

А. В. Кузьмин

LEARN
ENGLISH
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УЧИТЕ АНГЛИЙСКИЙ
УЧИТЕ АНГЛИЙСКОМУ

УДК 372.881.111.1
ББК 81.2 Англ-9
К89

Кузьмин А.В.
K89 Learn English. Teach English — СПб.: КАРО, 2004. —
215 с.

ISBN 5-89815-431-0

Предлагаемое пособие предназначено для начинающих студентов, изучающих английский язык на уровнях Elementary — Pre-Intermediate в школах, вузах, на курсах иностранных языков. Ядро пособия составляют двенадцать уроков, нацеленных на развитие коммуникативных навыков учащихся в той или иной сфере общения (знакомство, семья, еда, магазины, деньги, путешествие, гостиницы, медицина и др.). Комплекс уроков подкрепляется лексико-грамматическими заданиями, представленными в Приложениях. Большинство заданий в пособии имеют игровую и коммуникативную направленность и могут быть эффективно использованы при работе с разновозрастными аудиториями — как подростками, так и взрослыми.

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ISBN 5-89815-431-0

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Unit 1

WHAT IS YOUR NAME?

Pre-Reading Activities

1. Divide the following words and phrases into four groups: appearance, character, jobs, free-time activities:

doctor	well-built	knitting	TV presenter
smart	lawyer	short dark hair	hiking
surfing the Net	of medium height	brave	windsurfing
tall and slim	interpreter	watching TV	policeman
skiing	gentle	hard working	kind

APPEARANCE	CHARACTER	JOBS	FREE-TIME ACTIVITIES

2. Fill in the gaps in the following sentences with the most suitable word / phrase from Ex. 1.

- a) He goes to the gym every day that's why he is _____.
- b) My son is three and he can read, he is a really _____ kid.
- c) If you want to understand him you need an _____.
- d) My granny makes one sweater a month. She enjoys _____.
- e) He works late hours, he is really _____.
- f) My son is so _____, he goes snowboarding.
- g) I want to become a _____ to catch criminals.

Reading Activities

PRESENTATION CARD

Personal Hello, my name is Brian Green. This is my family photo.
I'm 38 years old. I'm from Great Britain. I'm a lawyer.

<i>Family</i>	I'm married. My wife's name is Mireille. She is from France. She is an interpreter. I've got two children. My son's name is Gregory. He is twelve. My daughter Pauline is ten.
<i>Home</i>	We live in Manchester. We've got a spacious six-room flat on the fifth floor.
<i>Appearance</i>	I'm rather tall, well-built. I've got short dark wavy hair and grey eyes.
<i>Character</i>	I'm a lawyer and I can communicate with people pretty well. Besides I've got great problem solving skills. As a husband I'm gentle, as a father I'm strict and kind at the same time.
<i>Skills</i>	As for my skills, I can drive a car perfectly. I'm a qualified PC-user. I can speak three foreign languages: French, Russian and Japanese. And I'm good at cooking. It's my hobby.
<i>Free-time activities</i>	I work hard and I haven't got much free time. But when I have a spare minute I go skiing and snowboarding in winter and windsurfing and hiking in summer. I like spending my free time with my children and wife.



Work in pairs, use the prompts to ask each other the questions about Brian Green.

- | | |
|--|---|
| a) How old / he / be? | i) Where / he / live? |
| b) Where / he / be from? | j) What / his flat / be like? |
| c) What / his job / be? | k) What / he / look like? |
| d) He / be married? | l) What / his character / be like? |
| e) What / his wife's name / be? | m) What / he / be good at? |
| f) He / have got any children? | n) How many foreign languages / he / can / speak? |
| g) What / his / children's names / be? | o) What / his hobby / be? |
| h) How old / they / be? | p) What / he / do / in his free time? |

Post-Reading Activities

1. Work in groups of three. One of you will be Mireille Green, another — Gregory Green and the rest — Pauline Green. Ask each other personal questions and answer them.

2. Work in groups and tell about yourself using the following headings. The other students can ask you follow up questions.

- Personal
- Family
- Home
- Appearance
- Character
- Skills
- Free-time activities

3. Fill in the chart below with your likes and dislikes. Remember that after verbs and phrases expressing emotions and some phrases expressing abilities you use either nouns or —ing forms:

adore love like hate mind, etc. be keen on be fond of be into be crazy about be good at be terrible at	+	Noun or -ing
--	---	--------------

I adore _____ and I absolutely love _____.

I extremely like _____.

I'm keen on _____ and I'm fond of _____.

I'm into _____ and I'm just crazy about _____.

I'm rather good at _____, but I'm terrible at _____.

I don't mind _____, however I really hate _____.

Unit 2

WHAT IS YOUR FAMILY LIKE?

Pre-Reading Activities

1. In the word square below find 24 names of relatives. The words can go in any order.

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

M _ _ _ _ _ W
F _ _ _ _ _ W
G _ _ _ _ _ R
G _ _ _ _ _ R
G _ _ _ _ _ R
G _ _ _ _ _ R
G _ _ _ _ _ N
S _ _ _ _ _ N
S _ _ _ _ _ R
H _ _ _ _ _ R
S _ _ _ _ _ W
D _ _ _ _ _ R

M _ _ _ _ R
C _ _ _ _ N
B _ _ _ _ R
N _ _ _ _ W
F _ _ _ _ R
A _ _ T
W _ _ E
S _ _ _ R
U _ _ _ E
N _ _ _ E
S _ N
H _ _ _ _ D

2. In the text you are going to read you will come across some strange words. Match them to their definitions and translate them.

- | | |
|----------------|---|
| 1. haunted | a) to stop work when you are old |
| 2. mysterious | b) to cry when you are hurt or scared |
| 3. ghost | c) someone who can't hear |
| 4. to retire | d) with spirits of dead people |
| 5. deaf | e) one of two children born at the same time to the same mother |
| 6. twin | f) the spirit of a dead person |
| 7. to knock | g) something which is difficult to explain |
| 8. angry | h) to discover smth |
| 9. to find out | i) when you are _____ you can shout at smb or even beat smb |
| 10. to scream | j) to hit smth with your closed hand for some times |

Fill in the gaps with the suitable form of the word from above.

- She isn't in her mind, she thinks that _____ follow her.
- It is a _____ place, no one can explain what is happening here.
- Someone is _____, will you open the door?
- She failed her exam and felt extremely _____.
- _____ people speak their own language using hands.
- They are _____ and people often mix them up.
- When she saw a snake she _____ loudly.
- My granny _____ when she was 55.
- Will you call the station and _____ when the train arrives?
- This house is very old and people say it is _____.

Reading Activities

LIVING IN A HAUNTED HOUSE

I've got a large family. There are eight of us: my grandmother Margaret, my mother Jane, my father Michel, my mother's twin brother and my uncle Gary, his wife Megan, their two children Abigail and Mark, finally me — Jamie. We all live in a huge mys-

terious house. A lot of ghosts live in it. Once we got together and began to tell stories about the house. Here are some of them.

My granny is rather old and a little bit deaf. When she retired she became a real fan of soap operas. One day while watching her

favourite film she heard some noise in the next room. It was like knocking and clapping. She got very angry and even went to find out what the matter was, but to her surprise, no one was there.

When my Uncle was little, once he woke up late at night and saw a man standing by his bed. He seemed friendly and had a smile on his face. My Uncle was a brave boy, and he wasn't afraid. He said hello to the stranger and fell asleep again.

My cousin Abigail is a lively girl. She likes playing different games running around the house. Once she ran down to the hall and screamed, then she rushed to her parents. She cried and cried and no one could understand why. Then she said she saw a misty old lady with a ball in her hands which she wanted to throw to Abigail.

My aunty Megan once heard her son (he was very little then) crying



in his room. She went upstairs and saw a green mist in the form of a lady leaving the room where her son was.

As you can see my house is definitely haunted. Some of my relatives are afraid of ghosts but I enjoy living with the spirits in the house. One of them is my friend but I won't tell you about it. You won't believe me all the same.

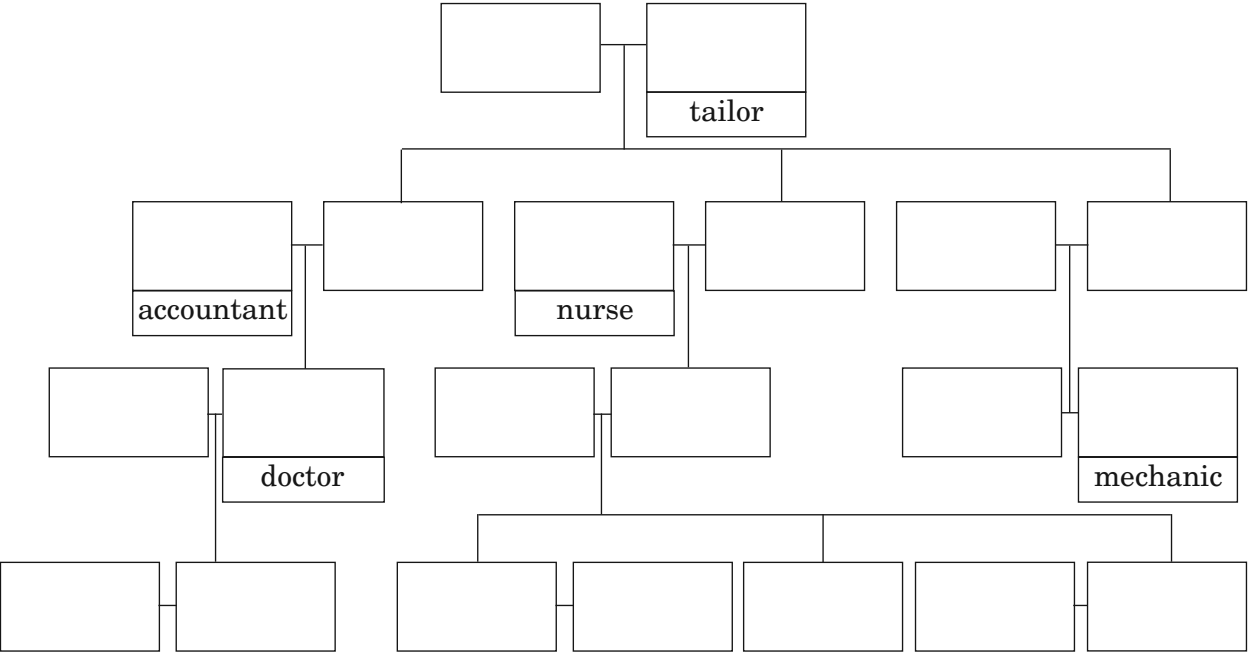
Answer the questions on the text.

- How many people are there in this family?
- Who is the eldest in the family? What is he / she like?
- What sort of ghost did Jamie's uncle see in his childhood? Why wasn't he afraid?
- What sort of ghost did Abigail see? What was her reaction?
- What sort of ghost did aunt Megan see? How did she see it?

Post-Reading Activities

Use the clues below to complete the family tree. After that imagine yourself as a member of the family and tell about yourself.

THE GIORGIO'S FAMILY TREE



- 1. Paolo's great grandfather is Tomaso.
- 2. Sally's husband Carlos is an accountant.
- 3. Anne and Michael have 3 children.
- 4. Tomaso's wife is a tailor.
- 5. Anne's youngest daughter is Chris.
- 6. Chris' sister-in-law is Rose.
- 7. Rose's brother-in-law is Jack.
- 8. Mike's grandmother is Miriam.
- 9. Mike's aunt is Pippa.
- 10. Peter is Miriam's son.
- 11. Paolo is Peter's grandson.
- 12. John is Carlos' son-in-law.
- 13. Peter's wife Julia is a nurse.
- 14. John's son-in-law is Harry.
- 15. Mark is Pippa's husband.
- 16. Monia is a doctor.
- 17. Monia is Betty's mother.
- 18. Dora and Gianni are siblings.
- 19. Miriam's great grand-daughter is Margi.
- 20. Gianni is a mechanic.

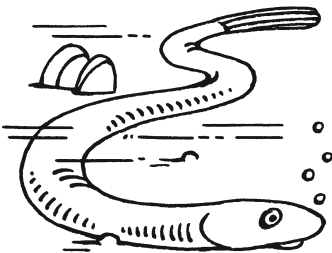
Unit 3

HAVE YOU GOT A PET?*

Pre-Reading Activities

1. Look at the picture and answer the questions.

- a. What is the name of this animal?
- b. Where does it live?
- c. What does it eat?



2. The article you’re going to read is about a German family who has a pet eel. Think about these questions.

- a. Where does the family keep the eel?
- b. What do you think the family feeds the eel?
- c. Do you think an eel is a good pet?

3. Put the words below under the correct heading. Then make up some sentences with them.

German train eel bathtub bucket wash catch fishing trip
supper fall in love with kill cook share move part of the family

ADJECTIVE	NOUN	VERB	PHRASE

4. What do you think the article will be about? Discuss the questions below.

- 1. What did the family train the eel to do?
- 2. What is the bathtub for?
- 3. What is the bucket used for?
- 4. Who is part of the family?
- 5. Who caught the eel?
- 6. Who went on a fishing trip?
- 7. Who fell in love with the eel?
- 8. Who moved house with the family?

* based on the materials from: www.english-to-go.com

Reading Activities

FAMILY KEEPS PET EEL IN BATH — FOR 33 YEARS

A German family has kept an eel in its bathtub for the last 33 years and even trained it to swim into a bucket when someone needs to wash.

“He’s part of our family,” said Marta Richter from Bochum in western Germany. Her husband Paul caught the eel on a fishing trip

and took it home for supper. His children fell in love with the eel, and stopped him from killing and cooking it. Since then it has lived in the bath, shared it with the children when they were small — and has even moved house with the family.

1. Without looking into the article put the lines in the following sentences in order.

A	B	C
<div>___ to swim into</div> <div>___ an eel in</div> <div>___ has kept</div> <div>___ its bathtub for</div> <div>___ and even trained it</div> <div>___ a bucket when</div> <div>___ someone needs to wash.</div> <div>_1_ A German family</div> <div>___ the last 33 years</div>	<div>___ Paul caught</div> <div>___ Her husband</div> <div>___ on a fishing trip</div> <div>___ the eel</div> <div>___ in 1969 and</div> <div>___ for supper.</div> <div>___ took it home</div>	<div>___ from killing and cooking it.</div> <div>___ His children</div> <div>___ the eel, and</div> <div>___ stopped him</div> <div>___ fell in love with</div>

2. Read the article again and answer the questions below.

1. What did the family train the eel to do?
2. What is the bathtub used for?
3. What is the bucket used for?
4. Who is part of the family?
5. Who caught the eel?
6. Who went on the fishing trip?
7. Who fell in love with the eel?
8. Who moved house with the family?

Post-Reading Activities

1. Imagine you are Marta Richter (or another member of this family) and answer the questions below. The rest of the group can think of some other questions.

1. Where did you get the eel?
2. Why did you decide not to eat it?
3. Where do you keep the eel?
4. How long have you kept it there?
5. What have you fed it all this time?
6. Have you always lived in the same place with the eel?

2. Complete the paragraph with the words from the list below.

bathtub, eel, wash, fishing trip, supper, killing, moved, cooking, German, bucket

A (1) _____ family has kept a pet (2) _____ in their (3) _____ for 33 years. They trained it to swim into a (4) _____ when somebody wants to (5) _____. Paul caught the eel on a (6) _____ and brought it home for (7) _____. His children stopped him from (8) _____ and (9) _____ it. The eel shared the bath with the children and has even 10 _____ house with the family.

3. Animal puzzles

- a) Arrange the words in each line in correct phrases to make well-known poems.

1) There man mile crooked (изогнутый) walked was a who a crooked.
He crooked on crooked found a sixpence a stile (лестница).
He cat crooked catch bought a crooked a to mouse,
And together all they house lived in a little crooked.

2) A got stuck (застрять) flea (блоха) and a fly in a flue (дымоход).
So could what do they?
Said flee (убежать) fly, 'us Let.' the
Said Let flea the fly, 'us.'
So the flew flue they a flaw (трещина) in through.

3) Christmas fat are coming getting is geese and.
Please, penny the put men's a in hat old.
If haven't you penny got a, little will a cake do,
If cake haven't you got a, bless God then you!

4) There Fisher young was called a man
Who fissure (расщелина) for fish was a fishing in.
Then the grin (ухмылка) in a with a pulled cod (треска) fisherman.
Now the searching for they're fissure Fisher.

5) Ladybird, home away fly ladybird,.
Your house fire all children on and
gone your is.
All one that's except, Ann and a little,
And pan (кастрюля) has crept (залезть)
the she under warming.

b) Find words for the definitions.

- a) _____ — an animal that looks like a horse but has black and white lines over its body.
- b) _____ — a large grey animal with big ears.
- c) _____ — a grass-eating farm animal that is kept for its wool and meat.
- d) _____ — an animal like a rabbit but larger, that can run very quickly.
- e) _____ — a wild animal like a dog with reddish-brown fur, a pointed face, and a thick tail.
- f) _____ — a large desert animal with a long neck and either one or two humps on its back.
- g) _____ — a tropical bird with brightly coloured feathers that can be taught to copy human speech.
- h) _____ — a bird like a duck but larger and makes a hissing noise.
- i) _____ — a large water bird that catches fish and stores them in a deep bag under its beak.
- j) _____ — a large shiny black bird with a loud cry.

4. Do the crossword.

CROSSWORD FOR STUDENT A

Ask student B to explain the words missing in your crossword and explain the words missing in his/her one.

Example:

A: What is missing in 5 across/down?

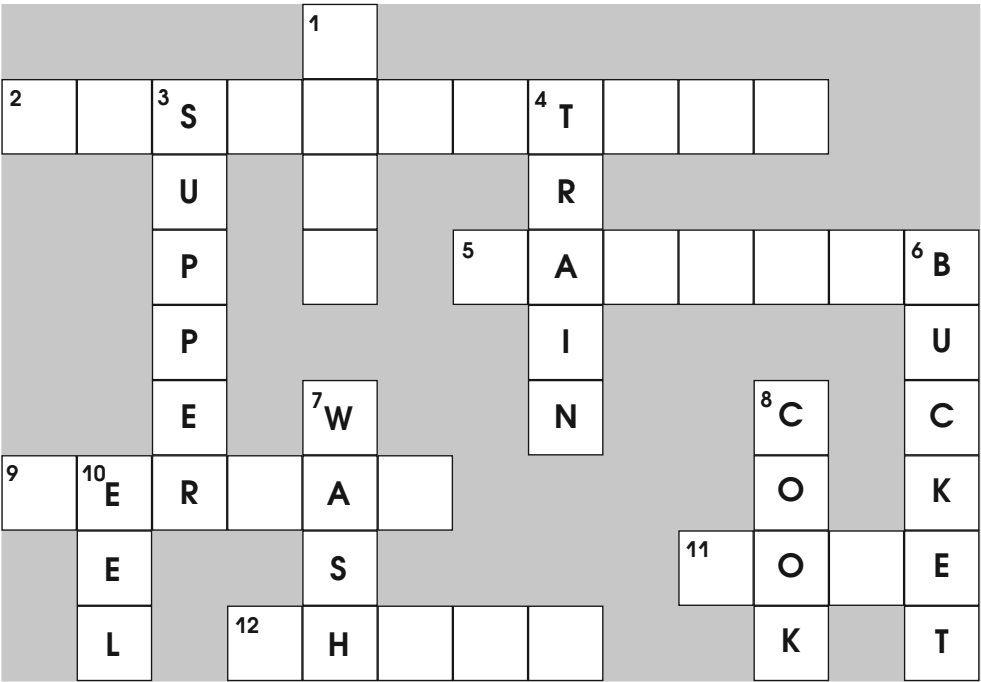
B: It's an animal living in Australia.

A: Is it a crocodile?

B: No, it isn't. It can leap very well.

A: Is it a kangaroo?

B: Yes, it is.



CROSSWORD FOR STUDENT B

Ask student A to explain the words missing in your crossword and explain the words missing in his/her one.

Example:

B: What is missing in 5 across/down?

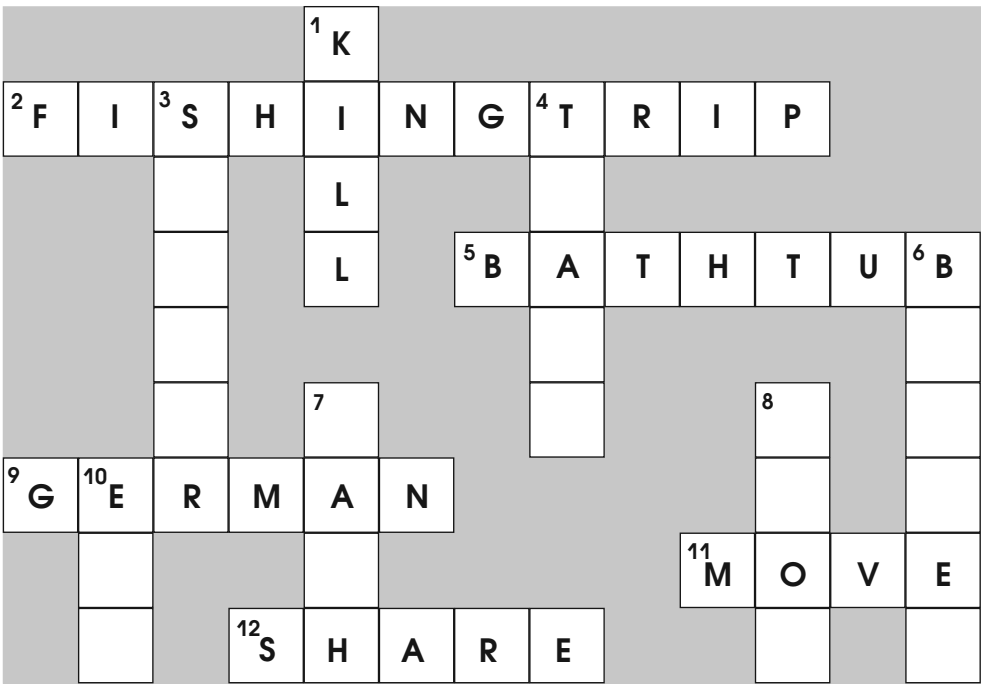
A: It's an animal living in Australia.

B: Is it a crocodile?

A: No, it isn't. It can leap very well.

B: Is it a kangaroo?

A: Yes, it is.



5. **Work in groups of four. You are going to have a conversation with other students about their pets. Ask each other the following questions (if you like you can ask some questions of your own):**

What kind of pet do you have?

What is your pet's name?

How long have you had your pet?

Where did you get it from?

What have you trained it to do?

What do you feed it?

What is the worst thing it has ever done?

What do you like most in it?

INFORMATION EXCHANGE. STUDENT A

Tell about your pet and find out about your partners' pets (you don't necessarily have to use the answers given, you can invent something of your own).

Information About You and Your Pet

Kind of pet: You have a dog.

Pet's Name: Ajax.

How long you have had your pet: 4 years.

Where you got it from: A pet shop.

What you have trained it to do: Catch a ball, bring a stick.

What you feed it: Dog food.

The worst thing it has ever done: A killed cat.

What you like most in it: Devotion.



INFORMATION EXCHANGE. STUDENT B

Tell about your pet and find out about your partners' pets (you don't necessarily have to use the answers given, you can invent something of your own).

Information About You and Your Pet

Kind of pet: You have a parrot.

Pet's Name: Pete.

How long you have had your pet: 10 years.

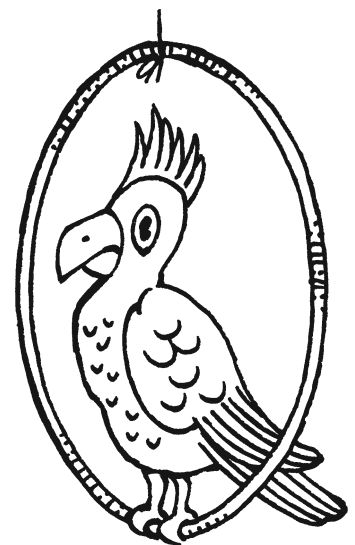
Where you got it from: From a friend.

What you have trained it to do: Say hello and make kissing noises.

What you feed it: Birdseed.

The worst thing it has ever done: Attempt to fly away.

What you like most in it: Communicative skills.



INFORMATION EXCHANGE. STUDENT C

Tell about your pet and find out about your partners' pets (you don't necessary have to use the answers given, you can invent something of your own).

Information About You and Your Pet

Kind of pet: You have a goldfish.

Pet's Name: Nemo.

How long you have had your pet: 6 months.

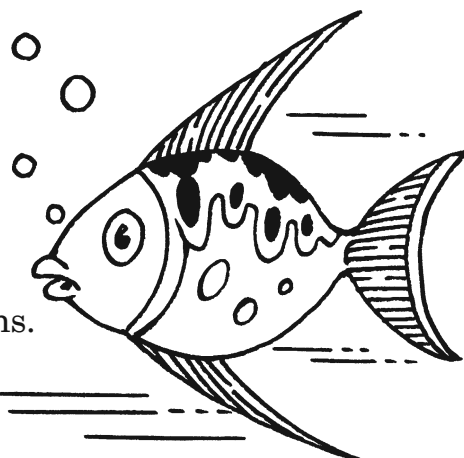
Where you got it from: From a pet shop.

What you have trained it to do: Nothing.

What you feed it: Fish food.

The worst thing it has ever done: Nothing.

What you like most in it: Calmness.

*INFORMATION EXCHANGE. STUDENT D*

Tell about your pet and find out about your partners' pets (you don't necessary have to use the answers given, you can invent something of your own).

Information About You and Your Pet

Kind of pet: You have a lamb.

Pet's Name: Lollipop.

How long you have had your pet: 3 months.

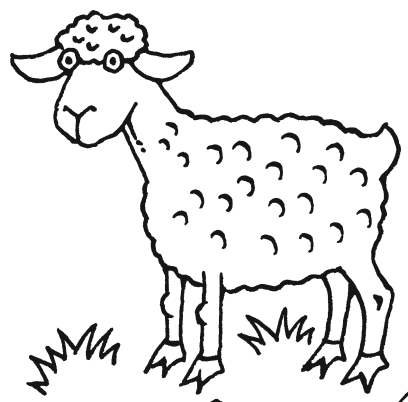
Where you got it from: From a farmer. (The lamb's mother died.)

What you have trained it to do: Come when you call its name.

What you feed it: Grass, leaves.

The worst thing it has ever done: It's eaten some flowers in your garden.

What you like most in it: Friendliness.



Unit 4

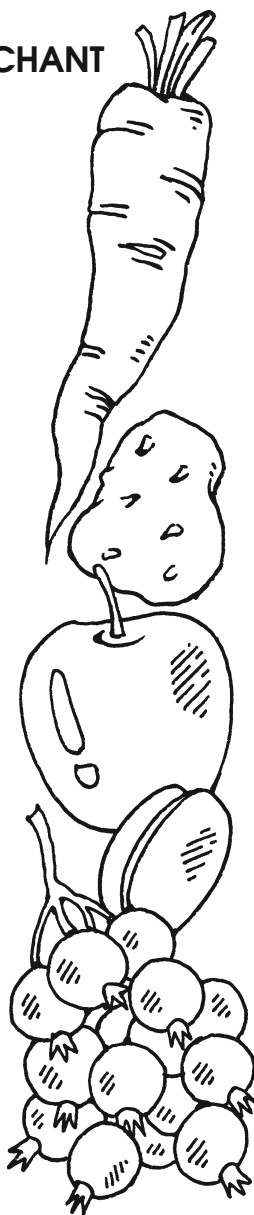
TO EAT OR NOT TO EAT?

Pre-reading Activities

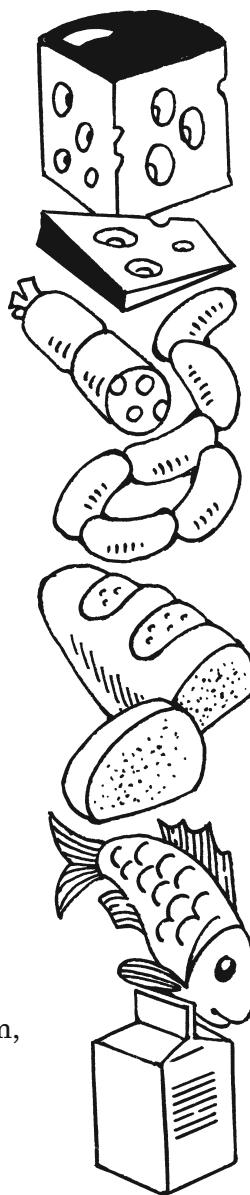
1. Read the poems and learn some of them.

THE FOOD CHANT

Apples on a tree,
Apples on a tree,
Pick them off,
Eat them up,
Apples on a tree.
Carrots in the ground,
Carrots in the ground,
Pull them up,
Wash them off,
Carrots in the ground.
Tuna on a bun,
Tuna on a bun,
Take a bite,
Chew it up,
Tuna on a bun.
Sausage in a pan,
Sausage in a pan,
Sizzle, sizzle,
Sizzle, sizzle,
Sausage in a pan.
Cereal in a bowl,
Cereal in a bowl,
Pour on milk,
Eat it up,

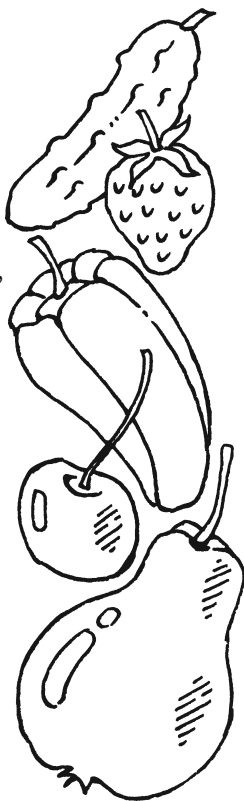


Cereal in a bowl.
Milk in a glass,
Milk in a glass,
Lift it up,
Drink it all,
Milk in a glass.
Jelly in a bowl,
Jelly in a bowl,
Wibble, wobble,
Wibble, wobble,
Jelly in a bowl.
Candies in a jar,
Candies in a jar,
Pick them out,
Eat them up,
Candies in a jar.
Ice cream in the pail,
Ice cream in the pail,
Take it out,
Scoop it up,
Ice cream in a pail.
Food in your tummy,
Food in your tummy,
Lick your lips.
Mmmm, mmmm, mmmm,
Yum, yum, yummy!

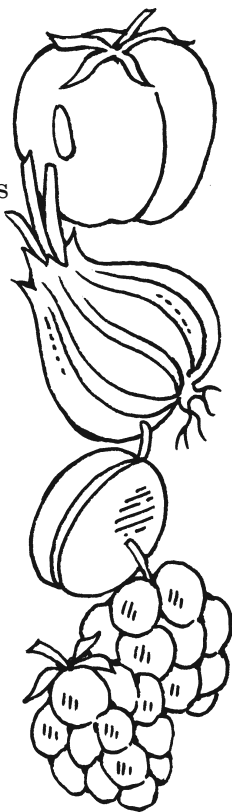


FRUITS

In a giant fruit basket
Here's what I found:
Grapes and grapefruit,
Plums, sweet and round,
Strawberries, blueberries,
Raspberries, too.
Dates and figs
As sticky as glue!
Apples and pineapples,
Cherries and pears,
Peaches with skin
With soft, fuzz hairs.
Apricot, oranges,
A lemon and lime.
Watermelon, cantaloupe
Fresh in their prime.
Ripe bananas,
A juicy tangerine.
The tastiest fruit basket
I've ever seen.



Eat your vegetables,
Veggies are great!
String beans, broccoli,
lettuce and peas,
Squash and brussel sprouts
More corn, please!
Cucumbers, eggplant,
Beets and tomatoes,
Celery, carrots,
Spinach and potatoes,
Radishes, cauliflower,
Cabbage and cress,
Peppers and onions,
Asparagus? Yes!
Black beans, lima beans,
Soybeans, too.
Eat your veggies,
They're good for you.



* * *

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry a pancake,
Toss a pancake,
Catch it if you can!

VEGETABLES

Eat your vegetables
Clean your plate.

2. Which shop can you find the following food in?

chocolate cognac herring	radish chop biscuits	roll jin toffee	strawberry sugar curds	sour cream shrimps veal	wine yoghurt pasta	sweets flour onion	ham trout corn flakes
greengrocer's	baker's	off-license	fishmonger's	butcher's	dairy shop	confectioner's	grocer's

Reading Activities

1. Fill in the gaps in the text below with the following words.

- a) Supper c) tea e) consists g) soup i) courses k) cup
b) meal d) pot f) sausages h) glass j) snack l) fried

ON BRITISH MEAL TERMS

• **Breakfast** (usually sometime between 7am–9am). Many British people do not have breakfast, they prefer to have a 1_____ of tea or coffee or a 2_____ of milk, then have a morning 3_____ when they are at work. A traditional English breakfast is a 4_____ meal of eggs, bacon and 5_____. However, most people now have either breakfast cereal or toast with jam or marmalade.

• **Brunch / Elevenses** (10am or 11am) is a slang term used for a mid-morning snack of coffee or 6_____ and biscuit or perhaps a scone and butter.

• **Lunch** (1pm–2pm) may be a light snack consisting of sandwiches, cakes or fruit and coffee and tea. Or it could be the main meal of the day and consist of one, two or three 7_____ of perhaps, soup; meat or fish and vegetables; a dessert, or perhaps a Chinese or Indian 8_____.

• **Afternoon Tea** (about 3pm) 9_____ of a toasted teacake with butter or a scone and butter or biscuits with a 10_____ of tea or coffee.

• **Dinner** (usually sometime between 6pm to 9pm) is the main meal of the day taken in the evening. It usually consists of 2, 3 or more courses of 11_____ or fish, meat and vegetables, dessert, cheese and biscuits and tea or coffee.

• 12_____ is a light snack taken before going to bed.



2. Work in pairs and ask each other questions on the text. Use the prompts below.

STUDENT A	STUDENT B
a) usually / when / do / people / have / British / breakfast?	a) have / what / do / for / usually / British / breakfast / people?
b) they / what / with / and / eggs / do / bacon / do?	b) toast / they / what / put / do / on?
c) brunch / consist / does / what / of?	c) have / do / when / they / brunch?
d) lunch / a / main / is / light / the / snack / or / meal?	d) many / can / consist / courses / how / lunch / of?
e) is / the / meal / what / main / of / day / the?	e) they / have / when / do / supper?

Post-Reading Activities

1. Work in pairs or small groups. In 5 min find names of food and drinks for each letter of the ABC.
2. Match a verb to some food and a kitchen tool to make sentences like:
You wash the dishes in the sink.

MIX	WATER	KNIFE
DRAIN	CHEESE	TOASTER
BOIL	BREAD	MINCER
FRY	COFFEE	OVEN
BAKE	EGGS	PEELER
GRATE	COCKTAIL	COLANDER
SLICE	POTATOES	BLENDER
MINCE	SALAD	GRINDER
PEEL	GOOSE	GRATER
BLEND	MEAT	ROLLING PIN
ROLL	GARLIC	MIXER
TOAST	PASTA	FRYING PAN
TOSS	CARROT	TABLESPOON
GRIND	PASTRY	CASSEROLE

Now work in pairs and ask each other questions following the model:

- Where do you boil water? — I boil water in the casserole.
- What can you grind in the grinder? — I can grind coffee.
- What do you use to slice cheese? — I use a knife.

3. Work in pairs. Fill in the gaps in the following dialogues with the appropriate phrases, then improvise them.

Waiter: Hello! Can I help you?

Kim: Yes, I'd like to have lunch.

Waiter: 1_____

Kim: I'd like a bowl of chicken soup, please.

Waiter: And what would you like for the main course?

Kim: 2_____

Waiter: Would you like anything to drink?

Kim: Yes, I'd like a glass of Coke, please.

Customer: Hello! I need a kilo of mandarins, half a kilo of bananas, and three kilos of potatoes.

Greengrocer: Look at these grapes! They are very sweet. 1_____

Customer: Mmm... 2_____

Greengrocer: They are \$10 per kilo.

Customer: OK. I'll take half a kilo, please.

Greengrocer: Do you need anything else?