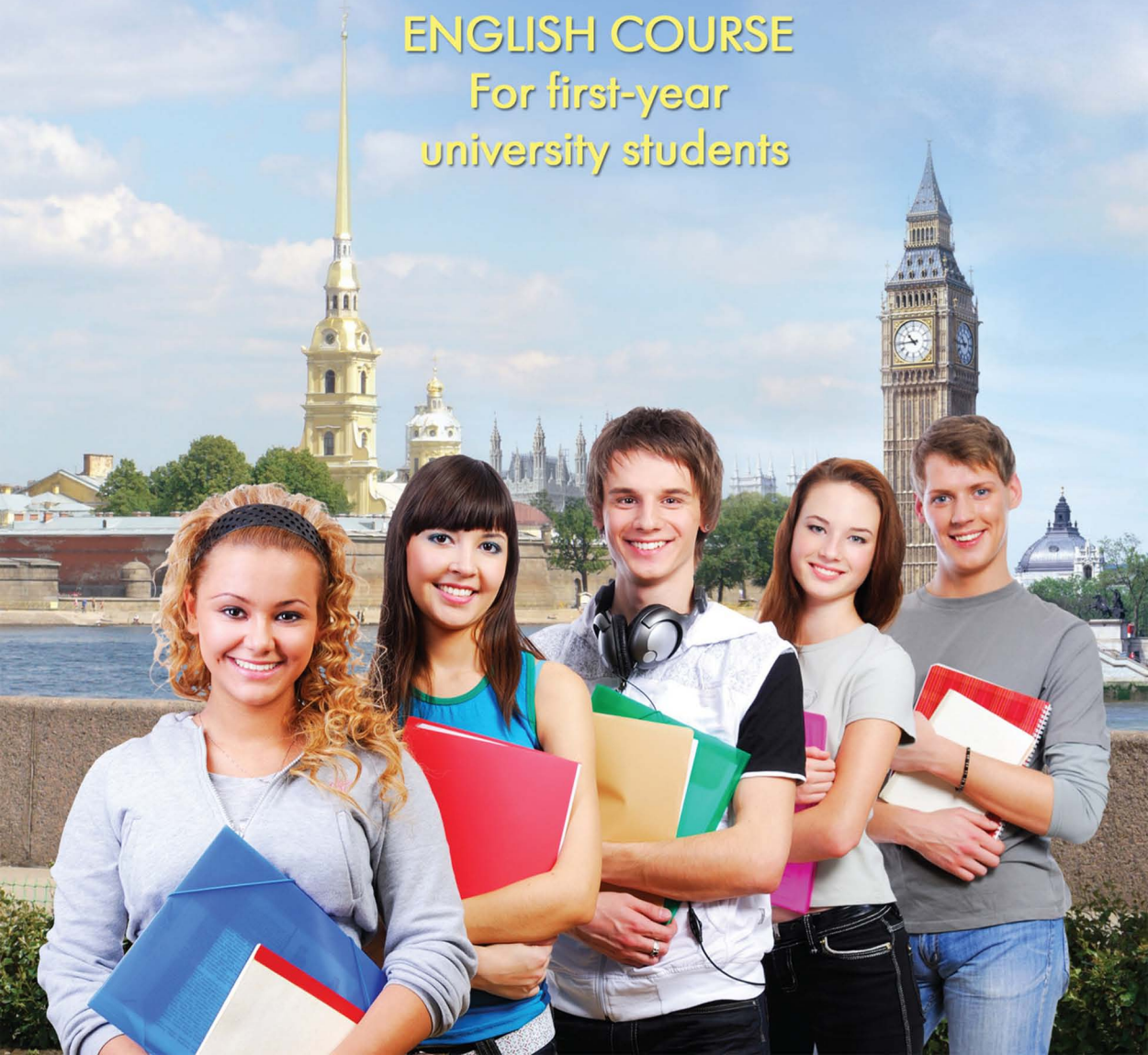


Jane Povey

ENGLISH WITH RACHEL

A COLLOQUIAL
ENGLISH COURSE
For first-year
university students



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Пособие состоит из 14 уроков и предлагает материал разговорного характера по темам, изучаемым на первом курсе университета.

Каждый урок включает в себя тематический текст, несколько диалогов, рекомендуемый лексический материал с комментариями, упражнения для закрепления необходимой лексики и типичных разговорных структур, темы для беседы и дискуссии. Все уроки объединены сюжетной линией и повествуют о студентке из Англии, изучающей русский язык как иностранный и приезжающей на стажировку в Санкт-Петербургский государственный университет.

Автор пособия Джейн Поуви является носителем английского языка и имеет огромный опыт преподавания на филологическом факультете Санкт-Петербургского государственного университета, который находит отражение в материале издания и усиливает его методическую и языковую ценность.

Издание адресовано студентам филологических факультетов университетов, а также широкому кругу читателей, интересующихся английским языком.

ББК 81.2Англ

PREFACE

(to the teacher)

This book is intended primarily for Russian first-year university students specialising in English, who should have already mastered basic grammar and acquired a good general vocabulary. (Although the first few reading passages are short and rather simple, they quickly get longer and more difficult.) The aim is to teach Russian students the English of everyday life, as seen by an English student called Rachel, and to help them use the language in situations which they are likely to meet themselves. Reading, listening and speaking skills are targeted, with emphasis on speaking, communication in English.

The course consists of 14 units, each comprising:

1. **a reading passage** about Rachel and her friends, from Unit 3 onwards in the form of a story;
2. **notes on the reading passage** (mainly lexical and grammatical usage);
3. 4–5 short **dialogues** for various everyday situations related to the subject of the reading passage. There are two sets: Set A and Set B. Most of these are basically the same, the B dialogues being shorter and simpler versions of those in Set A;
4. **notes on the dialogues**;
5. **exercises** providing practice of key vocabulary and colloquial structures. They are divided into “basic” and “additional”;
6. **dialogue work**, involving the creation of students’ own dialogues;
7. **questions for free conversation and discussion**, including both simple and more difficult subjects.

Units 7 and 14 (intended for the end of each term) differ from the others in that they are designed to be optional; there are fewer exercises and instead **additional activities** involving group work.

The units are grouped in two parts: Part I (units 1–7) is based on Rachel’s life in England; Part II (units 8–14) on her study trip to Russia.

At the end of the book there are:

1. **vocabulary lists** for use with the topics for free conversation and discussion, or for general reference;
2. short **notes on phrasal verbs**, which are widely used and practised in the book;
3. an **index of notes**, with the numbers of the units and sections where they can be found, for easy reference.

The course is designed for one traditional academic year, two terms with two or three classes a week. One complete unit involves four to six 1,5-hour classes, depending on the level of the students, which means two weeks per unit. As the subject matter is related to times of year, it is not recommended to spend much more than two weeks on each unit. To cater for students who

have fewer classes or who are less well-prepared, the structure of the course has been made flexible by the provision of various options, which have already been mentioned above:

1. There are two optional units (7 and 14), designed for the end of each term.

2. There are two sets of dialogues (A and B), B dialogues being mainly shorter and simpler versions of those in A.

3. The exercises are divided into "basic" and "additional", although naturally this distinction is not intended to be rigidly observed. (The needs of particular students should also be taken into consideration.)

4. The questions for free conversation and discussion are very varied in type and difficulty, giving scope for both stronger and weaker students,

5. The vocabulary lists at the end of the book also provide material for other work to be planned by the teacher.

This flexibility of approach gives considerable scope for adapting the course to the needs of particular student groups, enables different groups to complete the course at different levels.

The book has an original approach, which encourages students to see life through the eyes of an English student of Russian, who is the natural counterpart of a Russian student of English. It is particularly interesting and useful for Russian students to see not only England but their own country, culture and language, from this point of view. Everything has been done to make Rachel a sympathetic character with whom readers will tend to identify themselves and to make the situations as realistic and interesting (sometimes amusing) as possible. This leads to more than language competence, to a better understanding of cultural factors and of the relation between language and culture.

In contrast, the dialogues have been deliberately made "culturally neutral" as far as is possible without artificiality, so that they can serve as models for students' conversation about their own lives.

Besides, the course is designed to counteract the interference of the students' mother tongue (Russian) in various ways, for example, in the choice of vocabulary and structures used in the reading passages and dialogues, in the notes, which concentrate particularly on items which tend to create problems for Russian speakers, and in the exercises, where such items are practised. This element is incorporated naturally into the course and the emphasis is on correct usage rather than "mistakes". The author's long experience of teaching English to Russian students makes it possible to do this constructively and unobtrusively.

The exercises are varied, including the use of models, responses to situations, and substitution tables, and also more traditional tasks such as reproduction exercises and filling in blanks, which can still be useful. However, all the tasks are united by an underlying communicative principle, considerable care has been taken to ensure that all the sentences are related to a realistic situation, and that all the sentences and dialogues which the students are asked to create are ones which they can use in real life.

There is also a recording of the reading passages, with questions (made by the author), and of the dialogues (made in England by other native speakers). The present versions are home recordings, not studio ones.

In some cases students may listen to the recordings (in class) before reading the text, in order to develop listening ability and, with reading passages, answer oral questions.

The course has been written specially for Russian students of English and is based on the practical experience of the author, a native speaker of English who has taught the language to Russian students at St. Petersburg University for over twenty years, learning Russian at the same time. The author would like to acknowledge the valuable work of her colleague Elena Nikolayevna Korf, who drafted many of the exercises for Units 1–6 in the initial stages. The first version of this course has been used successfully in the English Department of St. Petersburg University for seven years and the author has drawn on her own experience with the course and that of her colleagues to produce the present edition.

This book does not claim to contain everything which first-year students need in order to speak English well. They should also have a good English dictionary, preferably one for foreign learners of English, and an up-to-date reference grammar for foreign students. Useful additional material on conversational English, lexical and grammatical usage, and phrasal verbs can be found in previously published books by the author of this course, especially in *ENGLISH CONVERSATIONAL FORMULAS* and *GET IT RIGHT*¹, which deal in greater detail with many of the words discussed in the notes on reading passages and dialogues. A list of all books can be found in the bibliography at the end of this book.

The author hopes that students and teachers will enjoy using this course and would welcome comments and suggestions for its possible improvement. These can be sent to the following address:

199226 Санкт-Петербург, а/я 924, Поуви Джейн.

¹ J. Povey, A. O. Ivanov, *English Conversational Formulas*, Moscow, 1989; J. Povey, *Get It Right*, Moscow, 1984.

PART I

RACHEL IN ENGLAND

UNIT ONE

READING PASSAGE

MEET RACHEL

Rachel Cooper is **nineteen***. She's **medium height**, **slim**, with short **fair hair** and **blue eyes**. She's a **student**. She's in her **first year*** at **Birmingham University**. She's **studying*** Russian. She started **learning*** Russian in the **fourth form*** at school and liked it so much that she decided to **specialise** in it. She **finds*** her **university course*** **very interesting** and **works hard***.

Rachel comes from* Exeter, in the South-West. Her father's a **doctor** and her mother's a **teacher** at a **secondary school**. She's got* an **elder*** **brother** called **Philip** and a **younger sister** called **Alison**. Philip's twenty-three and **works** as a **computer programmer**. Alison's **still*** at school. She's fourteen.

There is a university at Exeter but **the Russian Department** at Birmingham is better. Besides, in England young people often **go away to university***. Rachel likes **being independent** of her **parents**, although she **enjoys*** going home sometimes **at weekends**.

Rachel lives in a **hall of residence***, only **ten minutes'** walk from the university. She **shares a room with** another **first-year student** called Emma who is from Leeds. Emma's studying French. She's an **only child** and rather **spoilt** so Rachel doesn't **get on with*** her very well. Fortunately **she's got a lot*** of friends at the university.

First-year students of the Russian Department **do an intensive language course***, because for most of them Russian is their **second foreign language** and they don't know it very well **yet***. They **spend a lot of time** in the **language laboratory**. This **helps them to improve their pronunciation**, understand **the spoken language*** better, and speak more **fluently***. Besides, they have conversation lessons with Tanya, a native-speaker of Russian. They **do written work** too, and **read easy books in Russian**.

When students want to **relax*** and **enjoy themselves** they often go to the **Students' Union***, which **arranges a lot of interesting activities**. Rachel is a **member of the Drama Society*** and the **Tennis Club***. Emma sings in the **university choir**.

* This asterisk indicates that there is a note on the word or phrase marked, in the section "Notes on the reading passage".

Notes

(on the reading passage)

meet — This is widely used in the sense of “get/become acquainted (with)”. It is not only shorter but more colloquial; “acquainted” and “acquaintance” are mainly restricted to formal style.

nineteen — This is the usual way of saying someone’s age in colloquial style. “Nineteen years old” is characteristic of formal style, and “nineteen years of age” is even more formal.

in her first year — Be careful not to use “course” in this sense. (See **learn, study** below)

learn, study

“learn” means “to gain practical knowledge or skill”.

eg a. I learnt French at school.

b. I’m learning to play the piano.

It can also mean “learn by heart (memorize)”.

eg c. We are to learn the poem (by heart) for homework.

Study in conversation usually means “to gain more theoretical, deeper knowledge”.

eg d. I’m studying English (at university).

e. My brother’s studying to be a doctor.

work — When speaking of students, “work” often means “study” (заниматься).

Note that we say “work hard” (not “much”).

fourth form — This means “the fourth form at secondary school”, where pupils are 14–15 and can usually choose some new subjects. (At primary school there are **classes** — Class 1, Class 2, etc.)

course — This word can mean “a complete set of studies”, as in “She finds her university course very interesting”, or “a set of classes in one subject only”, as in “First-year students do an intensive language course”.

Here are some more examples:

an English/French/Russian/phonetics/literature course;

a course of lectures;

a full-time/part-time course.

find sth. interesting — Other adjectives can be used in this construction, for example, “exciting”, “boring”, “easy”, “difficult”.

eg I find detective stories exciting because I never know what will happen next.

come from — We use “come” in the present indefinite, with “from”, when we tell sb. where we were born and grew up.

eg She comes from (the) Ukraine.

“Be” can be used instead of “come”.

eg She’s from (the) Ukraine.

These combinations are examples of phrasal verbs (see below), which are so characteristic of modern English, especially colloquial style.

got — In conversation we use “got” with the contracted forms of “have” to express possession.

eg I’ve/You’ve/He’s/She’s/They’ve got a dog.

elder, older — “Elder” is often used instead of “older” with “brother” and “sister”. It means “older of two” (here Rachel and Philip). But we say “Philip is (four years) older than Rachel”.

still, yet — Remember that “still” is used in affirmative and interrogative sentences.

eg a. Alison’s still at school.

b. Does your father still work in London?

“Yet” is used in negative and interrogative sentences.

eg. c. They don’t know Russian very well yet.

d. Aren’t you ready yet?

go away (to university). This is another phrasal verb. It means “go away (to university) to another town or city”.

enjoy — This means “like, get pleasure (from sth.)”. It is more expressive than “like” which is very general, though in many cases both are possible.

eg a. I like/enjoy reading/listening to music.

However, “enjoy” is generally preferred when speaking about a particular event, experience, etc.

eg. b. I enjoyed the film very much.

c. I hope you enjoy the party.

Besides, we can like people but not enjoy them, although we can enjoy somebody’s company, enjoy talking to people, etc.

eg d. My grandmother enjoys the children’s company.

“**To enjoy oneself**” means “to find sth. pleasant, to have a good time”. If we do something often, we can use “**be fond of**”.

eg e. I’m fond of reading. (= I often read and I like doing it.)

Besides, we can be fond of somebody we know well, for example members of our family.

eg f. Rachel is fond of her brother.

“Fond” is associated with familiarity, somebody or something well known to us, rather than with strong emotion.

weekend — This starts after work, school, etc. on Friday evening. In England there are no classes at most schools or at colleges, universities on Saturdays.

hall of residence = modern hostel for students, usually situated on or near the university grounds. “Hostel” is used for the old type, and when it is not for students.

get on (well) with sb. — Phrasal verb = have good relations with, be on good terms with. The question form is “How do you get on with ... ?”

eg — How do you get on with the other students in your group?

— Very well.

a lot (of) — In conversation this is used instead of “much/many” in affirmative sentences. It is used with both countable and uncountable nouns.

eg a. I’ve got a lot of work to do.

b. There are a lot of interesting books in the library.

It is also used as an adverb.

c. Rachel reads a lot.

But remember: work **hard**.

In negative and interrogative sentences “**much/many**” are usual.

eg d. Have you got much work?

e. There aren’t many interesting books on sale.

the spoken language — in contrast to the **written language**.

speak a language fluently — freely, without unnecessary pauses.

relax — stop thinking about (and doing) serious things.

Students’ Union — sort of students’ club. It has societies for drama, music, literature, etc. and clubs for sports; also an orchestra and a choir. Note the pronunciation of “choir” [ˈkwaɪə].

tennis — In English this usually means “lawn tennis”. For “table tennis” the full name is used.

Phrasal verbs

You will come across a lot more phrasal verbs in this book (by the way, “come across” is another example). They are very important, so pay particular attention to them, even if they seem rather simple and there is no note on them, for example, “get up” or “put on”. And try to use them as much as possible, too. Those who are interested in the various types of phrasal verbs and their use can find an explanation and table at the end of the book.

DIALOGUES

(Introducing oneself, first day at university, family)

Set A

1. Catherine meets her room-mate

(Catherine knocks on the door and then goes in.)

Catherine: Hallo. I’m Catherine Harrison. I’m sharing this room with you.

Elizabeth: I see. My name’s* Elizabeth. Elizabeth Brent. But most people call* me Liz. Sit down for a minute before you start unpacking.

C: Thanks. (Sits down) Where do you come from?

E: Liverpool. And you?

C: I’m from Basingstoke, in Hampshire.

E: Oh, yes? And what department are you in?

C: The English Department.

E: I’m doing* classics. I suppose they put people doing similar subjects together, so that they have at least something in common.

C: Yes, probably. But I hope we shan’t only talk about work.

2. Steve tells his mother about his first day at university

Steve: Hallo, Mum.

Mother: Hallo, Steve. How did you get on*?

* This indicates that there is a note in the section “Notes on the dialogues”.

S: All right. I think I'm going to like it.
 M: Good. What did you do today?
 S: Well, first there was a meeting for all the first-year students. Professor Clark (the head of department) told us about our course. Then we went to look at our timetable, and find out when we'll get our grant.* Classes don't start till tomorrow.
 M: I see. And what are the other students like?
 S: Well. I've only met a few of them. There are about thirty of us* altogether, mostly girls. One of them's married with two children.
 M: Really? How will she manage?
 S: She says there's a nursery at the university.

3. Brothers and sisters

David: Have you got any brothers and sisters?
 Jean: No. I'm an only child. But I've got a cousin* who's just like a sister. They lived near us and we were practically brought up together. We went to the same school* too.
 D: I see. I come from a big family myself.
 J: Yes, I know. How many children are there in your family?
 D: Four. Three girls and a boy. I'm the eldest.
 J: And how old are the others?
 D: The twins are fifteen and David, the youngest, is twelve.

4. Working mothers

Chris: Does your mother go out to work*?
 Robert: Yes. She's a nurse.*
 C: That's a demanding job.* She must find it hard to run the house as well.
 R: Not really. You see she only works part-time now. And we all help in the house.
 C: I see. My mother wants to go back to work but my father won't let her.
 R: Really? Why not?
 C: He says it will be too much for her. But I think he's just afraid of being neglected.
 R: What does he do for a living?
 C: He's a builder and decorator.*

Set B

1. Introductions

Christine: Hallo. Are you in the first year too?
 Helen: Yes, My name's* Helen, Helen Hudson.
 C: I'm Christine. But most people call* me Chris.
 H: I see. And where do you come from?
 C: Bristol. Where are you from?
 H: Oh, my parents live here in Nottingham.

2. Departments, subjects

Anne: What department are you in?

Mary: The English Department.

A: I'm doing* German.

M: Oh. I learnt German at school, but I didn't like it at all.

A: German was my favourite subject. I've always been interested in foreign languages.

3. The first day at university

Susan: Hallo, Mum.

Mother: Hallo, Sue. How did you get on?*

S: All right. I think I'm going to like the course.

M: Good. What did you do today?

S: There was a meeting for all the first-year students. And we got our timetable.

M: I see. And when do your classes start?

S: On Monday.

4. Brothers and sisters

Diana: Have you got any brothers and sisters?

Jean: No. I'm an only child.

D: Oh. I come from a big family myself.

J: I see. And how many children are there in your family?

D: Four. Three girls and a boy. I'm the eldest.

J: And how old is the youngest?

D: Twelve.

5. Jobs

Ruth: What's your job?*

Linda: I'm a secretary.* You work in a laboratory,* don't you?

R: Yes, but I want to change my job.

L: Why? Don't you like your work?

R: Yes, but it's too tiring*. And the hours are rather inconvenient.

L: I see. Well, I should try and find an office job if I were you.

Notes

(on the dialogues)

Note: (A) or (B) in a note indicates that the word/phrase occurs only in that set of dialogues (although it may be of interest to all readers).

name, call

name — *n* — word(s) by which a person (or thing) is known and spoken to, eg What's your name?

The answer to this question depends on the situation (formal or informal).

It may be just the **first/Christian name** (eg Rachel), or the first name

and **surname/family name** (eg Rachel Cooper). For Russians it may be the first name and **patronymic**. Remember that all these are names.

name *v* — (1) give a name to (sb./sth.);

eg a. They named her Susan.

b. They named the child after his grandfather.

(2) say the name(s) of (sth.);

eg Can you name these trees?

call *v* — (1) give a name to; name.

eg a. They called the child Peter.

b. What are these berries called?

Pay particular attention to this use of “what?” (NOT “how”) with “call”.

(2) address as;

eg His name’s Richard but we all call him Rick.

do (English/history, etc.) = *colloq.* = study (English/history, etc.)

classics (A) — Latin and Greek (language and literature).

How did you get on? — Widely used in such situations, meaning “What happened? What was the result?”

(maintenance) grant (A) = money paid regularly to students (in England by the local authorities) to cover their living expenses, etc. “Scholarship” is used only for certain grants provided from special funds (for example in memory of some famous graduate of the university). “Stipend” is a very rare word (practically archaic nowadays) meaning “salary”.

There are/were . . . of us/you/them (A) = Note that this is the usual way of expressing this idea nowadays. Such sentences as “We are thirty” are rare and very formal. (See Exercise 7 in Unit 4).

cousin (m. & f.) (A) — Do not use “brother/sister” instead of this word. It will confuse native speakers of English.

go to the same school (A) — A synonymous expression is “be at school together”.

go out to work (A) — Note the use of “out” here, meaning “outside the home”. Compare with “go away” (eg to university), meaning “to another town”.

job, occupation, profession

job — The most usual general word. The usual way of asking about someone’s job is: What’s your/his/her job? *or* What do/does you/he/she do (for a living)?

office job — A job as a secretary, typist, clerk, etc. (dealing with papers, administration, etc.)

occupation — Also a general word but formal style (used on forms, etc.)

profession — Not a general word. Used only of those jobs which demand advanced study. So the work of a teacher or a doctor or an architect can be called a profession but not that of a secretary, or builder, or bus-driver. (However, they can all be said to have jobs, or occupations.)

nurse (A) — This usually “means someone who looks after sick people” (usually in a hospital), not “a children’s nurse”. “Medical nurse” is not

usual; “hospital nurse” is used when necessary. A woman who looks after somebody else’s children full-time is usually called a **nanny** (at least in Britain). A **baby-sitter** (in Britain) is someone who just comes occasionally for a few hours, so that the parents can go out for the evening, for example. Nowadays some families have an **au pair girl**, a girl who comes from abroad to learn English and lives in a family, looking after the children and doing some housework, etc. in return for board and pocket money.

decorator (A) — Somebody who paints the woodwork of rooms, etc. and puts wallpaper on the walls. The verb “(re)decorate” is also used in this sense.

eg We are going to have our flat (re)decorated.

secretary (B) — A very general word. The duties of a typical secretary include typing, dealing with correspondence, answering the telephone, and various administrative duties (for example, making appointments, travel arrangements).

lab(oratory) assistant (B)— Note that this is used ONLY of a person who works in a laboratory, for example, preparing equipment for experiments, or operating electrical devices. If he/she works in an office he/she is probably a secretary.

tiring (B) — For the difference between “tiring” and “tiresome”, see Unit 9 (“Notes on the dialogues”).

EXERCISES

A. Basic Exercises

Exercise 1. Listen to the recording of the text (reading passage) and answer the recorded questions,¹ giving short answers. Remember to replace nouns by pronouns. Here are the first few questions with answers, to help you start.

1. — How old is Rachel? — (She’s) nineteen.
2. — What’s her surname? — Cooper.
3. — Is she tall? — No, she’s medium height. *or:* — No, she isn’t.
4. — What colour is her hair? — (It’s) fair.
— And her eyes? — (They’re) blue.

Exercise 2. Give the information in the text as if you were Rachel, introducing yourself.

Exercise 3. Make up questions and answers in pairs, according to the model.

Model: Rachel — 19 →

Student A: How old’s Rachel?

Student B: She’s nineteen.

¹ There is a recording made by the author in the language laboratory of the Philological Faculty of St. Petersburg University.

(Student B can then ask Student C the next question and so on, in a chain).

- | | |
|---------------------|-------------------------------|
| 1. Alison — 14 | 7. Rachel's father — about 50 |
| 2. Philip — 23 | 8. Her mother — over 40 |
| 3. Emma — 20 | 9. Chris — 22 |
| 4. Marion — 17 | 10. Mary — under 30 |
| 5. Robert — 13 | 11. John — 15 |
| 6. Miss Renton — 34 | 12. Mr Park — over 60 |

Exercise 4. Make up comparative sentences according to the model.

Model: Rachel — 19, Alison — 14 →

Rachel's five years older than Alison.

or Alison's five years younger than Rachel.

- | | |
|-----------------------------|--|
| 1. Philip — 23, Rachel — 19 | 7. Jack — 27, his wife — 25 |
| 2. Emma — 20, Robert — 13 | 8. Bill's father — 52, his mother — 48 |
| 3. Mary — 14, Chris — 22 | 9. my niece — 5, my nephew — 3 |
| 4. Marion — 17, Susan — 21 | 10. my brother — 24, my sister — 23 |
| 5. Fred — 17, Mike — 24 | 11. my grandfather — 76, my grandmother — 73 |
| 6. Sam — 15, Peter — 12 | 12. Mr Park — 65, Mrs Park — 57 |

Exercise 5.

A. Make up mini-dialogues about other people's appearance (eg fellow-students, teachers, famous people), using the words given below and any others you know.

	slim		fair	blue
tall	thin	long	dark	brown
medium height	well-built	short	light brown	green
short	broad-shouldered		dark brown	grey
	plump		auburn	

Try to use the following pattern:

- What does ... look like?
- He/She's ... with ... and

B. Describe yourself as if you were arranging to meet someone for the first time, on the telephone, so that he/she will recognize you.

C. Describe a person everybody knows without saying his/her name, for the others to guess. (They can ask questions, eg — Has she got short hair?)

Exercise 6. Make up questions and answers according to the model. You can choose an answer from the list at the end, if necessary. (Look through it before you start and make sure you know how to pronounce all the words.)

Model: Rachel's brother →

- *What's Rachel's brother called?*
- Philip.

- | | |
|--------------------------------|-----------------------|
| 1. Rachel's sister | 7. those birds |
| 2. Emma's boy-friend | 8. this material |
| 3. the lab assistant | 9. those flowers |
| 4. the new director | 10. these pens |
| 5. the neighbours' children | 11. that machine |
| 6. those two American tourists | 12. those instruments |

Andrew, Adrian, Nicholas, Timothy Benson, Beatrice, Deborah, Sarah, chiffon, narcissi, banjos, felt (tip), word-processor, swallows.

Exercise 7. Make up pairs of sentences according to the model.

Model: that student — Rachel/Emma →

Student A: That student's *called* Rachel.

Student B: No, she isn't. Her *name's* Emma.

1. that student — Mary/Marion
2. that boy — David/Andrew
3. Rachel's brother — Peter/Philip
4. her sister — Angela/Alison
5. John's friend — Mike/Steve
6. the secretary — Linda/Elizabeth
7. our neighbours — Smith/Brown
8. Helen's husband — Richard/Robert
9. our new teacher — Miss West/Mrs North
10. our guide — Jane/Jean
11. the clerk — Vadim/Victor
12. the twins — Roberts/Robinson

Exercise 8. Make up questions and answers about people's jobs in pairs according to the model.

Model: Philip — computer programmer →

Student A: *What's Philip's job? What does Philip do (for a living)?*

Student B: *He's a computer programmer.*

- | | |
|----------------------------------|------------------------------------|
| 1. Mrs Cooper — teacher | 7. Mrs Pitman — secretary |
| 2. Rachel's father — doctor | 8. you — typist |
| 3. your father — engineer | 9. your friend Peter — taxi-driver |
| 4. Mary — nurse | 10. your aunt — librarian |
| 5. your brother — builder | 11. Janet — translator |
| 6. your sisters — lab assistants | 12. Mr Barton — businessman |

Exercise 9. Make up sentences using one item from each column.

Rachel	am		London
Emma			Exeter
Catherine	is		Manchester
Elizabeth			Leeds
Richard	are	from	England
I			Petersburg
Natasha	come		Moscow
Marina			the Ukraine
My friend	comes		the Caucasus
The tourists			Latvia

Exercise 10. Make up sentences according to the models.

Model A: Rachel — elder brother (+) → Rachel's *got an* elder brother.

Model B: Rachel — elder sister (-) → Rachel *hasn't got an* elder sister.

Model C: you — English books? → *Have you got any* English books?

- | | |
|--------------------------------|-------------------------------------|
| 1. Rachel — younger sister (+) | 7. your aunt — children? |
| 2. Emma — brothers or sisters? | 8. I — cat (+) |
| 3. you — tape-recorder? | 9. my neighbour — five cats (+) |
| 4. I — camera (-) | 10. you — French books? |
| 5. my grandparents — dog (-) | 11. your friend — good dictionaries |
| 6. your parents — car? | 12. I — money (-) |

Exercise 11. Give either an affirmative or negative answers to the questions.
One student reads, another answers.

Model: — Have you got *much* work / *many* friends?

— Yes, *a lot*.

or: — No, *not (very) much/many*.

— No, very little/few.

1. Has Rachel got many friends?
2. Have you got many English books?
3. Do you eat much bread?
4. Do your parents watch much television?
5. Do you spend much time in the language lab?
6. Have you seen many English films?
7. Do you drink much coffee?
8. Do you write many letters?
9. Have you got much money?
10. Have we done many exercises?
11. Do you read many newspapers?
12. Have you got much preparation for tomorrow?

Exercise 12. Fill in the blanks with the appropriate form of “learn”, “study” or “work”.

1. What languages did you ... at school?
2. My sister ... economics at university.
3. Where did you ... English? You speak it very fluently.
4. If you want to speak French well you must ... hard.
5. My brother is ... to play the piano.
6. Do you ... literature (at university)?
7. Sometimes students ... in the library.
8. It's very useful to ... complete sentences by heart.
9. David is ... the history of philosophy.
10. You'll never ... anything if you don't
11. Small children ... languages more easily than adults.
12. We are to ... the new vocabulary for homework.

Exercise 13. Fill in the blanks with the appropriate form of “like”, “enjoy” or “be fond of”. Where possible, give alternatives, explaining the difference. Note that “fond” is usually modified by an adverb such as “very” or “rather”.

1. Do you ... reading?
2. I ... watching English films.
3. I ... the film about London very much. (*You saw it recently*)
4. I hope you (will) ... the party.
5. Charles ... being independent (of his parents).
6. We have had our dog Rex for nearly ten years and we ... him.
7. My mother ... her job. It's very creative and she meets all sorts of interesting people.
8. I don't ... getting up early.
9. I really ... staying in bed till ten or eleven on Sundays.
10. Did you ... your weekend in the country?
11. The children ... their Uncle Bob.
12. They were sorry to leave the old flat. It was small and a bit shabby but they ... it.
13. I was looking forward to the concert but they changed the programme so I didn't ... it.
14. Patrick ... his new room-mate.
15. I ... Helen's company. She's always so cheerful, always joking.

Exercise 14. Insert articles where necessary.

1. Rachel is ... student.
2. We are ... students too.
3. I'm at ... St.Petersburg University.
4. Is there ... university in your home town?
5. I've got ... brother.
6. My sister works as ... guide.
7. The students are doing ... intensive German course.
8. I often work in ... language laboratory.
9. All the students have ... conversation classes with ... native speaker.
10. What does John's father do for ... living?
11. My brother is still at ... school, in ... sixth form.
12. I am ... member of ... university choir.

Exercise 15. Insert prepositions where necessary.

1. I'm ... university.
2. We are ... the English department.
3. Are you ... the first year?
4. Where do you come ...?
5. What do you do ... weekends?
6. ... this country (Russia) children start English ... the fifth form.
7. ... England young people often go away ... university.
8. The language laboratory is only ... five minutes' walk ... the department.
9. Do you get on well ... the other students?
10. Caroline often helps her mother ... the house.
11. Charles is ... medium height.
12. Odessa is ... the south.

Exercise 16. What do you call:

1. a modern hostel for students?
2. a course with many hours in a short time?
3. a room equipped with tape-recorders, etc. for learning languages?
4. a sort of club for students (at English universities)?
5. the money paid regularly to (full-time) students?
6. a list of classes, with times?
7. a group of people who sing together?
8. an organisation for people who want to play badminton?
9. a person who has no brothers or sisters?
10. Friday evening, Saturday and Sunday?
11. your uncle's children?
12. your sister's son?

B. Additional Exercises

Exercise 17. Make up tail-questions for your fellow-students to answer.

Model: Rachel's studying English. →

Student A: Rachel's studying English, *isn't she*?

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

1. Rachel's medium height.
2. Rachel's in her second year at Birmingham University.
3. Emma's got a sister and two brothers.
4. Rachel started learning Russian at school.
5. They live in a hall of residence.
6. Rachel and Emma don't get on very well.
7. Philip works as a computer programmer.
8. Alison is a student.
9. Rachel's got a younger brother and an elder sister.
10. Rachel's got a lot of friends (at the university).
11. Rachel's father is a doctor.
12. Her mother is a doctor, too.

Exercise 18. Make up sentences according to the models.

Model A: Rachel — student → Rachel's *a* student.

Model B: Rachel, Emma — students → Rachel and Emma *are* students.

1. Rachel's father — doctor
2. Her mother — teacher
3. Philip — computer programmer
4. I — student
5. We — students
6. My parents — engineers
7. My aunt — nurse
8. My cousin Mike — builder
9. Janet — typist
10. My uncle Peter — mechanic
11. Mrs Pitman — secretary
12. Mary, Helen — lab assistants

Exercise 19. Rephrase the sentences in the negative, using “yet” and the words in brackets, according to the model.

Model: The children *are still* asleep. (wake up) →

The children *haven't woken up yet*.

1. My sister is still at school. (leave school)
2. Alison is still in bed. (get up)
3. The manager is still busy. (be free)
4. — Can I borrow this book? — No, I'm still reading it. (finish reading)
5. It's still raining. (stop raining)
6. Those apples are still green. (be ripe)
7. My father is still at work. (come home)
8. The journalists are still waiting. (leave)
9. Helen's still working in the shop. (find another job)
10. David's German is still very bad. (improve)
11. The potatoes are still hard. (be cooked)
12. My grandmother is still very ill. (recover)

Exercise 20. Rephrase the sentences using a noun, according to the model.

Model: He's tall. → He's *a* tall (young) *man*.

1. Myra's slim.
2. Alison's plump.
3. Philip's broad-shouldered.
4. Fred's handsome.
5. She's very clever.
6. Susan's short.
7. They're very nice. (*people*)
8. She's pleasant-looking.
9. He's short.
10. Bill's silly.
11. My nephew's naughty.
12. My niece is beautiful.

Exercise 21. Rephrase the sentences according to the model.

Model: Her eyes are blue. → *She's blue-eyed*.

1. His hair is fair.
2. My sister's nose is snub.
3. His cousin's eyes are grey.
4. Her hair is dark.
5. Tom's shoulders are broad.
6. His legs are long.
7. Nelly's cheeks are rosy.
8. Francisco's skin is dark.
9. Her eyes are brown.
10. His hair is red.
11. My sister's eyes are green.
12. His father's hair is grey.