.....
2. Tom loves Mary very much.
.....
3. They organize noisy parties once a week.
.....
4. They organize noisy parties once a week.
.....
5. They organize noisy parties once a week.
.....
6. They organize noisy parties once a week.
.....
7. She is writing her research paper.
.....
8. She is writing her research paper.
.....
9. They are going to the theatre.
.....
10. They are going to the theatre.
.....

12. Correct the mistakes.

1. Speak you English?
2. What can I for you do?
3. Where live you?
4. Plays he football?
5. From do where you come?
6. Understand you the question?
7. Does Frank works in Sheffield?
8. What do you on holiday in winter?
9. Where do Peter goes?
10. Like you Hip-Hop?

13. Below you can find some questions taken from the so-called Proust Questionnaire. Answer the questions to learn more about yourself. Share it with your deskmate.

- | | |
|--|--|
| 1. What is your idea of perfect happiness? | 11. What is your most treasured possession? |
| 2. What is your greatest fear? | 12. What is your favourite occupation? |
| 3. Which living person do you most admire? | 13. What is your most marked characteristic? |
| 4. What is your greatest extravagance? | 14. What do you most value in your friends? |
| 5. What is your current state of mind? | 15. Who are your favourite writers? |
| 6. On what occasion do you lie? | 16. Who is your hero of fiction? |
| 7. Which living person do you most despise? | 17. Who are your heroes in real life? |
| 8. What is the quality you most like in a man? | 18. What is it that you most dislike? |
| 9. When and where were you the happiest? | 19. What is your greatest regret? |
| 10. Which talent would you most like to have? | 20. What is your motto? |

UNIT 4

MY LIFE AND PERSONALITY

ESSENTIAL STRUCTURES

Apologizing

I apologize.



Usually, you apologize if you violate a social rule or do something that hurts or inconveniences another person. The function of the apology is to show regret for the wrongdoing and to offer an explanation or a remedy.

Student: *I'm sorry I'm late.*
 Prof. Smith: *Well, it's OK this time, but you know it's disturbing for the rest of the class.*
 Student: *Yes, I know. You're right. I won't let it happen again.*

Employee: *Forgive me. I'm terribly sorry for the delay.*
 Employer: *Don't worry about it.*

Mary: *I'm so sorry I can't come to your presentation.*
 Katy: *No probs.*

Derek: *I'm sorry I didn't mean to be rude.*
 Carol: *That's OK.*

Oops!



More formal ↑ ↓ Less formal	<i>Apology</i>	<i>Response</i>
	<i>Forgive me. I'm terribly sorry about</i>	<i>That's quite all right.</i> <i>I understand completely.</i>
	<i>Please accept my apologies for</i>	<i>You really don't have anything to apologize for.</i>
	<i>Please excuse me.</i>	<i>You don't have to apologize.</i>
	<i>I would like to apologize for</i>	<i>I wouldn't worry about it if I were you.</i>
	<i>I apologize for</i>	<i>Oh that's all right, it can happen to anyone.</i>
		<i>It's not your fault.</i>
		<i>Oh, well, that's life.</i>
	<i>I'm sorry. I didn't mean to</i>	<i>Don't worry about it.</i>
		<i>It's OK.</i>
		<i>That's OK.</i>
	<i>Oh no! Did I do that? I'm sorry.</i>	<i>It's OK.</i>
	<i>Oh! Sorry!</i>	<i>No problem.</i>
	<i>Sorry about that.</i>	<i>Forget it.</i>
<i>Oops.</i>		

Sorry doesn't seem to be the hardest word 😊



ESSENTIAL STRUCTURES

I am grateful for



There are many situations that call for an expression of thanks. In general, people thank:

- ✓ for a gift;
- ✓ for a favour;
- ✓ for an offer of help;
- ✓ for a compliment or a wish of success;
- ✓ when asked about their health;
- ✓ for an invitation;
- ✓ when leaving a party or a social event;
- ✓ for services, such as being waited on in a store or restaurant.

Dan: *How's your husband?*

Helen: *Oh, he's pretty good, thanks.*

Brenda: *These are great boots.*

Paula: *Oh, thanks.*

Greg: *You're a good driver.*

Pam: *Thanks. I had a good teacher.*

Steve: *Good luck on your exam tomorrow, Meg.*

Meg: *Thanks, Steve. I'll need it.*

Claire: *Oh, thank you! I just love roses! Are they from your garden?*

Thanks.



Thanking

	<i>Expressing Thanks</i>	<i>Response</i>
More formal ↑ ↓ Less formal	<i>I'm very grateful for ...</i>	<i>You're very welcome.</i>
		<i>You're quite welcome.</i>
		<i>You're entirely welcome.</i>
	<i>Thank you very much for ...</i>	<i>Don't mention it.</i>
	<i>Thank you so much for ...</i>	<i>You're welcome</i>
	<i>Thank you for ...</i>	<i>It was my pleasure.</i>
	<i>Thank you. But you really shouldn't have.</i>	<i>Well, I just want to show my appreciation for...</i>
	<i>That is so nice of you.</i>	<i>You're welcome.</i>
	<i>That was nice of you. Thank you.</i>	<i>Don't mention it.</i>
	<i>Thanks a lot for...</i>	<i>You're welcome.</i>
	<i>I really appreciate ...</i>	<i>It's nothing. What are friends for?</i>
	<i>Thanks.</i>	<i>Sure.</i>
	<i>Thanks a million!</i>	<i>Don't worry about it.</i>
	<i>Forget it.</i>	

<i>Expressing Thanks for a Failed Attempt</i>	<i>Response</i>	More formal
<i>Thank you for trying.</i>	<i>I'm sorry it didn't work out.</i>	↑ ↓
<i>Thank you very much for your efforts.</i>	<i>Perhaps you'll have better luck next time.</i>	
<i>I appreciate your help, anyway.</i>		↓ ↑ Less formal
<i>Thanks, anyway.</i>	<i>Sorry it didn't work out.</i>	

UNIT 4

MY LIFE AND PERSONALITY

ESSENTIAL STRUCTURES

1. Write the corresponding structure in the speech bubbles.



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UNIT 4

MY LIFE AND PERSONALITY

ESENTIAL STRUCTURES

2. Suggest suitable words and phrases in the space below. Work with a partner.

- *Professor White? I would like to apologize for*
- *It's OK this time. Please be on time in the future.*
- *Oh, yes. I will.*

-
-
- *That's very nice of you. But at least let me pay for the damage.*

-
- *You really don't need to apologize.*
-

- *Gosh, I'm sorry.*
-

-
- *You're welcome. I'm glad you like it.*

- *I would like to take this opportunity to thank you for*
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- *Well, I just want to show my appreciation for*
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-

- *I'm grateful to you for*
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-

3. Read the poem below. Discuss with your fellows what the poet is sorry for. Whom do you sympathize with? Justify your answer.

*I'm sorry I'm late.
 I'm sorry you don't wait.
 I'm sorry I still hope.
 I'm sorry you don't.
 I'm sorry I climb up.
 I'm sorry you give up.
 I'm sorry I see the stars.
 I'm sorry you pull down the blinds.
 I'm sorry there's me without you.
 I'm sorry there's somebody and you.
 I'm sorry I'm late.
 I'm sorry you don't wait.*

5. Imagine the well-known animation characters meet on Thanksgiving Day. According to the tradition, each has to say what they are thankful for. What would they say?



4. In what situations do you apologize? What do you say?

6. Name five things you are grateful for.

UNIT 4

MY LIFE AND PERSONALITY

VOCABULARY BUILDER

VOCAB LIST

hometown n - oraş de origine;
to be homesick - a-i fi dor de ţară;
former adj - fost, anterior;
freshman n - student în anul unu, boboc;
aspiring adj - dornic(ă) să devină ceva;
to do one's best - a se strădui din răsputeri;
to realize v - a realiza;
latest adj - cel mai recent;
shy adj - timid;
embarrassed adj - stînjenit, jenat;
to listen to v - a asculta;
popular adj - popular, iubit;
to be used to sth / doing sth - a fi obişnuit cu ceva / să facă ceva;
cheer leader n - conducătoare a unui grup de majorete;
to make friends v - a se împrieteni;
to be a good / bad mixer adj - a fi foarte sociabil / a nu fi sociabil;
at least - cel puţin;
to be very different from sb / sth - a fi diferit de;
chatter-box n - moară stricată;
to be angry with sb for sth - a fi supărat pe cineva;
to be happy with sth - a fi mulţumit de ceva;
absolutely adv - complet;
so conj - la fel.

TEXT 1

My Life and Personality

My name is Victoria Stiller. I am nineteen. I live in my **hometown**. This means I **am** never **homesick**. I rent a flat together with my **former** classmate Susan. Now we are flatmates.

I am a **freshman** at London University. I study Modern English Literature here. I am an **aspiring** literary critic. I am a serious and hard-working student. I **do my best** to **realize** my dream.

I am fond of Modern English poetry. I am a poet myself, just a beginner. My **latest** poem is entitled 'I'm Sorry'. It is a love poem. Writing poems is a way to express myself as I am very **shy**. I feel a little **embarrassed**, when I am asked to recite some of my poems in public.

I have a part-time job at the local library. I like my work very much. It gives me the opportunity to read a lot. In fact, reading is my hobby. After work I just like to go home and read or **listen to** music.

My flatmate is very **popular**. She has many friends. She **is used to** noisy companies. She is the **cheer leader** of the football team. She is also a great dancer.

Susan can easily **make** new **friends**. She **is a good mixer**. Everyone knows her. **At least** it seems so: she is the one who gets most of calls.

People say that her personality **is very different from** mine. She is very funny and she always enjoys herself. She is talkative. People say that she is a **chatter-box**. But I **am not angry with her for that**. On the contrary, I like it. She is a good friend. And this is the only thing that really matters.

Yet, she thinks my life is boring and uneventful. It is not true. Simply we have different characters and our lifestyles also differ. I am proud of what I am and I **am absolutely happy with** the way I live. So is Susie.

1. Answer the following questions.

1. Why is Victoria never homesick?
2. Susan is Victoria's sister, isn't she?
3. Where does Victoria study?
4. What does she want to become in the future?
5. She is a second-year student, isn't she?
6. Why does Victoria write poems?
7. What are Victoria's hobbies?
8. Is she and Susan alike?
9. Does Susan talk a lot?
10. What makes Susan so popular?
11. Does Victoria envy Susan?
12. What does Victoria like in Susan's personality?
13. Does Susan like Victoria's lifestyle?
14. Are the girls happy with who they are?

MY LIFE AND PERSONALITY

2. Complete the following sentences according to the model.

Example:

- *I study Modern English Literature. (She)*
- *So does she.*

1. She has a part-time job at the library. (I)
2. Susan can easily make new friends. (Tom)
3. We rent a flat in London. (They)
4. She is a reliable friend. (I)
5. After work I just like to go home and read or listen to music. (He)
6. I do my best to realize my dream. (Kate)
7. Victoria can write poems. (Sylvia)
8. She is also a great dancer. (I)
9. We have different characters and our lifestyles also differ. (They)
10. People say that her personality is different from mine. (Mother)

3. Disagree to the following according to the model.

Example:

- *He doesn't like studying. (He)*
- *Neither / Nor does he.*

1. Angela isn't a good mixer. (I)
2. They don't know English well. (She)
3. Susan can't write poems. (They)
4. I am not a chatter-box. (Jane)
5. She doesn't think my life is boring and uneventful. (Our friends)
6. I can't have a house of my own. (Jimmy)
7. She isn't a poet, she's just a teacher. (Her husband)
8. They aren't happy with the way they live. (He)
9. I don't like to recite some of my poems in public. (Tom)
10. He doesn't have a reliable friend. (We)

4. (a) Interview your classmate using the following questions and write down their answers in *the classmate column*.

The classmate column

- | | |
|---|-------|
| 1. What is your favourite fast-food? | ..... |
| 2. What's your favourite TV programme? | ..... |
| 3. Are you an early-riser? | ..... |
| 4. What do you do at the weekends? | ..... |
| 5. What type of music do you prefer? | ..... |
| 6. What makes you happy? | ..... |
| 7. What is your best friend's name? | ..... |
| 8. What is your most annoying habit? | ..... |
| 9. What clothes do you wear? | ..... |
| 10. How often do you use your phone? | ..... |
| 11. Do you drive an expensive car? | ..... |
| 12. Are you a good mixer? | ..... |
| 13. What kind of films do you prefer? | ..... |
| 14. How often do you go to parties? | ..... |
| 15. What's your favourite sport? | ..... |
| 16. Do you often complain about annoying stuff? | ..... |
| 17. How would your best friend describe you? | ..... |
| 18. How would your teachers characterize you? | ..... |
| 19. How do parents call you? | ..... |
| 20. Are you a reliable person? | ..... |

(b) Do you think you and your classmate would make good flatmates? Why? / Why not?

(c) Write a post on your blog describing your own personality or some of your most important achievements. Ask your fellow students to leave their comments on your post.

UNIT 4

MY LIFE AND PERSONALITY

VOCABULARY BUILDER

COLLOCATIONS

CHARACTER

Adj + N - good, excellent, exemplary / generous, gentle, likeable, loveable, popular / colourful, lively, real / complex, enigmatic, odd / formidable, strong / weak / unpleasant / bad, evil, ruthless, violent / true / human / moral.

Verb + N - be, have / form / reveal / conceal, hide / reflect.

Character + N - trait / defect / change / actor, actress.

Prep + N - in sb's character/ out of character.

PERSONALITY

Adj + N - bright, extrovert, lively, outgoing / attractive, charismatic, charming, lovely, magnetic, pleasant, warm / dominant, powerful, strong / vulnerable, weak.

Verb + N - be, have / develop / express, reflect / suit.

Personality + N - trait, characteristic / type / disorder, problem / development / change / test.

Phrases - an aspect of your personality / the force | power | strength of your personality.

- Describe each person from the pictures below by providing some details about the type of character and personality each has using the words from the list of collocations.



- (a) Choose five or six adjectives from the list of collocations which you think best describe your friend's character. How do you demonstrate these characteristics?

Example:

generous - My friend has a generous character because he is kind towards others.

extrovert - He is extrovert because he loves being with other people.

- (b) Choose adjectives to describe a person you don't like. How do you demonstrate his / her characteristics?

- Some characteristics can mean roughly the same but can have different connotations. Group the words in the box into two columns, put the words with the positive connotation in the first column, and the ones with the negative connotation in the second. Work with the dictionary.

determined	thrifty	ambitious	weird	stingy	original
confident	odd	open	obstinate	frank	pushy
economical	blunt	arrogant	generous	extravagant	stubborn

Positive Connotation	Negative Connotation
determined	obstinate, stubborn

VOCABULARY BUILDER

1. Add *-ing* or *-ed* to the verbs to form adjectives.
1. The final of the basketball match is very *excite* *.exciting*.....
2. Do you feel *embarrass* about asking your parents for money?
3. She is *amaze* when she hears she has a place at the university.
4. It's *astonish*what you can do with computers nowadays.
5. The teacher is not *amuse* by the joke and gives us extra work.
6. They are *disappoint* with the results of the experiment.
7. After football training, I often feel *exhaust*
8. Grey wet weather is *depress*
9. I' m not *surprise* your parents are upset by the exam results.
10. She's *interest* in the History of Arts.

2. Correct the mistakes if any.

1. I don't think I have any books that suit your sophisticating tastes.
2. We are watching an entertained film.
3. It's cold and grey in London now and we all feel bored.
4. I have an exhausted day.
5. He is a valuing member of our staff.
6. She is happily married. She has such a devoted husband.
7. They have a loved relationship.
8. She seems very interesting in knowing more about the services your firm offers.
9. Mother is cared, her child always feels loving.
10. We're a peace-loving nation.

3. Bob and his girlfriend are complete opposites. He's writing a poem about this. Can you complete the missing words keeping in mind that the lines must rhyme? Do you think they are happy together? Justify your answer.

I'm interested, she's
I'm delighted, she's
I'm blessed, she's
I'm amused, she's
I'm worried, she's
We're still together, we're perplexed.

WORD FORMATION

SUFFIXATION

-ed

a suffix used with verbs to form adjectives to describe how we feel about something or someone:

V + ed = Adj

amused → showing that you think something is funny;

bored → feeling tired and unhappy because something is not interesting or because you have nothing to do;

interested → you feel you want to give your attention to something and discover more about it.

-ing

a suffix used with verbs to form adjectives to describe the person or thing that produces the feeling:

V + ing = Adj

amusing → entertaining;

boring → not interesting or exciting;

interesting → someone or something that is interesting keeps your attention because they are unusual, exciting, or have a lot of ideas.



UNIT 4

MY LIFE AND PERSONALITY

VOCABULARY BUILDER

VOCAB LIST

early bird - persoană matinală;
unbreakable rule - regulă fixă;
moody adj – indispus;
to be full of - a fi plin de;
lifestyle n - stil de viață;
to get bored - a se plictisi;
schedule n - program;
to make sure that - a se asigura ca;
single adj – necăsătorit(ă);
to waste v - a irosi;
well-organized adj - bine organizat;
to exaggerate v - a exagera;
spare time - timp liber;
literally adv - la propriu; fără exagerare;
seize the day - a se bucura de moment, carpe diem;
aici a-și planifica ziua în așa fel încât nici o clipă nu este irosită în zadar;
it's the early bird that catches the worm - cine se scoală devreme departe ajunge;
to be late for sth - a întârzia;
to get annoyed - a se supăra;
basically adv - de fapt;
to ruin v - a strica, a dsitruge, a pierde;
lab n - laborator;
opportunity n - prilej;
extremely adv – foarte, extreme de;
exhausted adj - epuizat(ă);
light adj - ușor;
definitely adv - categoric, cu siguranță;
night owl - persoană care preferă să lucreze noaptea ;
shift n – schimb, tură.

TEXT 2

Mary's Daily Programme

I am an **early bird** that is why my daily programme starts early in the morning. Usually I wake up at 5 a.m. I have an **unbreakable rule**: never to go to bed late. That's why I am never **moody** in the morning and I **am full of** energy all day long.

I have an active **lifestyle**. I never get bored. There's no time for this in my **schedule**. When I organize my programme I make sure that not a **single** minute of the day is **wasted**. People say that it is great that I am so **well-organized**. However, sometimes they say that I **exaggerate** as I don't have **spare time** at all. To be honest, I think that I **literally** manage to **seize the day**. I never forget that **it's the early bird that catches the worm**.

At 6 o'clock I have breakfast. My breakfast is heavy. In my opinion, this is the most important meal of the day. It gives me the energy to start another busy day of my life.

At twenty minutes past six, I leave my house and walk to the University. It takes me half an hour to get there. My classes start at eight o'clock.

I **am never late for** classes. Frankly speaking, our teachers do not like when students are late. I have a fellow student who is always interrupting the classes. Teachers **get annoyed** and **basically** the lessons are **ruined**. She does her best to change this habit.

When I finish my classes I go to the canteen where I have lunch. As a rule, I have some spare time until 5 p.m. when I have to go to work. I spend this time either in the library or in the **lab**.

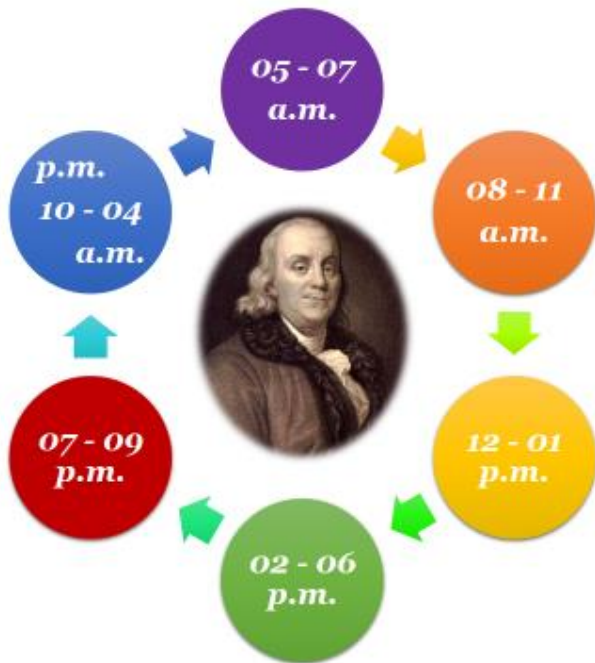
I have a part-time job at a local café. I like it very much as it gives me the **opportunity** to meet new people and make new friends. Now I can tell by a person's face what ice-cream they like.

At half past ten I enter my flat. I have to admit that I am **extremely** exhausted. I have a **light** dinner. At ten o'clock I get ready to go to bed. I take a book to read while my flatmate takes her coat to leave. She is **definitely** a **night owl**. That is why she always likes her night **shifts** at the hospital where she works as a nurse.

1. Answer the following questions.

1. What unbreakable rule does Mary have? Do you agree with her? Why? / Why not? What unbreakable rules do you have?
2. Do you think that Mary enjoys every moment of her life? Justify your answer.
3. Who gets annoyed when somebody is late? Does it disturb you?
4. In your opinion, what is the part of the day Mary enjoys most? Justify your answer.
5. Why does Mary's flatmate like her night shifts? Are you an early bird or a night owl?


2. Think of a famous person. Try to find their daily programme and tell it to the class as if you were that person.



Example:

I'm Benjamin Franklin. In case you don't know me, I'm the guy on the United States one hundred-dollar bill. I'm one of the founding fathers of the United States of America. I stick to my programme and make sure that I don't waste time. The first thing I do in the morning I ask myself 'What good shall I do this day?' From five to seven I arrange the day's business, and have breakfast. Then I devote four hours to work. At noon I usually read and dine. From two to five in the afternoon I go back to work. The evening routines begin with the question 'What good have I done today?' From six to nine I put things in their places. Then I supper. I also like listening to music in the evening. I sleep from 10 p.m. to 4 a.m.

3. Follow the words in the puzzle to make sentences. Draw the correct route with arrows. You can go up or down, backwards or forwards. How would you characterize the person who has such a daily programme?

Tom	care	doesn't	His parents	relaxed.
wakes up	at all.	he	are worried	is totally
at midday.	He	But	about him.	He
out of bed	doesn't get		he is late	for classes.
immediately,	to stay	in bed	that	worries
he	prefers	one hour more.	He	never

UNIT 4

MY LIFE AND PERSONALITY

PRACTICE MAKES PERFECT

1. Underline the correct form.

1. We're happy today. Everything *goes* / *is going* well.
2. Just a minute, I can't hear you. *I'm listening* / *I listen* to music. Let me turn off the CD player.
3. A lot of people *speak* / *are speaking* English in India.
4. - Where's your brother?
- *He's doing* / *He does* his homework.
5. Look at this new dress! *I'm liking* / *I like* it. *Are you?* / *Do you?*
6. Wake up! The teacher *asks* / *is asking* you a question.
7. *Do you hear* / *Are you hearing* me? I'm talking to you.
8. I can't talk to you right now. *I'm writing* / *I write* an essay.
9. *I want* / *am wanting* a new car now.
10. I usually *run* / *am running* in the evening.

2. Fill in the gaps with the right verb from the box and put it in the correct tense.

smoke	text	wonder
walk	still write	hear
not do	go on	drive
be	leave	rain
go	get on	want

!!!

We normally use the present simple to refer to things we do on a regular basis. However, with certain time expressions (e.g. *all the time, always, constantly, continually, forever*) we can also use the present continuous to stress the repetitiveness of an action and sometimes our irritation with this.

You're always losing your key.

1. Look! He the house. I where he is going.
2. Quiet please! Your fellows a test.
3. She usually to school, but today her father her to school.
4. Every Sunday they to see their grandparents.
5. His wife is very angry with him. She says he in the house.
6. I anything at the moment. I'm bored, I something new.
7. She is so much in love with him. She him all the time.
8. Don't forget to take your umbrella. It
9. Shhhh! I a strange noise in the next room. What
10. You my nerves. You so annoying.

3. You're the scriptwriter of a new sitcom: *Neighbours*. This is the synopsis of the pilot episode. Open the brackets and put the verbs into the right tense. Write your own ending.

A young couple (move) into a new neighbourhood. The next morning while they (eat) breakfast, the young woman (see) her neighbour hanging the wash outside.

'That laundry (not be) very clean. Poor thing, she (not know) how to wash. Perhaps she needs better laundry soap.'

Her husband (look) on, but (say) nothing. Every time her neighbour (hang) her wash to dry, the young woman (make) the same comment.

A month later, the woman (be) surprised to see a nice clean wash on the line and (say) to her husband:

'Look, her laundry is finally clean. She finally knows how to wash.'

The husband replies,

MY LIFE AND PERSONALITY

4. Try your hand at teaching. Explain the differences in meaning between the sentences in each of the following groups.
- He smokes.
He is smoking.
He is always smoking in the room.
 - He always brings me flowers.
He is bringing me flowers.
He is always bringing me flowers.
 - He's got a bath.
He has a bath.
He's having a bath.

5. We use different time expression with the two tenses. Complete the lists with the time expressions in the box.

at the moment	every weekend
this afternoon	right now
every evening	today
usually	twice a week
never	sometimes

Present simple	Present continuous
..... <i>every day</i>.....	.....<i>now</i>
.....
.....
.....
.....
.....

6. Use either present simple or present continuous of the verbs in the brackets.
- I can't afford that ring. It (cost) too much.
 - Look! It (begin) to rain. Unfortunately I (not have) my umbrella with me. Tom is lucky. He (wear) his raincoat.
 - I (not have) an umbrella. I (wear) a waterproof hat on rainy days.
 - As a rule, I (sleep) until 6 o'clock in the morning, and then I (get) up and (study) for my classes.
 - Shhh! Grandpa (take) a nap in the living room. We (not want) to wake him up. He (need) a rest.
 - Right now I (look) at Jenny. She (look) angry. I wonder what the matter is. She (have) a frown on her face. She definitely (not have) any fun right now.
 - At the moment I (look) around the classroom. Kate (write) in her book. Arty (bite) his pencil. Constantine (scratch) his head. Anne (stare) out of the window. She (seem) to be daydreaming. But maybe she (think) hard about present tenses in English. What (think) you Anne (do)?

7. Say what the people in the pictures below are doing. What do you think, what kind of personality do they have? Imagine what their daily programme is.



MY LIFE AND PERSONALITY

8. Correct the mistakes in the email below. Write a similar email telling about your life and personality

Me

To vioricacondrat79@gmail.com

Today at 4:37 PM

Hello,

My name is Susan. I'm fourteen and I live in Germany. I am a nice girl who is liking studying and having fun. I starts school at 9 o'clock. I not take bus, I walk to school as it is not far from the place I'm leaving. My favourite subjects are: math, chemistry and biology. After school I go to home and relax. I haven't any brothers or sisters. So I'm having the house all to myself. My hobbies are go to discos, sometimes I hear music in the radio. In the summer I go bathing in a lake. BTW, my birthday is on Friday. I am hope to become a new guitar.

I'm looking forward to get a e-mail from you.

Yours,

Susan

9. Formulating rules. Analyse the examples in the box and fill in the blank spaces.

Rule: We use *either*, *neither* and *both* when we are talking about ...*two*... things.

Rule: We use before the pronouns *us*, *you*, *them*.

Rule: We use *both* with a plural noun, we use *both of* also with a

Rule: We use with a plural verb.

Rule: We use *neither* with a singular noun, we use *neither of* with a noun.

Rule: We use *neither* with a verb.

Rule: We use *either* with a singular noun, we use *either of* with a noun.

Rule: We use *either* with a verb.

Rule: When we use *both* / *neither* / *either* +, we always need *the* / *these* / *those* / *my* / *yours* / *his* / *Tom's* before the following noun.

Rule: We use the conjunction with *both*.

Rule: We use the conjunction with *neither*.

Rule: We use the conjunction with *either*.

!!!

both - two of two things
I have two dogs. I like both of them.
Both of the children like chocolate cake.
Both children like chocolate cake.
Both Cris and Rob work here.

neither - not one or the other of two things
Neither restaurant is expensive.
Neither of the restaurants they advertise is good.
Neither of us swims regularly.
Neither Chris nor Rob works here.

either - one or the other
Either restaurant is good.
Either of the restaurants you choose is good.
You can ask either Chris or Rob.
Do you want either chocolate or crisps?
Jane either has a cat or a dog.
I don't like either cats or dogs.

10. Choose between one of the pairs: *either / or* and *neither / nor*.

1. In this game, you win lose. It depends on you.
2. Sue Sara can help you with your homework. They are both busy at the moment.
3. This is my offer. You take it leave it.
4. When I go to the restaurant, I eat fish roast chicken. These are my favourite meals.
5. His father believes him his friend. He thinks that both are liars.
6. I like Anne Rob. They're both arrogant and obsessed with money.
7. Charlie Bill can write the report. Just ask one of them.
8. you return my wallet I call the police.
9. My grandmother can read write. She is illiterate.
10. You can use this computer the other one. They are broken.

MY LIFE AND PERSONALITY

11. Rewrite the sentences using the paired conjunctions given in brackets.

- | | |
|--|--|
| 1. Tom doesn't lie to his friends. Paul doesn't either. (<i>neither...nor</i>) | <i>Neither Tom nor Paul lies to their friends.</i> |
| 2. Fred likes helping his friends. So does Linda. (<i>both...and</i>) | ..... |
| 3. Harry loves Anne. Or is it Helen? (<i>either...or</i>) | ..... |
| 4. He never listens to or advises his friends when they have a problem. (<i>neither...nor</i>) | ..... |
| 5. He feels disappointed. He feels misunderstood. (<i>both...and</i>) | ..... |
| 6. Brian isn't very considerate. Neither is Tom. (<i>neither...nor</i>) | ..... |
| 7. A true friend is someone who is caring and loving. (<i>both...and</i>) | ..... |
| 8. Rachel can sing or dance. (<i>either...or</i>) | ..... |
| 9. Richard and John don't keep her secret. (<i>neither...nor</i>) | ..... |
| 10. Loyalty is as essential in a friendship as honesty. (<i>both...and</i>) | ..... |

12. Complete the sentences with *both* / *neither* / *either* / *both of* / *neither of* / *either of*.

- 'Do you want tea or coffee?' '....., I really don't mind.'
- 'What day is it today - the 19th or the 20th?' '..... It's the 21st.'
- 'There are two sandwiches here; which one can I take?' 'Oh, take
- 'Where's Kate? Is she at work or at home?' '....., she's away on holiday.'
- To get to the town centre you can go along the footpath by the river or you can go along the road. You can go way.
- I tried to call George twice but times he was out.
- Tom's parents is English. His father is French and his mother is Spanish.
- Sarah and I play tennis together regularly but us can play very well.
- How embarrassing! We'rewearing the same dress at the party.
- I love of my sisters.

13. Look at the examples bellow. What is the difference between the first and second columns?

<i>There are two good hotels in the town. You can stay at either of them.</i>	<i>There are many good hotels in the town. You can stay at any of them.</i>
<i>We try two hotels. Neither of them has any rooms. /Both of them are full.</i>	<i>We try a lot of hotels. None of them has any rooms. /All of them are full.</i>

14. In pairs, read the dialogue and say which hotel is better.

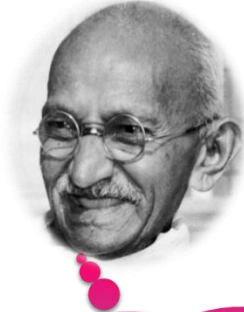
- 'Can you tell me how many hotels do you have?'
 'We have two.'
 'And which of the two would you advise me to go to?'
 'Well, it's like this: either of them you go to, you'll be sorry you didn't go to the other.'



UNIT 4
MY LIFE AND PERSONALITY



UNIT 5 AN EYE TO THE FUTURE



*The future depends on
what you do today.*

*The future belongs to
those who believe in the
beauty of their dreams.*



GRAMMAR:

Adjectives
Adverbs
Degrees of Comparison
Expressing Future
Indirect Speech

ESSENTIAL STRUCTURES:

Agreeing
Disagreeing

VOCABULARY:

Under the weather
Predictions



Who can predict
the future?



UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Adjectives

USE

We use adjectives to modify nouns. However, unlike a noun, an adjective has no plural form.

*There are three **black** dogs.*

We put most adjectives before a noun or after 'linking' verbs like *be*, *seem*, *look*, *feel*, etc.

*Our new teacher is **great**.*

*You look **wonderful**.*

There are certain adjectives that we normally only use with linking verbs. The most common are *well*, *ill*, *afraid*, *alive*, *alone*, *asleep*, *aware*, *content*, *glad*, *ready*, and *sure*.

*William looks **afraid**.*

BUT

***Frightened** children often cry.*

*The children are **ill**.*

BUT

*She looks after **sick** children.*

*I'm **glad** to see you.*

BUT

*Jane is a **happy** girl.*

We can make adjectives stronger or weaker with words like *very*, *a bit*, *quite*, *extremely*, etc.

*The lecture is **very** interesting.*

*It's **extremely** cold outside.*

We cannot use *very* or *extremely* before some adjectives, such as: *wonderful*, *fantastic*, *excellent*, *awful*, *terrible*, etc. We can, however, use *absolutely* or *really* before these adjectives.

1. Put the words in the correct order.

- very good teacher Mr. Jonas is a English
*Mr. Jonas is a **very good English teacher**.....*
- glad he to you is see
.....
- are interesting in many there our books library
.....
- in Internet our really school is slow connection the
.....
- cold woollen hat a good for weather is
.....
- new delicious the is food at really restaurant the Thai
.....
- dark afraid little is of the room the girl
.....
- the I place money in a hide safe
.....
- when stays ill at is home he Charley
.....
- good take children care of sick their parents old
.....

2. Underline the correct form.

- He has a *plastic yellow* / *yellow plastic* bag.
- They have a *new massive* / *massive new* freezer.
- I like his *leather motorcycling* / *motorcycling leather* jacket.
- My dad is very fond of his *army Swiss* / *Swiss army* knife.
- They live in a *lovely little old country* / *little lovely country old* house.
- You've got *big green beautiful* / *beautiful big green* eyes.
- He wants to buy a *new expensive* / *an expensive new* laptop.
- The *famous ancient Inca* / *famous Inca ancient* ruins of Machu Picchu are in Peru.
- My brother has got a *lightweight American mountain* / *American lightweight mountain* bike.
- We have a *huge modern science* / *modern huge science* laboratory at university.

ORDER OF ADJECTIVES

	opinion	size	shape	age	colour	origin	material	purpose	noun
a / an	<i>lovely</i>			<i>old</i>		<i>English</i>		<i>sheep</i>	<i>dog</i>
	<i>attractive</i>	<i>large</i>	<i>round</i>				<i>wooden</i>		<i>table</i>
	<i>interesting</i>			<i>new</i>		<i>British</i>		<i>entertainment</i>	<i>show</i>
	<i>beautiful</i>				<i>red</i>	<i>Italian</i>		<i>sports</i>	<i>car</i>
		<i>tall</i>				<i>American</i>		<i>basketball</i>	<i>player</i>

UNIT 5

AN EYE TO THE FUTURE

1. Write the opposites using the adjectives from the box.

<i>difficult</i>	<i>light</i>	<i>cheap</i>	<i>narrow</i>	<i>old</i>
<i>slow</i>	<i>noisy</i>	<i>thin</i>	<i>clean</i>	<i>dangerous</i>
<i>far</i>	<i>interesting</i>	<i>cool</i>	<i>sad</i>	<i>beautiful</i>

1. easier *more difficult*.....
2. quieter
3. more expensive
4. dirtier
5. uglier
6. thicker
7. more boring
8. heavier
9. nearer
10. warmer
11. wider
12. happier
13. faster
14. safer
15. younger

2. Chris is a foreign student in London. Complete what she says about English using comparatives and superlatives. Say if you agree with her.

English is *the most difficult*... language of all (difficult). It is than French (difficult). I think that my English is getting (bad), not (good). At first, English seems so easy, and its grammar (simple) of all. However, when you become (advanced), it gets (complicated). There are also so many words in English! In addition, I think English has words ever (short). To say nothing of its spelling! It is (challenging). The Brits are very proud of their language. They think that it is in the whole world (beautiful). To my mind, French is than English (beautiful). But maybe I will change my mind when I become (proficient).

USE

We use comparatives when we compare one person, thing, etc. with another. After a comparative we often use *than*.

We use superlatives to talk about a person or thing who has more of a particular quality than all others of their type. We always use the definite article *the* before superlative forms and we **don't use *than***.

GRAMMAR FOCUS

Degrees of Comparison

FORM

We use *-er*, for the comparative and *-est* for the superlative of one-syllable adjectives and some two-syllable adjectives ending in *-er*, *-y*, *-ow*.

The Amazon is longer than the Thames.

I'm the youngest in my family.

positive	comparative	superlative
<i>small</i>	<i>smaller</i>	<i>the smallest</i>
<i>happy</i>	<i>happier</i>	<i>the happiest</i>
<i>big</i>	<i>bigger</i>	<i>the biggest</i>
<i>large</i>	<i>larger</i>	<i>the largest</i>

Adjectives of three or more syllables take *more* in the comparative and *the most* in the superlative.

Venice is the most romantic city in the world.

positive	comparative	superlative
<i>beautiful</i>	<i>more beautiful</i>	<i>the most beautiful</i>
<i>interesting</i>	<i>more interesting</i>	<i>the most interesting</i>
<i>important</i>	<i>more important</i>	<i>the most important</i>
<i>precious</i>	<i>more precious</i>	<i>the most precious</i>

IRREGULAR FORMS

positive	comparative	superlative
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>far</i>	<i>farther / further</i>	<i>the farthest / the furthest</i>
<i>old</i>	<i>older / elder</i>	<i>the oldest / the eldest</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>much / many</i>	<i>more</i>	<i>the most</i>

UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Adverbs of Manner

FORM

We can use this type of adverb by adding *-ly* to an adjective.

quick → *quickly*
careful → *carefully*
bad → *badly*

- ✓ Adjectives of more than one syllable ending in *-y* change *-y* to *-i* and add *-ly*.
- ✓ Adjectives ending in *-able* remove *-e* and add *-y*.
- ✓ Adjectives ending in *-ic* add *-ally*.

The adjective *good* does not follow the *-ly* rule. Its related adverb is *well*.

He's a good football player.

He plays football well.

Some adverbs and adjectives are the same: *fast, hard, early, late, high, low, right, wrong.*

It's a fast computer.

The computer boots up fast.

Not all the words ending in *-ly* are adverbs. Some adjectives also end in *-ly*, e.g. *friendly, lovely, lonely, silly, ugly*. These adjectives have no adverb form; instead we use different structures, e.g. *in a way*.

She smiled in a friendly way.

USE

Look at these sentences:

- (1) *This is a slow train.*
- (2) *This train seems slow.*
- (3) *This train goes slowly.*

Slow is an adjective. We use adjectives to describe nouns, as in sentences (1) and (2) above. If we want to say how things happen, we use an adverb. In (3), *slowly* is an adverb of manner.

1. Write the adverb forms of these adjectives. Use the adverbs in sentences of your own.

wrong	<i>wrong</i>	careful	.....
responsible	.....	early	.....
happy	.....	correct	.....
interesting	.....	lovely	.....
painful	.....	good	.....
nice	.....	slow	.....
hard	.....	friendly	.....
hard	.....	helpful	.....
easy	.....	bad	.....

2. Underline the correct form.

1. Danny speaks good / *well* English.
2. Danny speaks English *good* / well.
3. Young people usually drive *fast* / fastly.
4. Be *quick* / quickly. We're in a hurry.
5. In April it often rains *heavy* / heavily.
6. Please go over your notes *careful* / carefully before the exam.
7. What's the matter with him? He looks *angry* / angrily.
8. He travels around the world *lonely* / alone.
9. I study *hard* / hardly for my exams.
10. Policemen look *suspiciously* / suspicious at the witness.

3. Use the prompts to write present simple sentences turning the adjectives into adverbs.

1. John / write / slow
John writes slowly......
2. Mary / talk / beautiful
.....
3. My mother / cook / good
.....
4. Paul / drive / fast
.....
5. Pam and Sam / eat / quick
.....
6. I / play chess / bad
.....
7. The children / be / noisy
.....
8. The old lady / complain / loud
.....
9. She / write / neat
.....
10. He / behave / silly
.....

UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Adverbs of Manner

1. Answer the questions using one of the prompts in brackets.
1. How do you feel before an interview?
(*nervous / nervously*)
2. How do you walk when you are tired?
(*slow / slowly*)
3. How do you walk when you are full of energy?
(*fast / fastly*)
4. How do you feel when you get good news?
(*happy / happily*)
5. What kind of a driver are you?
(*careful / carefully*)
6. How do you study before an exam?
(*hard / hardly*)
7. What kind of a dancer are you?
(*wonderful / wonderfully*)
8. How do you pick up a baby?
(*careful / carefully*)
9. What is your English like?
(*good / well*)
10. How do you speak English?
(*good / well*)

2. Complete the second sentence so that it means the same as the first.

1. There is a brief rest before the first class.
We *rest briefly before the first class*.....
2. There is a dramatic improvement in his marks.
His marks
3. There is a significant fall in the number of students.
The number
4. There is considerable growth in the economy.
The economy
5. There is a steady decrease in the price of computers.
The price

3. Complete these sentences.

1. We very carefully
2. I slowly.
3. We hard.
4. The teacher nicely.
5. My friends gradually.

WORD ORDER

Subject	Verb	Adverb	
He	drives	carefully	because the weather is bad.

OR

Subject	Adverb	Verb	
Pam	quietly	goes up	the stairs.

Subject	Verb	Object	Adverb
Luke	answers	the question	incorrectly.

Subject	Adverb	Verb	Object (a long phrase)
Sam	carefully	explains	the answer to the question.
He	skilfully	heads	the ball into the net.

Subject	Verb	Adverb	Preposition + Object
She	listens	carefully	to me.
He	goes	quickly	over the exercise.

OR

Subject	Verb	Preposition + Object	Adverb
She	listens	to me	carefully.
He	goes	over the exercise	quickly.

UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Expressing Future Future Simple

FORM

AFFIRMATIVE	I	will work
	you	
	he	
	she	
	it	
	we	
	you	
	they	

NEGATIVE	I	will not work
	you	
	he	
	she	
	it	
	we	
	you	
	they	

INTERROGATIVE	Will	I	work?
		you	
		he	
		she	
		it	
		we	
		you	
		they	

CONTRACTIONS

'll = will
won't = will not

USE

- ✓ predictions
*There **will be** another cold day in the country tomorrow.*
*We **won't arrive** home before midnight tonight.*
- ✓ on-the-spot decisions
*I'm hungry. I **ll** make a sandwich.*
'There's someone at the door.'
*'Is there? Oh, I **ll** see who it is.'*

1. Use the prompts to write sentences with **will**. Use short forms where possible.

- you / be / a great teacher
..... You'll be a great teacher.....
- they / increase / taxes / next year
.....
- prices / not come down
.....
- it / rain / this weekend / it / not snow
.....
- our football team / not lose / the next match
.....
- she / miss / school tomorrow
.....
- I / love / you / all my life / I / not let / you down
.....
- she / not give up / on her dream
.....
- Tom / not be / very long
.....
- she / meet / him / one day
.....

2. Use the prompts to write questions with **will**. Then write short answers.

- it / be / foggy next week
..... Will it be foggy next week?? No, it won't.....
- Mary / be happy / with him
.....? Yes,
- my PC / work
.....? No,
- they / lose / the match
.....? No,
- the police / catch / the criminals
.....? Yes,
- they / help / us
.....? Yes,
- we / go / Rome / next summer
.....? No,

3. Write five predictions about yourself and five predictions about your country's future. Do your predictions coincide with those of your fellows?

SHORT ANSWERS

- *Will you marry me?*
- *Yes, I will. / No, I won't.*

TAG QUESTIONS

- She will come, won't she?*
- She won't come, will she?*

UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Expressing Future

TO BE GOING TO

- ✓ predictions based on the evidence from present

*Look at these clouds! It's **going to** rain.*

*Hurry up! It's **getting** late.*

*You **'re going to** miss the train.*

*Look out! The ladder **is going to** fall!*

- ✓ intention in the future

*I **'m going to** fly to Spain.*

*She **'s going to** have a shower.*

PRESENT SIMPLE

- ✓ future events which are part of a fixed timetable or fixed programme

*'What time **does** the match **start** tomorrow?' 'At 6.50.'*

*What time **does** your plane **leave** tomorrow?*

*Next summer the school holidays **begin** on June 1st and **end** on August 31st.*

- ✓ after *when, if, as / so soon as, unless, after, before, provided / providing (that)*

*I'll buy a newspaper **when** I go out.*

*We **won't** go out **until** it **stops** raining.*

*I'll go to the party **provided** you go too.*

PRESENT CONTINUOUS

- ✓ established arrangements or plans for the future made by the speaker

- *What **are you doing** on Saturday night?*

- *I **'m meeting** Mary.*

*We **'re visiting** some friends in Scotland next week.*

4. Use the prompts to write sentences with *be going to*. Use short forms where possible.

1. It's 08.30. Adam is still in bed. (miss / bus)
.....*He's going to miss the bus.*.....
 2. David has the ball. There are no defenders near. (score/goal)
.....
 3. Tom is exhausted. (not / finish / race)
.....
 4. It's sunny. (be / nice day)
.....
 5. It's 12.00. The train leaves at 12.05. I'm still at home. (not catch)
.....
5. Choose activities from the box and say what you are going to do at the weekend, and what you are not going to do.

stay at home	watch TV	meet my friends
have a party	play football	study for a test
fly to England	listen to music	relax
clean my room	read newspapers	write poems
go on a date	skype my friends	climb Kilimanjaro

6. Indicate the meaning expressed by the underlined verbs by writing *in the future*, *now*, or *habitually* in the blanks.

1. I'm spending my holidays at the seaside next week. *.in.the.future.*
2. I'm spending my holidays at the seaside this week. *.....now.....*
3. I spend my holidays at the seaside every year. *.habitually....*
4. She's taking five courses this semester.
5. Students usually take five courses every semester.
6. She's taking five courses next semester.
7. My brother's birthday is next week. I'm giving him a shirt.
8. Shhh! The baby's sleeping.
9. When I graduate I'm going to return home.
10. When students graduate they receive diplomas.
11. When I'm in London I'm going to visit Buckingham Palace.
12. When I'm home alone in the evening I like to read or watch TV.
13. When Tom arrives, we'll have a party.

UNIT 5

AN EYE TO THE FUTURE

GRAMMAR FOCUS

Reported Speech Statements

- ✓ If the reporting verb (e.g. *say*, *tell*) is in the present then the tenses in the spoken words do not change;
- ✓ It is normally necessary to make changes to the pronouns.

Direct speech	Reported speech
<i>I love pizza!</i>	<i>She says (that) she loves pizza.</i>
<i>Tom will not come.</i>	<i>She tells us (that) Tom will not come.</i>
<i>You can go.</i>	<i>The teacher tells me (that) I can go.</i>
<i>We're having fun at the party.</i>	<i>They say they are having fun at the party.</i>

NOTE

Say and *tell* are the most common reporting verbs. There is an important difference between them:

- ✓ *tell* is **always** followed by a direct object:

tell + someone (that) + reported statement

Mary tells **Tom** she loves Bob.

Mary tells **him** she loves Bob.

- ✓ *say* is **never** followed by a direct object:

say (that) + reported statement

Mary says she loves Bob.

!!!

Personal pronouns	
Subject	Object
<i>I</i>	<i>me</i>
<i>You</i>	<i>you</i>
<i>He</i>	<i>him</i>
<i>She</i>	<i>her</i>
<i>It</i>	<i>it</i>
<i>We</i>	<i>us</i>
<i>They</i>	<i>them</i>

- Complete the sentences with *say/says* or *tell/tells*.

- Tom **says**... English is his favourite subject.
- We they will be late.
- Youyou know the truth.
- Sam us she is leaving for Spain.
- They her it is going to rain.
- The teacher that we'll have a test next week.
- He his mother he's doing his homework.
- Parentstheir children that lying is bad.
- Children them they never lie.
- I you he is never late for classes.

- Rewrite the statements in reported speech. Make the necessary changes where necessary.

- I like you so much.
Sam tells Angela .. *(that) he likes her so much*.....
- I'm not coming to the party.
He says
- I want more chocolate.
The child tells her mum
- It will rain next weekend.
The weather girl says
- We are busy this week.
They say
- You are a great writer.
He tells me
- You are working better this semester.
The teachers tells us
- I love English.
I say
- You can go to the party.
My parents say
- Rome is the capital of Italy.
He says

- Are you good at telling jokes? Tell this joke in reported speech.

One morning a mother is trying to wake up her son.
'Wake up now! It's time to go to school.'

'I don't want to go to school,' the son replies.

His mother says, 'Give me two reasons why you don't want to go to school.'

'Okay. One, all the children hate me. Two, all the teachers hate me.'

'Not good enough,' the mother replies.

'Fine,' the son says. 'Then you give me two good reasons why I should go to school.'

'One, you're 50 years old. Two, you're the principal of the school.'

UNIT 5 AN EYE TO THE FUTURE

GRAMMAR FOCUS

4. Say what famous singers ask one to do in their songs.



Don't worry!
Be happy!

Bobby McFerrin asks us not to worry. He urges us to be happy.

Listen to your
heart.



Relax, take it
easy.



Love me or
leave me,
make your
choice but
believe me.
I love you.

Don't let the
sun go down
on me



Reported Speech Imperatives

- ✓ the reporting verb (e.g. *say, tell*) is followed by the full infinitive of the reported verb;
- ✓ *ask* as a reporting verb in this case sounds more polite.

Direct speech	Reported speech
<i>Close the door.</i>	The teacher asks John <i>to close</i> the door.
<i>Be quiet!</i>	Mother tells her child <i>to be</i> quiet.
<i>Stop talking!</i>	She says <i>to stop</i> talking.

- ✓ if the imperative is in the negative form, add **not** before the full infinitive of the reported verb.

Direct speech	Reported speech
<i>Don't make noise.</i>	The teacher asks John <i>not to make</i> noise.
<i>Don't be rude!</i>	Mother tells her child <i>not to be</i> rude.
<i>Don't interrupt!</i>	She says <i>not to interrupt</i> .

UNIT 5 AN EYE TO THE FUTURE

ESSENTIAL STRUCTURES

Offering an opinion

Asking for someone's opinion

What do you think?
What do you think about ... (this)?
What are your views on...?
What's your opinion of...?
Please tell me your opinion on ...
Do you agree?
Do you think that's right?
What's your idea?
Are you OK with that?
How do you feel about that?
Do you have anything to say about this?
Wouldn't you say?



Offering one's opinion

I think... / I don't think ...
I believe... / I don't believe ...
In my opinion, / My opinion is ...
For me, ...
Personally, I think ...
I'm sure that ...
I agree with ...
I feel that ...
I guess/imagine ...
I have no doubt that / I'm certain that ...
I strongly believe that ...
To be honest / In my honest opinion, ...
As far as I know, ...
I could be wrong, but ...
I'm absolutely certain that ...
I'm fairly confident that ...
I'm no expert (on this), but ...
I'm positive that ...
I'm pretty sure that ...
It seems to me that ...
Correct me if I'm wrong, but ...
Frankly, ...

What do you think?



Offering an opinion is important. There are several expressions that may help you to ask for someone's opinion. In this way, you can show your interest in what another person thinks. You can see if the person shares the same point of view you have or has a totally different opinion.

It is important to be attentive when offering one's point of view. For example, such phrases as 'Are you kidding me?' or 'You must be joking!' will be considered appropriate among friends but rude in a more formal context. In this case, one should consider such phrases as *I'm not sure about that.* or *I see your point but I think...*

It is essential to offer one's opinion in a polite way. The interlocutor will understand that you listen to what he/she says, but that you see things differently.

In case you disagree with someone but neither of you wants to change your point of view, then choose *Let's agree to differ.* It will help you to politely acknowledge both points of view and continue your conversations.

Let's agree to differ.



UNIT 5

AN EYE TO THE FUTURE

ESSENTIAL STRUCTURES

Agreeing

Absolutely.



In talking about almost everything, in particular while touching upon such topics as politics, sports, the economy, you will hear people express various opinions. You will probably agree with some points of view and disagree with others. Yet, you need to be attentive and take into consideration the context. Keep in mind that you can use informal language with close friends only. Otherwise you risk to be considered rude.

It is easy to agree with someone on any level of formality. However, you cannot agree all the time as people will think you are insincere and only pretending to agree. In addition, a person who tends to agree all the time and does not have a personal opinion is not respected. This is especially true in employer – employee relationships. An employee who agrees all the time is called a ‘Yes-man.’ It is OK to disagree with superiors, as long as it is done in an acceptable way.

It seems that disagreeing is more difficult than agreeing, but if you use the right words, people will respect your point of view. To be on the safe side, opt for expressions that show that you partially agree, and then introduce your point of view with the help of *but...*

Absolutely not.



More formal



Less formal

Strongly
<i>I agree completely...</i>
<i>That's just what I think.</i>
<i>In my opinion, you are correct.</i>
<i>I couldn't agree more.</i>
<i>I totally agree.</i>
<i>You're right.</i>
<i>That's right.</i>
<i>Exactly.</i>
<i>Sure.</i>
<i>Yes.</i>

Partially
<i>I agree up to a point.</i>
<i>I suppose you're right.</i>
<i>I'm not sure about that.</i>
<i>That's partially true, but...</i>
<i>I see your point, but...</i>
<i>That's quite true, but...</i>
<i>I guess so.</i>
<i>Well, maybe...</i>

More formal



Less formal

Disagreeing
<i>I'm sorry, but I have to disagree.</i>
<i>I'm afraid I don't share your opinion.</i>
<i>I couldn't agree less.</i>
<i>I couldn't disagree more.</i>
<i>That's not entirely true.</i>
<i>Absolutely not!*</i>
<i>I refuse to believe that...*</i>
<i>No, that's wrong.*</i>
<i>You're dead wrong.*</i>
<i>Nope.*</i>
<i>No way!*</i>
<i>Uh-uh!*</i>

Starred (*) phrases are very strong and often impolite.

UNIT 5
AN EYE TO THE FUTURE

ESSENTIAL STRUCTURES

1. Write the corresponding agreement expression in the speech bubbles. Add one more sentence that will explain why the person agrees.

*I love this book.
It's awesome!*

.....
.....
.....

*This restaurant is
the best in town!*

.....
.....
.....

*The economy is
getting worse.*

.....
.....
.....

*I think they are
going to fire him.*

.....
.....
.....

2. Write the corresponding disagreement expression in the speech bubbles. Add one more sentence that will explain why the person disagrees.

*I love this book.
It's awesome!*

.....
.....
.....

*This restaurant is
the best in town!*

.....
.....
.....

*The economy is
getting worse.*

.....
.....
.....

*I think they are
going to fire him.*

.....
.....
.....

2. Complete the sentences using one of the following expressions. Find three expressions more in the dialogue. Act the dialogue out.

<i>in my opinion</i>	<i>I can agree with you</i>
<i>think</i>	<i>it seems to me</i>
<i>see your point</i>	<i>What do you think?</i>
<i>guess</i>	<i>correct me if I'm wrong</i>

Dan: ... you know, I *think*..... the younger generation doesn't seem to like interacting face-to-face. social media has a negative impact on them. I they can't remember how to make friends in real life anymore.

Alex: Well, I'm not sure It is true that they spend a lot of time on social media but they still manage to connect with other people., social media actually helps people to stay in touch., but it is much easier to communicate nowadays. It saves a lot of time. In addition, you can communicate with another person at any time so that you don't forget your ideas.

Maria: You know, I, but I think Dan is right. The younger generation easily makes so many friends on Facebook, but seems to be so lonely in real life. I sometimes have the feeling that they don't know how to talk to each other face-to-face. Just have a look at that couple over there. They aren't talking to each other. They are constantly texting! So tell me what the use of going out is if you still prefer to be on your phone!

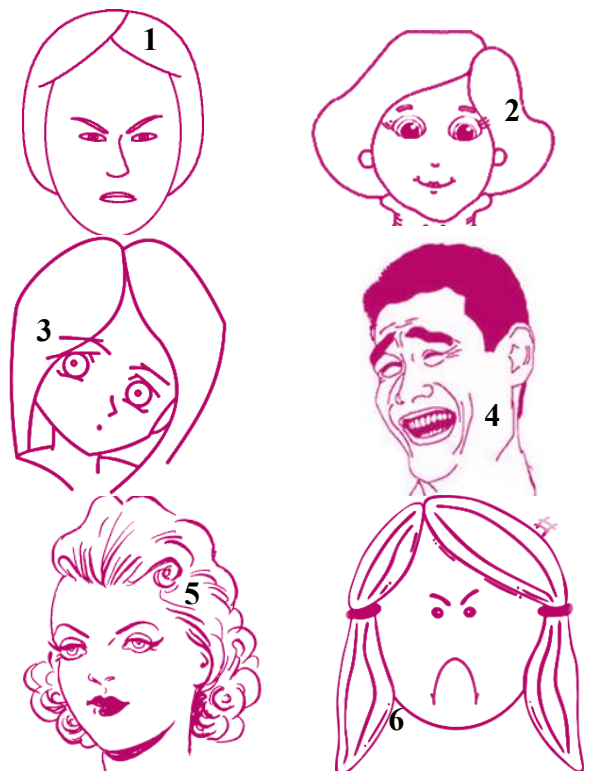
Dan: Come on, Maria, don't you know? To take pictures of your food and put it on Instagram.

Alex: Guys, that's quite true, but I believe that you're exaggerating.

3. What do you think about the discussed issue? Whom do you agree with? Why?
4. Work in group of three or four and share your opinion on one of the issues below. Present your viewpoints to the class.

- Breakfast is the most important meal of the day.*
- Studying grammar is more important than practising conversation skills.*
- Television is the leading cause of violence in today's society.*
- Dogs make better companions than cats.*
- Females are better students than males.*
- Reading English is more difficult than writing English.*
- Summer is the best season of the year.*
- Rock and Roll is the best kind of music.*
- Social media does more harm than good.*
- Computers games ruin the personality of children.*

5. Look at the pictures below. Say what you think each person will say on the topics from Exercise 4.



UNIT 5

AN EYE TO THE FUTURE

TEXT 1

VOCABULARY BUILDER

VOCAB LIST

have to confess – trebuie să mărturisesc;
insight n - abordare pertinentă;
gadgetry n - dispozitive mecanice / electrice;
relieve v - a ușura;
mankind n - omenirea;
tedious adj - plictisitor;
convert v - a transforma;
coffee machine n - automat de cafea;
perform v – a îndeplini;
dance moves - mișcări de dans;
astonishing adj - uimitor;
statement n - afirmație;
sight-sound aici - vizibile și sonore;
wonder v - a se întreba;
gadgetry world n - lumea dispozitivelor mecaice / electrice;
to the full adv - la maxim;
unbridgeable adj - (de) nedepășit;
gap n - prăpastie;
strike v aici - a impresiona;
concluding paragraph - paragraful concludiv;
disease n - boală;
boredom n - plictiseală;
spread v - a (se) răspândi;
widely adv aici - mult;
grow v - a crește;
masses n - mase;
serve v - a servi, a sluji;
purpose n - scop;
undoubtedly adv - indubitabil, cu siguranță;
need v - a fi necesar;
means n - mijloc;
entertainment n - divertisment;
miss v aici - a rata;
actually adv - de fapt;
get bored - a se plictisi.

The Future We Live In

Posted on May 4, 2014 by vickycondrat on <https://vickycondrat.wordpress.com/2014/05/04/the-future-we-are-living-in/>

I'm reading Isaac Asimov's essay 'Visit to the World's Fair of 2014' written in 1964, and I **have to confess** that I am shocked by the author's remarkable **insights** into the future of humanity. I'm studying the author's predictions for the future and I realize that in a way we live in that future.

Let's consider, for example, the following: '**Gadgetry** will continue to **relieve mankind** of **tedious** jobs. Kitchen units will prepare "automeals," heating water and **converting** it to coffee.' As you know nowadays we can actually **make** a cup of coffee with the help of a **coffee machine**.

What about: 'Robots will neither be common nor very good in 2014, but they will be in existence'? It's exactly like this! There are so many machines that work for humans in an automatic way. It's true that there are no robots similar to the famous characters from 'Star Trek' or 'Star Wars' but there are a few that perform a limited series of commands. For example, there's a female robot **performing dance moves**, or there's another executing some basic commands in Japan.

Another **astonishing statement** in the essay is: 'Communications will become **sight-sound** and you will see as well as hear the person you telephone.' It's amazing but now we can both hear and see our interlocutors. I **wonder** what will happen next. Will it be possible to touch our interlocutors? Will we smell the perfumes?

Or let's examine a bit: 'Not all the world's population will enjoy the **gadgetry world** of the future **to the full**.' And this is what's happening nowadays. There's a **unbridgeable gap** between developed countries and developing ones.

But what **strikes** me most is Isaac Asimov's **concluding paragraph**: 'Even so, mankind will suffer badly from the **disease** of **boredom**, a disease **spreading** more **widely** each year and **growing** in intensity.' And I ask myself: are we turning into **masses** serving the machines? Isn't their **purpose** to serve us? **Undoubtedly**, technological development is essential for the mankind as long as it serves the mankind and not the other way round.

Let's think! Is it so difficult to make a cup of coffee in a coffee pot? Do we really **need** to use our phones not as a means of communication but as a means of **entertainment**? Aren't we **missing** anything? Aren't we **actually getting bored**?

UNIT 5

AN EYE TO THE FUTURE

1. Answer the following questions.

6. What shocks the author of this blog post?
 7. Who is Isaac Asimov?
 8. What gadgetry do you use at home?
 9. What can robots do nowadays?
 10. How do you understand the term *artificial intelligence*? Do you think it is dangerous? Why? / Why not?
1. Why cannot all the world's population enjoy the gadgetry world?
 2. What does *disease of boredom* mean? Do you think nowadays people suffer from it?
 3. What is the purpose of machines?
 4. Do we need technology in our lives?
 5. How do you overcome boredom?

2. Fill in *do* or *make* in the sentences below.

John works hard and *does*... his best at his job.

1. It's awful! These children are so much noise!
2. So many chores to! I hope I'll manage to finish everything on time.
3. You too many grammar mistakes. Be more attentive.
4. Robots will more harm than good.
5. I want to phone call.
6. My grandmother loves crosswords.
7. Dan always a good point.
8. I hate the dishes.
9. a choice! You can't change your mind every week!
10. My sister the shopping.

MAKE / DO

In English it can be hard to decide when to use 'make' or 'do'

1) We use *make* when we create or construct something. E.g. *I'm making us some coffee.*

2) We use *do* for general activities. In this case, *do* is often used with 'something', 'nothing', 'anything' or 'everything'. E.g. *What are you doing at the weekend?*

NOTE: 'What do you do?' means 'what's your job?'

3) There are many, many fixed expressions with *make* and *do*. Unfortunately, they don't really follow any useful rules, so you have to learn them. To be on the safe side, double-check.



4. Read Bill Gates's predictions below. Discuss them with your fellow. Which do you agree with? Which do you disagree with? Why? Use the words from the VOCAB LIST.

The Microsoft-cofounder-turned-philanthropist and his wife have published their annual letter in which they spell out where they think (and hope) the world will be by 2030.

1. The lives of people in poor countries will improve faster in the next 15 years than at any other time in history. And their lives will improve more than anyone else's.
2. Child deaths will go down, and more diseases will be wiped out.
3. Africa will be able to feed itself.
4. Mobile banking will help the poor transform their lives.
5. Better software will revolutionize learning.
6. Jobs will be lost to robots.
7. By 2030, the world will discover a clean-energy breakthrough to power our world.

5. Write a post on your blog sharing your opinion on the predictions made by Bill Gates. What will you add to the above list? Use the words from the VOCAB LIST. Ask your fellow students to leave their comments on your post.

UNIT 5

AN EYE TO THE FUTURE

VOCABULARY BUILDER

COLLOCATIONS

FUTURE

time that will come after the present

Adj + N – foreseeable / immediate / near / not-too-distant | distant.

Verb + N - look to / plan for / foretell, look into / predict.

N + Verb - bring (sb) / hold.

Prep + N - for the ~ / in (the) / of the ~ .

PHRASES - a vision for/of the future.

what will happen to sb/sth

Adj + N – bright / great / promising / rosy / secure | bleak / dire / gloomy / grim / uncertain | long-term | economic / financial / political.

Verb + N – face / have | determine / shape | forecast / predict / see | consider / ponder (on) | invest in.

Prep + N - ~ as | ~ in.

Phrases - a question mark over the future of sb/sth.

1. Look at the pictures below. Describe the future they represent using as many collocations as possible.



2. Choose five or six adjectives from the list of collocations which reflect the way you see your future. Explain why you think your future will be that way.

Example:

political - I will have a political future as I feel I can make a change in this country.

bright - My future will be bright as I believe I will realize all my dreams.

4. Choose the word(s) (from the list of collocations) that suit(s) the following sentences. Sometimes more than one variant is possible.

People have the right to *determine* their own future in a democratic way.

1. What are your plans the future?
2. Don't believe those people who claim that they can your future.
3. The possibility of travel to other solar systems still lies the distant future.
4. He has a very promising future a writer.
5. The firm a very uncertain future.
6. In his speech, the president outlines his the future.
7. A hangs over the future of our country.
8. He sees no future his job.
9. A new branch of the shop will open in the future.
10. He forecasts a future for the industry.

3. Comment upon the proverbs below. Translate them into your native language

Consider the past and you shall know the future.
Chinese proverb

You cannot see the future with tears in your eyes.
Native American Navajo proverb

Every future is not far away.

Arab proverb

Who has no past, has no future.

Palestinian proverb

UNIT 5 AN EYE TO THE FUTURE

VOCABULARY BUILDER

1. Underline the correct form.

I think that John and his brother are unpleasant / *displeasant* guys.

1. It's quite *unimpossible* / *impossible* to please her.
2. Tom and Kate are *unseparable* / *inseparable* friends.
3. Why doesn't our society punish *unhonest* / *dishonest* politicians?
4. She is going to be fired because she is *unefficient* / *inefficient*.
5. It's *umpolite* / *impolite* to shout at people in the street.
6. That teacher feels awful when *unexpected* / *inexpected* visitors come to attend her class.
7. He is such a *dishonest* / *unhonest* person!
8. Politicians tell us quite a lot of *nonsense* / *unsense*!
9. You can't rely on him. He is such an *unresponsible* / *irresponsible* person.
10. I feel such a *noncomfort* / *discomfort* whenever I see him.

2. Write the correct negative adjective.

I suspect he isn't honest. In fact, I think he's quite ..*dishonest*..

1. Make the possible.
2. I don't know why but whenever children are told to behave themselves, they usually
3. Pete isn't quite capable. He's of making sound decisions.
4. Soft drugs are legal in the Netherlands, they are in my country.
5. This scheme isn't very practical. Actually, it's quite
6. Your attitude is far from reasonable. It's very
7. How to make people happy?
8. I've got two brothers, one is so obedient, but the other is so
9. Maybe it's logical to you, but everybody in my family thinks it's
10. Don't pretend to be a responsible person. I know you are very

WORD FORMATION

PREFIXATION

a prefix regularly does not change the grammatical category, i.e. a prefix added to a verb will change the meaning of the verb but the newly formed word will still be a verb. Below there is a series of negative prefixes.

un-

unhappy, unreliable, unjust;

i-

illiterate, illegal, illogical, irresponsible, immoral, impossible, inaccurate;

dis-

disobey, dismount, disorient, dislocate; discomfort, disobedience;

mis-

misunderstand, misbehave,

non-

nonconformist, nonsense, nonfiction.

3. Use one of the adjectives from the box plus a negative prefix to complete the sentences.

trust	expensive	moral	loyal
formal	comfortable	polite	regular

They were sitting in a very *uncomfortable* position.

1. It is to tell people you don't like their clothes.
2. The teacher always asks us to learn ten verbs.
3. He always lies. He is so to her.
4. It's going to be an meeting in the Italian restaurant near our office.
5. I'm at Metro right now. You know paper is relatively here.
6. The worst enemy in a relationship is
7. Oh, come on. You must agree this is absolutely

UNIT 5

AN EYE TO THE FUTURE

VOCABULARY BUILDER

VOCAB LIST

pour v - a curge , a ploua cu găleata;
dreary adj - mohorât, posomorât;
crack n - *crăpătură, fisură*;
under the weather - nu în toate apele;
cross one's mind - a trece prin minte;
call on - a face o vizită scurtă (cuiva);
welcome party - petrecere de bun-venit;
dweller n - locuitor;
creepy adj - care îți dă fiori;
fancy n - fantezie;
run wild - a se dezlănțui, a-și face de cap;
to one's utter astonishment - spre uimirea (cuiva);
dress up - a se găti;
tell one's fortune - a ghici norocul cuiva;
retrieve v - a extrage , a îndepărta;
mesmerized adj - fascinat, hipnotizat, vrăjit;
rack one's brain - a-și frământa creierii;
trap n - capcană;
palmist n - chiromant;
fortune-teller n - ghicitor/ghicitoare;
tea/coffee-reader n - tălmăcitor pe ceai/cafea;
keep in store for sb. - a rezerva ceva cuiva;
break free - a se elibera de;
spell n - farmec, fascinație, hipnoză;
dash v - a alerga repede, a goni;
Tarot cards - cărți de tarot;
Bingo! - Am reușit!;
miss a beat - a rata o bătaie a inimii;
debacle n - dezastru;
daft adj - nebun, timpit, scrîntit;
failure n - eșec, cădere;
stop pounding - a se opri de bătut;
tinge of cold - o adiere de frig;
scroll down one's spine - a face pe cineva să se infioare de groază;

TEXT 2

An Eye to the Future

It is a stormy November evening. It is **pouring** outside and I'm feeling the **dreary** cold coming through the cracks from the bedroom window. I am **under the weather** today I am staying at home feeling bored from doing nothing at all. Suddenly a funny idea **crosses my mind** to **call on** my new neighbour who is giving a **welcome party** for all the **dwellers** of our building. I am not looking for fun, yet, I am not willing to stay alone on such a **creepy** stormy night either. On my way to her flat, I am wondering what my new neighbour looks like. Her sweet deep voice still sounds in my ears and I am looking forward to seeing a young woman not older than 27. My **fancy is still running wild**, when the door of my neighbour's flat opens and, **to my utter astonishment**, I find myself in the middle of a noisy dancing party. I instantly decide to leave this place when somebody **dressed up** in traditional gypsy clothing and ornaments takes me by my hand and starts **telling my fortune** by reading the lines of my right hand. I'm trying **to retrieve** my hand, but the gypsy holds me tight and I'm **mesmerized** by her powerful sweet deep voice which says:

"Don't **rack your brain** to understand how I know what you are thinking of and why you are here. I can see your present and predict your future."

"This is a **trap**," I'm thinking to myself, but I say aloud: "I don't believe in the existence of **palmists, fortune-tellers** and **tea or coffee-readers** of the past, present and future." However, the more I stare into her eyes, the more I want to have a fairly clear picture of what the future **keeps in store for me**. Hoping to **break free** from the unexpected **spell** that holds me in one place and avoiding the burning look of those huge dark eyes, I make a final attempt **to dash** to the exit door and get home as soon as possible by saying:

"I won't believe you unless you tell me my fortune with the help of **Tarot cards!**" **Bingo!** She is not ready for such an unexpected turn of events... However, two minutes later we are sitting across the table on which the Tarot cards are spread in a chaotic order. My whole being is waiting for the verdict and my heart seems **to miss a beat** every two seconds.

"Your low determination, laziness and lack of motivation will lead you to a complete **debacle**: shadows of loneliness will follow you everywhere. Your **daft** acts will be uncovered soon and you'll have to pay a heavy price. Dark shadows of **failure**, decline of pride and humiliation are what you'll get in the end."

My heart **stops pounding** in my chest. Feeling a **tinge of cold** and fear **scrolling down my spine**, I harshly say: "Stop, stop this nonsense, you, old **witch!** You are a **fake!**"

UNIT 5

AN EYE TO THE FUTURE

VOCABULARY BUILDER

VOCAB LIST

“I can’t read and see the positive side of you, my dear, unless you give me some **reward**,” she says in a sweet but powerful voice. I **feel** some banknotes in my pocket and stupidly give them to her. With a huge smile on her face she places the Tarot cards on the smooth surface of the table again. My eagerness to know my future **is at its peak** again: “Your charm and **opulence** will grow day by day and you’ll become famous soon. You’ll **reach the stars** and your hard work will be rewarded by success and popularity. You’ll become a king someday. You’ll take correct decisions and be **lionized** for all the good deeds you are going to do.”

“A king? What on earth are you talking about? Can’t you be serious at least for once?”

“Give me another coin and I’ll tell you the truth. The truth loves money, young man. But remember, you have the right to ask only one question. Just one question!”

Unable to think clearly, I find myself asking: “When will I die?”

She examines the cards for a long time and finally **utters in a small voice** not resembling her own: “Tomorrow, my dear, tomorrow. But, first you’ll have an important call from somebody you haven’t heard from for a long time...”

Outraged by such an impudence, I **slam the door with a loud bang** and rush to my flat to answer the phone which is continuously ringing: “Hello, Mark. That’s Dave, your old **chum**, remember me? We used to play football together when we were kids. I want to ask you...”

Frozen with horror, I cannot realize what Dave is saying. The gypsy’s words keep on **ringing in my mind**: “But, first you’ll have an important call from somebody you haven’t heard from for a long time...” What an **odd** coincidence! Can it be tomorrow? No, it is just simply impossible. Who can believe the words of an **incoherent** gypsy fake? I’m angry with myself for behaving like a child. I promise I’ll start a new life tomorrow. I have a look at the calendar placed on my table to circle the **red-letter day** for me, when I suddenly realize that tomorrow is... **Friday 13** ... a good day to start a new life...

*Trying to think about future and changing it will bring only pain and will turn your life into a living **hell**.*

Friday the 13th is considered an unlucky day in Western superstition. Very little is known about the origins of the day's notoriety. Yet the fear is real. Airlines suffer from severe losses on Friday the 13th because of people's superstition.

witch n - vrăjitoare, hîrcă, baba-cloanța;

fake n - impostor, șarlatan;

reward n - premiu, răsplată;

feel v - a simți, a palpa, a pipăi;

be at its peak - a fi în toi, în culme;

opulence n - bogăție, avere, belșug;

reach the stars - a ajunge la stele, a atinge înalțimi mari;

lionize v - a trata ca pe o celebritate;

utter v - a pronunța, a rosti, a spune;

in a small voice [aici] - încet și speriat;

outraged adj - furios la culme, indignat;

impudence n - indecență, nerușinare, obrăznicie;

slam the door - a trînti ușa;

a loud bang - cu o izbitoră tare;

chum n - prieten bun/ intim, tovarăș;

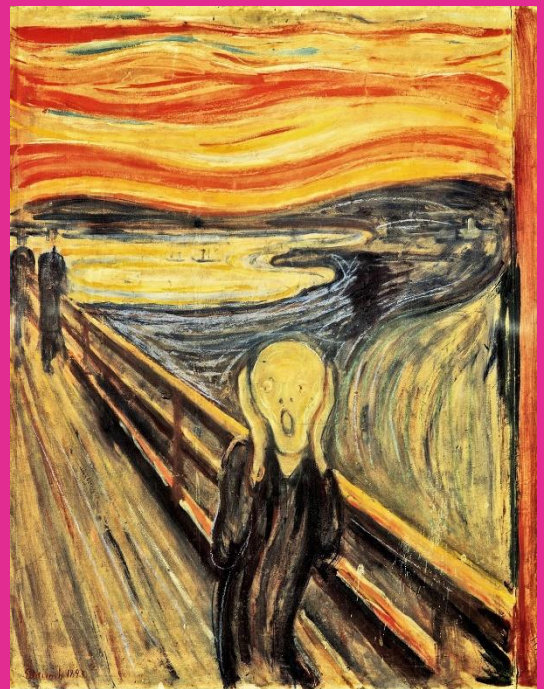
ring in one's mind - a suna în minte;

odd adj - ciudat, excentric, curios;

incoherent adj - incoerent;

red-letter day n - zi memorabilă;

hell n - iad, infern.



UNIT 5

AN EYE TO THE FUTURE

1. Answer the following questions.

1. When does the action of the story take place?
2. How is the weather outside?
3. How does this weather influence the main character's mood?
4. What funny idea does he have in mind?
5. Does he know about his neighbour?
6. What does he find in his neighbour's place?
7. What is his neighbour doing for a living?
8. Does the main character believe in palmists, fortune-tellers and tea or coffee-readers of the past, present and future?
9. Does he want to know his fortune?
10. How does the fortune-teller read his future?
11. What is her first prediction about?
12. Is she telling the truth?
13. How does the young man feel?
14. What does she predict him the second time?
15. Does the young man believe her?
16. What does the young man want to know?
17. Is he happy with the gypsy's prediction?
18. What is he trying to do?
19. How does the story end? What do you think will happen next?
20. What is the significance of Friday 13 in the English culture and in your own culture?
21. Why is the story entitled in such a way?
22. Do you believe in Fate?
23. Do you want to know your own future?

2. Identify whether the following statements are true or false.

1. I am looking for fun and I am not willing to stay alone on such a creepy stormy night. _____
2. I'm trying to retrieve my hand, but the gypsy holds me tight and I'm mesmerized by her powerful sweet deep eyes. _____
3. However, two minutes later we are sitting across the table on which the playing cards are spread in a chaotic order. _____
4. I want to have a fairly clear picture of what the future keeps in store for me. _____
5. I won't believe you if you don't tell me my fortune with the help of Tarot cards! _____
6. Your low determination, laziness and lack of motivation will lead you to a complete failure. _____
7. You'll take correct decisions and be lionized for all the daft deeds you are going to do. _____
8. Who can believe the words of a coherent gypsy fake? _____
9. What a pleasant coincidence! _____
10. I have a look at the calendar placed on my table to circle the black-letter day for me, when I suddenly realize that tomorrow is... Friday 13 ... a good day to start a new life... _____

3. Use the vocabulary from the text to fill in the given spaces.

1. It is extremely to see him dressed up in this way.
2. It never rains, but it
3. The prisoner is thinking tofrom the prison and escape to a faraway land.
4. My business plan will be a complete, if I do not finish it until tomorrow.
5. I am at the idea of his He must learn how to behave himself.
6. I want to know my future. Let's go to a
7. "I am setting some good for these unfortunate animals," says the hunter.
8. "It won't do! You must to come with a favourable solution!" the teacher said.
9. "Stop sounding! I can't make head or tail of it."
10. "You are a.....! We don't give any to people who cannot bring suitable evidence of the committed crime."

4. Think of another ending to the story. Tell the story to the class.

UNIT 5

AN EYE TO THE FUTURE

5. Complete the following sentences according to the model.

Example:

- *I love Asimov's short stories. (I)*
- *So do I.*

1. Kate is fond of science-fiction books. (I)
2. I love using my phone only to talk to people. (We)
3. Sylvia writes funny stories. (Her friend)
4. Tom spends too much time in front of his computer. (My brother)
5. She is addicted to Facebook. (They)
6. The president tweets too much. (The first lady)
7. I am afraid of the future. (We)
8. We'll stop spending too much time on the internet. (They)
9. My parents will buy a new coffee machine. (Mine)
10. I buy eBooks on Amazon. (My sister)

6. Disagree to the following according to the model.

Example:

- *He doesn't like Instagram. (Brad)*
- *Neither / Nor does he.*

1. Your wife doesn't have a Facebook account. (I)
2. They don't have any gadgetry at home. (We)
3. I can't live without my phone. (I)
4. She doesn't believe computers can outdo humans. (My grandmother)
5. He doesn't write any comments to his friends' pictures. (My husband)
6. We can't afford a new computer now. (They)
7. I don't like the idea of spending my entire life playing computer games. (We)
8. They aren't happy about their uncertain future. (We)
9. I don't like when people tell me what to do. (I)
10. They don't have any desire to change their bad habits. (Susan)

7. Put the verbs in brackets into the correct tense: future simple or present simple.

Aries: You ..*will meet*... someone special when you*go*..... to the seaside. (meet / go)

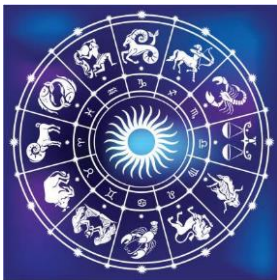
Taurus: Your partner a surprise party for you if he (organise / not forget)

Gemini: A change to you when you ready for it. (happen / be)

Cancer: Somebody you when he how much you need it. (comfort / understand)

Leo: You a fight with a close friend when you that he is lying to you. (have / realize)

Virgo: You your friend when you her new car. (envy / see)



Libra: You your temper when a guest unexpectedly at your house. (lose / arrive)

Scorpio: There someone else to bite if you to play unfairly. (be / continue)

Sagittarius: This week eventful if you in the house all day long. (become / not stay)

Capricorn: Your friends their disapproval if you making a fool of yourself. (express / not stop)

Aquarius: Someone your plans when you it the least. (ruin / expect)

Pisces: People your friendship if you more attention to them. (appreciate / pay)

KEEP IN MIND!!!

Future is not used after **when** or **if** (and their synonyms). Present simple is used instead, even if the sentence refers to future.

e.g. *I will tell her when I see her.*
He will succeed if he works harder.

Tom will call you as soon as he enters the house.

UNIT 5

AN EYE TO THE FUTURE

PRACTICE MAKES PERFECT

1. Find the opposite words for the following adjectives.

- | | | | |
|---------------|-------|-------------------|-------|
| 1. hungry | ..... | 11. dark | ..... |
| 2. dry | ..... | 12. bored | ..... |
| 3. kind | ..... | 13. favourite | ..... |
| 4. sunny | ..... | 14. outgoing | ..... |
| 5. clever | ..... | 15. skinny | ..... |
| 6. full | ..... | 16. patient | ..... |
| 7. sad | ..... | 17. lively | ..... |
| 8. angry | ..... | 18. good-tempered | ..... |
| 9. optimistic | ..... | 19. messy | ..... |
| 10. colourful | ..... | 20. tired | ..... |

2. (a) Underline all the adjectives in Text 2 *An Eye to the Future*. What is their role in the story? What do they help to create?

(b) Replace them with their antonyms. Does the story change its meaning? Which version do you like most? Why?

3. Here is an e-mail in English where Susan writes a letter to her mother telling her about the flat she wants to rent. Fill in the empty space with the adjectives that you think will be suitable in this context. Discuss your choices.

Dear Mum,

You know, I'm looking for a flat to rent for the coming academic year and here's one that I really like. It's a flat. It's rather yet the kitchen is and the bedroom is There are walls, windows, doors and a view over the city lake. The furniture is and It's very in here and I think I'll be in this flat.

Can you come with me to have a look at it again?

*Love,
Susan*

4. Complete the sentences with either the comparative or superlative form of the adjectives below.

high	large	precious	far	wise	deep	difficult	long
------	-------	----------	-----	------	------	-----------	------

- The Nile is than the Thames.
- The Pacific Ocean is the and of the world ocean basins.
- Angel Falls in Venezuela is the waterfall in the world.
- I think Chinese is than English.
- Solomon was than any other king.
- Gold is one of the metals.
- The planet Mars is from the earth than the satellite Moon.

5. In the following examples, identify the words that function as adverbs.

1. Dolly speaks rather quietly not to awake her little sister Mary.
a) little b) quietly c) awake d) rather
2. She will never sing this famous song for them at the City Hall.
a) famous b) sing c) will d) never
3. Alex teases jokingly Sam about his new outlet.
a) new b) outlet c) teased d) jokingly
4. Your friend knows English perfectly and he is proud of it.
a) perfectly b) English c) proud d) knows
5. Sally is quite upset that she is not in Italy and she will miss the big sale this time.
a) quite b) upset c) big d) sale
6. Harry usually goes for a walk with his dog in the park.
a) walk b) park c) usually d) goes
7. Vicky is deeply in love with W. Shakespeare, but she will never admit it.
a) never b) deeply c) love d) Shakespeare
8. Those pretty yellow flowers are selling out fast.
a) pretty b) flowers c) selling d) fast
9. Early to bed and early to rise makes a man happy, wealthy and wise.
a) happy b) early c) wise d) wealthy
10. Advanced learners know their homework in English well.
a) homework b) advanced c) well d) their

6. Complete the second sentence so it means the same as the first. Some sentences contain adjectives, some adverbs.

1. He will read *David Copperfield* in a week because he reads fast.
He will read *David Copperfield* in a week *because he is a fast reader*.....
2. He is late for school because he is a slow walker.
He is late for school because
3. 'I'm going to fail my exams!' he says in a dramatic voice.
'I'm going to fail my exams!'
4. He does a silly dance and everybody laughs.
..... and everybody laughs.
5. The home team wins and their fans do a loud cheer.
The home team wins and
6. We can't go out because there is heavy snow outside.
We can't go out because
7. 'It's wrong to give us a test when you know we are not ready.' he says reasonably.
'It's wrong to give us a test when you know we are not ready.'
8. After the accident, he is a more careful driver.
After the accident,
9. 'I want us to stay friends,' he said in a friendly voice.
'I want us to stay friends,'
10. He is a good football player.
He

7. Write a ten-sentence text about what you think you will be like in twenty years. Use at least five adjectives and five adverbs in your text.

UNIT 5
AN EYE TO THE FUTURE

PRACTICE MAKES PERFECT

8. Bring the picture of the house of your dreams. Describe the changes you will make in its interior design. Be imaginative. Describe the picture to your mates. You might need the following words for your description: *to paint, to change, to improve, to decorate, to refresh, to add, to remove, to take away, to get rid of, to cover, to build some major, minor, considerable, extensive, essential, necessary, vital immediate, urgent, rapid, quick, constant, temporary.* Use the following scheme.

First of all, I will

....., *but I won't*

Then, I will

Next, I will

Finally, I will

9. a) You are the owner of a Chinese restaurant that specializes in baking “feel good” cookies. This is the specialty of the house, as you want people to be in good mood when they leave your restaurant. That is why you put small notes with predictions in your cookies. Express your opinion about the predictions that are written in some cookies.



When the wind of change blows, some build walls, others build windmills.



Eat me.



May you grow rich!



You will die alone and poorly dressed.

- b) Provide your own predictions to your fellow mates.

PRACTICE MAKES PERFECT

10. How well do you know English songs? There are some lyrics of famous songs below. Report the direct speech according to the model. Use the reporting verbs from the box.

say	tell	ask	advise	agree
decide	encourage	explain	insist	promise

Oh no, not I, I will survive
Oh, as long as I know how to love, I know I'll stay alive
I've got all my life to live
And I've got all my love to give and I'll survive
I will survive
Oh
Go on now, go, walk out the door
Just turn around now
'Cause you're not welcome anymore

Gloria Gaynor promises that she will survive as long as she knows how to love. She knows she will stay alive. She explains that she has got all her life to live and all her love to give. She insists that she will survive. She asks her partner to walk out of the door because he is not welcome anymore.

Gloria Gaynor *I will Survive*

Oo, she loves you, yeah, yeah, yeah
She loves you, yeah, yeah, yeah
With a love like that
You know you should be glad
You know it's up to you
I think it's only fair
Pride can hurt you too
Apologize to her

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Beatles - *She Loves You Lyrics*

Imagine there's no heaven
It's easy if you try
No hell below us
Above us, only sky
Imagine all the people living for today
Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too
Imagine all the people living life in peace
You...

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You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

John Lennon - *Imagine*

UNIT 5
AN EYE TO THE FUTURE





LEARN

ENJOY

LOVE

