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Факультет компьютерного проектирования
Кафедра иностранных языков

АНГЛИЙСКИЙ ЯЗЫК (ВВОДНО-КОРРЕКТИВНЫЙ КУРС)

ENGLISH FOR BEGINNERS

*Рекомендовано УМО по образованию в области информатики
и радиоэлектроники в качестве пособия для специальностей
1-36 04 01 «Программно-управляемые электронно-оптические системы»,
1-40 05 01 «Информационные системы и технологии (по направлениям)»
(направлений специальности 1-40 05 01-09 «Информационные системы
и технологии (в обеспечении промышленной безопасности)»,
1-40 05 01-10 «Информационные системы и технологии
(в бизнес-менеджменте)»), 1-58 01 01 «Инженерно-психологическое
обеспечение информационных технологий», 1-98 01 02 «Защита информации
в телекоммуникациях», направлений образования
39 «Радиоэлектронная техника», 41 «Компоненты оборудования», 45 «Связь»*

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А64

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Представляет собой систематизированный начальный курс обучения
английской устной речи в рамках предложенных тем.

Состоит из двух разделов: вводного и основного курсов. Вводный курс
знакомит обучаемых с алфавитом, звуко-буквенными соответствиями и
правилами чтения. В состав основного курса входят два модуля. Первый модуль
содержит следующие части: About Myself, My Family, My Working Day. Второй
модуль представлен частями My Spare Time и Places We Live in.

Разработанная на основе модульного подхода структура, организация и
изложение материала позволяют использовать пособие для аудиторной и
самостоятельной работы студентов в рамках программного материала вводно-
коррективного курса изучения английского языка.

Предназначено для студентов I ступени высшего образования, изучающих
учебную дисциплину «Иностранный язык». Может быть использовано широким
кругом читателей, начинающих изучение или обладающих начальными навыками
владения английским языком.

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ПРЕДИСЛОВИЕ

Данное пособие предназначено для студентов I ступени высшего образования дневной формы обучения и для самостоятельной работы студентов других форм обучения. Представляет собой начальный курс обучения английской устной речи в рамках предложенных тем.

Пособие состоит из двух разделов: вводный курс и основной курс. Вводный курс знакомит обучающихся с алфавитом, звуко-буквенными соответствиями и правилами чтения. Он включает в себя описание артикуляционных характеристик звуковых явлений, звуковые и интонационные упражнения, а также грамматические таблицы с последующими упражнениями и текстами.

В состав основного курса входят два модуля. Первый модуль раскрывает содержание социально-бытовой сферы общения и состоит из следующих частей: About Myself, My Family, My Working Day. Второй модуль посвящен социокультурной сфере общения и представлен темами My Spare Time и Places We Live in. Модули содержат монологические и диалогические тексты, краткие грамматические таблицы и реализуются через комплекс упражнений, которые характеризуются коммуникативной направленностью. Предлагаемые упражнения по обучению и контролю понимания звучащего текста, письменные упражнения способствуют активизации речемыслительной деятельности, а также повышают мотивацию к овладению английским языком.

Тексты, взятые из современных аутентичных источников, соответствуют нормам языка, способствуют усвоению идиоматики английского языка и знакомят обучающихся с реалиями англоязычных стран.

Пособие может быть использовано для аудиторной и самостоятельной работы студентов в рамках программного материала вводно-коррективного курса изучения английского языка.

| INTRODUCTORY COURSE MAP | | | | | | |
|-----------------------------|----------------------------|-------------------------------|--|--|----------------------|------|
| Lesssons 1–7 | | | Alphabet, sound-letter correlation, reading rules | | | |
| MAIN COURSE MAP | | | | | | |
| Module | Reading and speaking | Listening | Writing | Grammar | Pronunciati on | |
| Module 1 | About Myself | Introductions | Contact book | The verb <i>to</i> <i>be</i> | /ɪ/ | /aɪ/ |
| | | His Job, Her Job (excerpt) | Student card | Present Simple Tense | /i:/ | /tʃ/ |
| | | | Short biography | | /æ/ | /ʃ/ |
| | My Family | Family Descriptions | Family Report | Personal pronouns | /e/ | /dʒ/ |
| | | | | Present Continuous Tense | /eɪ | /ɜ:/ |
| | My Working Day | Amanda’s School Day | Your Day | Nouns | /ð/ | |
| | | | | Indefinite pronouns | | |
| | | | | Ordinal numbers | | |
| | Module 2 | My Spare Time | New Year’s Eve | Most Memorable New Year’s Eve | Past Simple Tense | /i:/ |
| Past Continuous Tense | | | | | /æ/ | /ɒ/ |
| Places We Live in | | The Edoras Tour | Most Memorable Trip | Comparison degrees | /e/ | /ɑ:/ |
| | Future Simple Tense | | | /eɪ/ | /ʌ/ | |



ВВОДНЫЙ КУРС

УРОК 1

Алфавит

| Печатная буква | Название на английском | Название на русском | Печатная буква | Название на английском | Название на русском |
|----------------|------------------------|---------------------|----------------|------------------------|---------------------|
| Aa | /eɪ/ | /эй/ | Nn | /en/ | /эн/ |
| Bb | /bi:/ | /би/ | Oo | /ou/ | /оу/ |
| Cc | /si:/ | /си/ | Pp | /pi:/ | /пи/ |
| Dd | /di:/ | /ди/ | Qq | /kju:/ | /кью/ |
| Ee | /i:/ | /и/ | Rr | /ɑ:/ | /а/ар/ |
| Ff | /ef/ | /эф/ | Ss | /es/ | /эс/ |
| Gg | /dʒi:/ | /джи/ | Tt | /ti:/ | /ти/ |
| Hh | /etʃ/ | /эйч/ | Uu | /ju:/ | /ю/ |
| Ii | /aɪ/ | /ай/ | Vv | /vi:/ | /ви/ |
| Jj | /dʒeɪ/ | /джей/ | Ww | /dʌbl ju:/ | /дабл ю/ |
| Kk | /keɪ/ | /кей/ | Xx | /eks/ | /экс/ |
| Ll | /el/ | /эл/ | Yy | /waɪ/ | /уай/ |
| Mm | /em/ | /эм/ | Zz | /zed/zi:/ | /зед/зи/ |

Звуковой строй английского языка

В английской (британской) системе произношения – 44 звука, которые разделяются на 20 гласных и 24 согласных, включая 8 дифтонгов.

При произнесении согласных звуков поток воздуха преодолевает преграды, образованные органами речи: языком, зубами, губами и альвеолами (бугорок над верхними зубами).

| Звуки | Характеристика |
|---|--|
| /p/, /b/, /d/, /t/, /k/, /g/ | Смычно-взрывные – при произнесении этих звуков образуется смычка с небольшим «взрывом» после |
| /n/, /m/, /ŋ/ | Носовые сонанты – воздух проходит через носовую полость |
| /θ/, /ð/, /ʃ/, /ʒ/, /s/, /z/, /h/, /f/, /v/, /w/, /r/, /j/, /l/ | Щелевые – воздух проходит через небольшую щель, которую образуют органы речи |
| /tʃ/, /dʒ/ | Смычно-щелевые – поток воздуха встречается с преградой и выходит через щель, образованную органами речи |
| /p/, /b/, /m/, /w/ | Губно-губные – произносятся при соприкосновении губ |
| /f/, /v/ | Губно-зубные – нижняя губа соприкасается с верхними зубами |
| /θ/, /ð/ | Межзубные – кончик языка находится между нижними и верхними зубами |

Гласные звуки характеризуются долготой, наличием дифтонгов и специфическими звуками, отсутствующими в русском языке.

Долгие и краткие гласные в транскрипции определяются наличием (долгота) или отсутствием (краткость) двоеточия после звука, например /i:/ – /ɪ/, а также несут смысловоразличительную функцию.

Дифтонги – звуки, состоящие из двух разных звуков, переходящих от одного к другому, например /aʊ/ – /a/ переходит в /ʊ/ и образуется «ау», как в слове *round*.

Звуки /æ/ и /ɜ:/ отсутствуют в русском языке, поэтому следует обратить особое внимание на их правильное произношение.

Звуко-буквенные соответствия. Правила чтения

Гласные

| Буква / Тип слога | Открытый ¹ | Закрытый ² | Гласная + r | Гласная + re | Безударный |
|----------------------|-----------------------|-----------------------|--------------|----------------------------|------------------------------|
| a | /eɪ/ – name | /æ/ – plan | /ɑ:/ – car | /eə/ – care | /ə/ – ago /ɪ/ – climate |
| e | /i:/ – she | /e/ – pen | /ɜ:/ – heard | /ɪə/ – here | /ə/ – tunnel /ɪ/ – become |
| i | /aɪ/ – file | /ɪ/ – sit | /ɜ:/ – first | /aɪə/ – fire | /ɪ/ – mistake |
| y | /aɪ/ – type | /ɪ/ – gym | /ɜ:/ – Byrd | /aɪə/ – tyre | /ɪ/ – antonym |
| o | /əʊ/ – phone | /ɒ/ – lot | /ɔ:/ – form | /ɔ:/ – more | /ə/, /əʊ/ – potato |
| u | /(j)u:/ – use | /ʌ/ – cup | /ɜ:/ – burn | /juə/ – cure | /ə/ – measure |
| Буквосочетание | | Звук | | Пример | |
| ee | | /i:/ | | meet, street | |
| ea | | /i:/ | | seat, tea | |
| ai, ay | | /eɪ/ | | main, say | |
| oi, oy | | /ɔɪ/ | | noise, boy | |
| oo | | /ʊ/ (перед k, d) | | book, took, mood | |
| | | /u:/ | | cool, food (искл.), school | |
| ou | | /aʊ/ | | out, count | |
| ow | | /aʊ/ | | town, down | |
| | | /əʊ/ | | slow, nose | |

¹ Открытым слогом называется слог, оканчивающийся на гласную букву.

² Закрытым слогом называется слог, оканчивающийся на согласную букву.

Согласные

| Буква/ буквосочетание | Звук | Пример |
|--------------------------|-------------------------------------|----------------------|
| c | /s/ – перед гласными e, i, y | nice, bicycle, civil |
| | /k/ – перед остальными буквами | computer, clean |

| | | |
|--------------|--|--|
| s | /s/ – в начале слова или слога и в конце слова перед и после глухой согласной | simple, person, smartphone, blocks, desk |
| | /z/ – на конце слова после гласных и звонких согласных, между гласными | days, friends, please |
| g | /dʒ/ – перед e, i, y | page, engineer, gym |
| | /g/ – перед остальными буквами и на конце слова | game, glad, bag |
| ck | /k/ | back, luck |
| (t)ch | /tʃ/ | watch, chess |
| sh | /ʃ/ | shy, push |
| th | /θ/ – в знаменательных словах | think, myth, tenth |
| | /ð/ – в служебных словах, местоимениях, в знаменательных словах между гласными | with, they, bathe |
| ng | /ŋ/ | bring, song |
| nk | /ŋk/ | drink, link |
| wh | /w/ – если после h нет o | what, where, why |
| | /h/ – перед o | whose, who |
| kn | /n/ | know, knight |
| wr | /r/ | wrong, write |
| ph | /f/ | phrase, photo |

Сочетание гласных и согласных

| Буквосочетание | Звук | Пример |
|-----------------------------|-------------|-----------------------|
| o + ld | /əʊ/ | sold, cold |
| i + ld | /aɪ/ | mild, wild |
| i + nd | /aɪ/ | find, kind |
| igh | /aɪ/ | sigh, flight |
| a + группа согласных | /ɑː/ | pass, task, calm, ask |
| a + l(l) | /ɔː/ | call, fall, always |
| a + lk | /ɔː/ | talk, walk |
| w + a | /ɒ/ | was, want |

Понятие об интонации и тоне

Интонация – последовательное повышение и понижение голоса. Она служит для внешнего оформления предложения. При помощи интонации можно придать смысловую нагрузку и эмоциональную окрашенность, позволяя понять, в каком настроении находится собеседник, насколько он вежлив и заинтересован в общении.

Элементами интонации являются *мелодика речи*, которая осуществляется повышением и понижением голоса, *ритм речи* (чередование

ударных и безударных слогов), **темп** (быстрота речи и паузы между речевыми отрезками), **тембр** (звуковая окраска, которая придает эмоционально-экспрессивные оттенки), **фразовое и логическое ударение**, которое служит средством выделения отдельных слов в предложениях.

Фразы делятся на интонационные группы, или синтагмы (законченные по смыслу отрезки), однако это может быть и целое предложение. У каждой синтагмы есть своя интонация, которая показывает завершенность или незавершенность ее мысли.

Ядерный тон – изменение высоты голоса, происходящего на ударном и последующих заударных слогах наиболее важного по смыслу слова.

I. Изучите таблицу с формами глагола to be в настоящем времени Present Simple.

| Утверждение | | | |
|-------------|-----|---------|-----------------|
| I | am | I'm | a student. |
| He | is | He's | a student. |
| She | | She's | |
| It | | It's | a class. |
| You | are | You're | (a) student(s). |
| We | | We're | students. |
| They | | They're | |

| Отрицание | | | Вопрос | | | | |
|-----------|-----------|--------|--------|------|--------|----------------|------------------|
| I | am not | Irish. | Am | I | Irish? | Yes, I am. | No, I'm not. |
| He | isn't | | Is | he | | Yes, he is. | No, he isn't. |
| She | | | | she | | Yes, she is. | No, she isn't. |
| It | | | | it | | Yes, it is. | No, it isn't. |
| You | aren't | | Are | you | | Yes, you are. | No, you aren't. |
| We | | | | we | | Yes, we are. | No, we aren't. |
| They | | | | they | | Yes, they are. | No, they aren't. |

II. Согласитесь с мнением собеседника по примеру.

Пример: *I am twenty. – I'm twenty, too.*

1. She is a student. 2. He is a driver. 3. I am glad to see them. 4. We are on vacation. 5. They are teachers here. 6. She is fond of apples. 7. My father is an engineer. 8. She is a software developer. 9. I am sleepy. 10. He is single.

III. Возразите, используя пример и слова в скобках.

Пример: *John is a singer (writer). – No, he isn't. In fact, he's a writer.*

1. Higher education is cheap (expensive). 2. The bags are heavy (light). 3. Miss Jones is a teacher (dean). 4. This book is in English (French). 5. They are partners (friends). 6. It is boring (fun). 7. The tea is hot (cold). 8. The picture is scary (cute). 9. Josh is a doctor (seller). 10. These books are new (old).

IV. Запомните слова, приведенные ниже.

| | | |
|-----------|--------------|----------------------------|
| here | /hɪə/ | здесь |
| first | /fɜːst/ | первый |
| a year | /jɪə/ | год, курс обучения |
| to meet | /mi:t/ | встречать(ся), знакомиться |
| a student | /ˈstju:dənt/ | студент |
| Leeds | /li:dz/ | Лидс (город) |

V. Подготовьте выразительное чтение диалога.

- Hi! My name is Mike. I'm from London. I am a student here now.
- Hello, it is nice to meet you. I am Jack, from Leeds. I am a first-year student as well.
- First year? Cool! Nice to meet you, too.

VI. Ответьте на вопросы.

1. Is Mike from London?
2. Is Jack from Liverpool?
3. Are they students?
4. Are they happy to meet each other?

УРОК 2

Артикуляционные характеристики

Гласные

Звук /ɪ/ – краткий и ненапряженный, как в русских словах «пить», «фильм», «рис». При произнесении губы слегка растянуты и кончик языка прижат к нижним зубам.

Звук /i:/ – долгий и напряженный, как в русских словах «ива», «лист», «крик». При произнесении губы растянуты в улыбке, кончик языка прижат к нижним зубам.

Звук /e/ – краткий и ненапряженный, как в русских словах «цель», «жест», «шесть». При произнесении губы слегка растянуты, кончик языка находится возле нижних зубов.

Звук /æ/ – краткий и ненапряженный, в русском языке аналогов нет, нечто среднее между звуками /a/ и /э/. Для правильного произнесения нужно сильно опустить челюсть, сделать плоским язык, прижав его к нижним зубам.

Звук /ə/ – краткий и ненапряженный безударный. В русском языке можно наблюдать в словах с безударной гласной, например, «комната», «пальто», «вода».

Согласные

Звуки /t/, /d/ – похожи на русские /т/, /д/, однако произносятся с кончиком языка, прижатым к альвеолам, а не к верхним зубам, как в русском языке. Звонкий /d/ – слабый звук, /t/ – сильный (характеризуется более сильной артикуляцией). В позиции перед гласным звук /t/ произносится с придыханием (аспирацией).

Звуки /l/, /n/ – сонанты, где /l/ – ротовой, а /n/ – носовой. Как и /t/, /d/, произносятся с помощью кончика языка, расположенного на альвеолах.

Звуки /p/, /b/, /m/, /s/, /z/, /f/, /v/, /k/, /g/ – в основном совпадают с русскими, но не имеют абсолютного фонетического сходства. Например, /p/, /k/ характеризуются придыханием (аспирацией).

Звуковые явления

Глухие и звонкие согласные

В английском языке в отличие от русского звонкие согласные лишь частично оглушаются, когда стоят в конце слова, тем самым выполняя смыслоразличительную функцию. Например, *bed – bet*.

Звонкие согласные характеризуются *слабой* артикуляцией, в то время как глухие – *сильной*. Это различие имеет большое значение в начале и в конце слова.

Согласные смычно-взрывные звуки /p/, /t/, /k/ произносятся с придыханием, так называемым *аспирацией* – сильным выдохом воздуха после размыкания смычки.

Нисходящий ядерный тон

Ядро интонационной структуры – самое значимое смысловое слово в предложении, а тон, который несет это слово, называется *ядерным*. Нисходящий тон представляет собой понижение тона голоса на ударных слогах, подобно движению по лестнице, а на последнем резко уходит вниз. Этот тон схож с интонацией команды или приказа в русском языке.

Нисходящий тон выражает категоричность, определенность и завершенность. Характерен для повествовательных, восклицательных и повелительных предложений, специальных вопросов. Например, *It's a ↘pen. ↘Help! ↘Sit.*

I. Произнесите слова со звуком /ɪ/. Следите за тем, чтобы он был кратким и ненапряженным.

| | | | | | |
|------|------|------|------|-----|------|
| mis | risk | big | fit | tip | milk |
| list | film | give | live | sit | kid |

II. Произнесите слова со звуком /i:/. Следите за тем, чтобы он был долгим и напряженным.

| | | | | | |
|------|------|------|------|------|-------|
| ni:d | li:v | bi:f | mi:t | bi:n | si:n |
| fi:t | si:m | di:p | si:t | ni:t | pli:z |

III. Произнесите слова и сравните долготу и напряженность звуков /ɪ/ – /i:/.

| | | | |
|-------------|------------|------------|------------|
| live – li:v | sit – si:t | fit – fi:t | sin – si:n |
| hit – hi:t | did – di:d | tin – ti:n | it – i:t |

IV. Произнесите слова со звуком /e/. Следите за тем, чтобы он был кратким и ненапряженным, не забывайте слегка улыбаться.

| | | | | | |
|-----|------|-----|-----|-----|------|
| mes | tent | hed | bed | men | dres |
| vet | rest | pen | sed | pet | help |

V. Произнесите слова со звуком /æ/. Следите за тем, чтобы он был кратким и ненапряженным, не забывайте улыбаться пошире.

| | | | | | |
|-----|-------|-----|------|-----|-----|
| bæd | mæn | pæn | blæk | mæt | mæs |
| sæd | stæmp | fæn | tæn | gæp | kæp |

VI. Произнесите слова со звуками /e/ – /æ/.

| | | | |
|-----------|-----------|-----------|-------------|
| hed – hæd | bed – bæd | men – mæn | pen – pæn |
| bet – bæt | met – mæt | mes – mæs | tend – tænd |

VII. Произнесите слова со звуком /ə/. Обратите внимание, что в начале слова звук более краток и закрыт, чем в конце.

| | | | | | |
|-------|----------|--------|-----------|-------|--------|
| ə'gəʊ | ə'tend | fə'get | fə'netiks | 'letə | 'di:pə |
| ə'gen | ə'tentiv | fə'bid | kən'sent | 'figə | 'silvə |

VIII. Произнесите фразы с нисходящим тоном.

| | | |
|-------------------|---------------|----------------------|
| He's ↘sad. | It's a ↘cat. | It's a 'big ↘city. |
| She's ↘attentive. | It's a ↘bed. | It's a 'black ↘bat. |
| We're ↘people. | It's a ↘film. | It's a 'silver ↘pen. |

IX. Произнесите фразы, дополнив их словами в скобках.

Пример: It's a ↘cat (black). – It's a 'black ↘cat.

1. It's a ↘sea (deep). 2. It's a ↘text (big). 3. It's a ↘tent (bad). 4. He's a ↘kid (little). 5. She's a ↘vet (clever). 6. It's a ↘letter (fan). 7. It's a ↘dress (fit). 8. It's a ↘cat (sad). 9. It's a ↘map (city). 10. It's a ↘list (present).

X. Изучите таблицу с глаголом to do в настоящем времени Present Simple.

| Утверждение | | | Отрицание | | | Вопрос | | | |
|-------------|---|------|-----------|-----------------------|----|--------|------|-----|----------------------|
| I | – | do | I | do not (don't) | do | Do | I | do? | Yes, [I] do. |
| You | | | You | | | | you | | |
| We | | | We | | | | we | | |
| They | | | They | | | | they | | |
| He | | does | He | does not (doesn't) | | Does | he | | No, [he] doesn't. |
| She | | | She | | | | she | | |
| It | | | It | | | | it | | |

XI. Согласитесь с утверждениями по примеру.

Пример: She does her homework on time. – Oh yes, she always does her homework on time.

1. Lectures seem long. 2. They visit their parents on holidays. 3. He does well at school. 4. Mary works hard. 5. We do fun things here. 6. Mark plays the piano in the bar. 7. It snows in winter. 8. Mei shops here. 9. She knows interesting stories. 10. It ends badly for him.

XII. Ответьте отрицательно, используя пример и слова в скобках.

Пример: Does Mike like apples? (oranges) – No, he doesn't. I think he likes oranges.

1. Do dogs fly? (walk) 2. Do her parents work here? (abroad) 3. Does the class

start late? (early) 4. Do we have English today? (tomorrow) 5. Does Ann have a brother? (sister) 6. Do they drink coffee? (tea) 7. Do they do the housework? (this task) 8. Does he speak Spanish? (Italian) 9. Does the application run fast? (slowly) 10. Does this show air at night? (in the afternoon)

XIII. Запомните слова, приведенные ниже.

| | | |
|-------------|-------------|-------------------------------------|
| myself | /maɪ'self/ | себе, себя, собой |
| still | /stɪl/ | все еще |
| part-time | /pɑ:t taɪm/ | на полставки, неполный рабочий день |
| to cross | /krɒs/ | пересекать |
| to trouble | /ˈtrʌbl/ | беспокоить |
| to be bored | /bi: bɔ:d/ | скучать |
| to spend | /spend/ | тратить, проводить |
| sometimes | /ˈsʌmtaɪmz/ | иногда |
| instead | /ɪn'sted/ | вместо (этого) |

XIV. Подготовьте выразительное чтение текста.

A few words about myself? Okay! My name is Ned Baker, I'm twenty and I'm still a student, but I work part-time at a coffee shop. I live far from the university and cross half the city five days a week, but it does not trouble me. I am an early bird, I like music, podcasts and audio books, so I'm never bored on my way to the classes, to work or back home! I live with my family – I have a father, a mother and a little sister, and I usually spend the weekends with them, but sometimes I work on Saturdays and even Sundays instead.

XV. Ответьте на вопросы.

1. Does Ned work?
2. Does he sleep on the way to the classes?
3. Does he have a brother?
4. Does he work at the university?

УРОК 3

Артикуляционные характеристики

Гласные

Звук /aɪ/ – дифтонг, звук переходит от /a/ к /ɪ/. В русском языке он похож на звук в словах «дай», «май», «каравай», однако в английском языке это не четкий /й/.

Звук /eɪ/ – дифтонг, звук переходит от /e/ к /ɪ/. В русском языке встречается в словах «клей», «змей», «сей», однако в английском языке это также не четкий /й/.

Согласные

Звуки /ʃ/, /ʒ/ – похожи на русские /ш/, /ж/, но в английском языке они более мягкие.

Звуки /tʃ/, /dʒ/ – тверже, чем русские /ч/, /дж/, больше схожи со звуками в белорусском языке.

Звук /h/ – более легкий, чем русский /х/, представляет собой почти бесшумный выдох воздушной струи. Встречается только перед гласными, при его произнесении органы речи оказываются в положении, необходимом для артикуляции последующей гласной.

Звуковые явления

Сочетания со смычно-взрывными согласными

Фрикативный взрыв – сочетание смычно-взрывного согласного с фрикативным щелевым согласным (чаще всего с /s/, /z/), происходит как с глухими, так и со звонкими согласными, например, /frendz/, /siks/. Звуки /p/, /t/, /k/ в данном случае теряют свою аспирацию.

Потеря взрыва – сочетание двух смычно-взрывных согласных, при котором первый согласный теряет свой «взрыв» и слышится только при произнесении второго согласного. Встречается не только внутри слова, но и на стыке слов. Например, /fækt/, /'big ʌdeɪ/.

В русском языке этот феномен наблюдается только при сочетании согласных с идентичным местом образования, например, «отдай», «оттуда».

Восходящий тон в общих вопросах

Восходящий тон в английском языке отличается от русского тем, что первый ударный слог произносится на достаточно низком уровне и подъем голоса постепенно повышается на последнем ударном слоге. Однако если в предложении есть заядерные слоги (те, что идут после ядерного), то интонация повышается на них, а ядерный слог произносится на ровном уровне высоты голоса.

Восходящий тон выражает неуверенность, неопределенность, незаконченность, сомнение, удивление. Поэтому он характерен для общих вопросов, где выражается нейтральный запрос информации.

Глагол в общем вопросе может быть как ударным, так и безударным, все зависит от последующего ударного слога. Например, 'Is it a ʌlake? Is 'Tim a ʌvet?

I. Произнесите слова со звуком /aɪ/.

| | | | | | |
|-----|------|------|------|------|------|
| lai | haɪd | laɪt | vaɪn | skaɪ | raɪs |
| mai | said | faɪt | naɪn | flaɪ | saɪz |

II. Произнесите слова со звуком /eɪ/.

| | | | | | |
|-----|-------|------|------|------|------|
| sei | pleɪs | reɪn | feɪd | heɪt | teɪk |
| meɪ | keɪs | geɪn | leɪd | leɪt | keɪk |

III. При произнесении следующих пар слов со звуками /aɪ/, /eɪ/ наблюдайте за различием первого элемента дифтонга и сходством второго.

| | | | |
|-------------|-------------|-------------|-------------|
| mai – meɪ | faɪl – feɪl | haɪt – heɪt | slaɪ – sleɪ |
| laɪk – leɪk | raɪs – reɪz | təɪm – teɪm | taɪp – teɪp |

IV. Произнесите звуки /ʃ/, /ʒ/ в различных позициях в слове, следите за их мягкостью.

ʃaɪn fæʃn fiʃ 'leʒə 'pleʒə di'siʒn
ʃeɪp mə'ʃi:n kæʃ 'treʒə 'viʒn prə'viʒn

V. Произнесите звуки /tʃ/, /dʒ/ в различных позициях в слове, следите за их твердостью.

tʃek ri:tʃ ti:tʃə dʒæz dʒi:nz bædʒ
tʃeɪs mætʃ piktʃə dʒɪm eɪdʒ 'vɪlɪdʒ

VI. Произнесите звуки в следующих парах слов, следите за различием в твердости и мягкости.

ʃaɪn – tʃeɪn mæʃ – mætʃ keɪdʒ – 'viʒn di:n – dʒi:n
ʃɪp – tʃɪp fiʃ – ri:tʃ 'deɪndʒə – di'siʒn bæd – bædʒ

VII. Произнесите звук /h/, следите за тем, чтобы органы речи находились в положении, необходимом для произнесения последующей гласной.

hi:p hænd hel haɪk heɪt him
hi:t hæz hem haɪd heɪl hɪz

VIII. Произнесите слова с потерей взрыва. Следите за увеличением паузы на стыке смычных согласных.

ə bɪg 'tri nekst 'keɪs 'æspekt ɪk'sept
ə red 'dres naɪt 'taɪm 'kæptɪn 'bækpæk

IX. Произнесите слова с фрикативным взрывом. Следите за тем, чтобы /p/, /t/, /k/ были без аспирации.

tɪps frendz mɪks ə blæk 'si: tʃɪp 'seɪlz ə feɪk 'saɪt
kæts bægz 'æbsənt ə tekst 'sevn ə di:p 'sens ə bɪg 'zɪpə

X. Произнесите общие вопросы с восходящим тоном.

'Is she ʌlate? Is 'Kate a ʌteacher? 'Is she a 'great ʌteacher?
'Are they ʌnine? 'Is it a ʌpicture? 'Is it a 'nice ʌpicture?
'Is he ʌrich? Is 'Mike a ʌbusinessman? 'Is he a 'rich ʌbusinessman?

XI. Произнесите общие вопросы, дополнив их словами в скобках.

Пример: 'Is it a ʌlake? (deep) – 'Is it a 'deep ʌlake?

1. 'Is it a ʌcake? (tasty) 2. 'Is it a ʌvillage? (nice) 3. 'Is it a ʌplan? (fake)
4. 'Are they ʌjeans? (cheap) 5. 'Is it a ʌfish? (black) 6. 'Is he a ʌcaptain? (great)
7. 'Is it a ʌfile? (big) 8. 'Is she a ʌdancer? (ballet) 9. 'Is it a ʌmachine? (travel)
10. 'Are they ʌfriends? (his)

XII. Изучите таблицу с примерами выражений с глаголами to get и to go.

| | | | | | |
|---------------------|-------------------|-----------------------------|--------------------|-----------------|----------------------------------|
| get /get/ | back /bæk/ | возвращать(ся) | go /gəʊ/ | on | продолжать |
| | up /ʌp/ | вставать | | wrong /rɒŋ/ | пойти не так, не по плану |
| | [ɪt] right /raɪt/ | понять/ответить правильно | | crazy /'kreɪzi/ | сойти с ума |
| | [ɪt] wrong /rɒŋ/ | понять/ответить неправильно | | by /baɪ/ | проходить мимо (также о времени) |

| | | | | | |
|---------------------|-----------------|---------------------------------|--------------------|------------------|---|
| get /gɛt/ | to do /tə'd u:/ | иметь возможность сделать | go /gəʊ/ | in for /in f ɔ:/ | заняться, увлечься |
| | on /ɒn/ | сесть (в транспорт) | | with /wið/ | сочетаться с (в одежде, еде и т. п.) |
| | off /ɒf/ | выйти (из транспорта) | | away /ə'wei/ | уходить |

XIII. Возразите, используя пример и слова в скобках.

Пример: *Josh gets up at eight (seven). – No, I think he gets up at seven.*

1. She goes to work by train (taxi). 2. The semester goes by slowly (fast). 3. This hat goes well with the jacket (the dress). 4. He gets to relax on Saturday (Sunday). 5. Karen gets on the tram first (last). 6. They go away at the beginning (end) of the film 7. The film goes on for two hours (ninety minutes). 8. The plot goes crazy in only ten chapters (twelve). 9. His kids like to go to the park (shop). 10. He gets to write the music (lyrics).

XIV. Задайте вопросы, используя пример и слова в скобках.

Пример: *John gets the test wrong (never). – Say, does John never get the test wrong?*

1. You get off at this stop (often). 2. You go to work by bus (always). 3. Cassie gets up early (often). 4. This jam goes with tea (really). 5. They get to spend weekends at home (ever). 6. Days go by fast (sometimes). 7. She goes and learns it by heart (actually). 8. They go home from work late (always). 9. You get nightmares after horror films (ever). 10. Her roommates get to play loud music (sometimes).

XV. Запомните слова, приведенные ниже.

| | | |
|-----------------|------------------|-----------------------------|
| to go shopping | /gəʊ 'ʃɒpɪŋ/ | ходить по магазинам |
| to be tired | /bi: 'taɪəd/ | уставать |
| a sales manager | /seɪlz 'mænɪdʒə/ | менеджер по продажам |
| busy | /'bɪzi/ | занятый, тяжелый (о работе) |
| at least | /æt li:st/ | по крайней мере, хотя бы |
| to sleep in | /sli:p ɪn/ | спать дольше обычного |

XVI. Подготовьте выразительное чтение диалога.

– Do you go to work by bus, Kate?
– Yes, I do. In fact, I change three buses and I'm already tired when I get to the company's office. I get up at seven in the morning and get back home late in the evening. An electronics sales manager is a job!
– How do you not go crazy from this life? Do you have free weekends, at least?
– Sure! I often go to the cinema or go shopping on Sunday. And I get to sleep in sometimes!
– Ah, that sounds better.

XVII. Ответьте на вопросы.

1. How does Kate get to work?
2. What is her job?
3. How many days does she work every week?
4. What does she do on Sunday?

УРОК 4

Артикуляционные характеристики

Гласные

Звук /eə/ – дифтонг, звук переходит от /e/ к /ə/. В русском языке окончание звука похоже на безударную гласную /a/, как в сочетании на стыке слов «на крыше аист».

Звук /ɪə/ – дифтонг, звук переходит от /ɪ/ к /ə/. В русском языке подобный звук можно встретить в словосочетании «учи английский».

Согласные

Звуки /θ/, /ð/ – /θ/ – глухой, а /ð/ – звонкий. Отсутствуют в русском языке и являются самыми сложными звуками для произношения. Правильная артикуляция для данных звуков такова: язык лежит плоско и не напряжен, а кончик языка слегка выступает между зубами, образуя щель для воздуха.

Звуковые явления

Ассимиляция в сочетаниях согласных с /θ/, /ð/

Когда перед /θ/, /ð/ стоят согласные /t/, /d/, /l/, /n/, /s/, /z/, то они становятся **зубными**, то есть кончик языка смещается с альвеол на верхние зубы. Происходит это как внутри слова, так и на стыке слов. Например, /eɪtθ/, /telðəm/.

Редукция служебных слов

В английском языке лексически полнозначные слова обычно ударны, а служебные слова – неударны и примыкают к ударному слогу, образуя с ним акцентную группу смысловой и грамматической связанности. Из-за грамматических особенностей английского языка бывает, что в предложениях количество безударных слогов больше, чем ударных. Например, *I can 'do it*.

Редукция – ослабление гласного звука в безударной позиции. Долгие гласные частично или полностью теряют свою долготу в безударных служебных словах. Например, /hi:/ – /hi·/ – /hi/. Краткие гласные становятся нейтральными. Например, æт – әт. В случае редукции глагола *is* гласный звук полностью выпадает, когда произносится слитно с предшествующим словом. *Is* превращается в /s/ после глухого согласного, как /z/ – после звонкого. Например, *It's clear* – /ɪts klɪə/.

I. Произнесите слова со звуком /eə/.

| | | | | | |
|-----|-----|-----|------|-------|---------|
| beə | heə | peə | tʃeə | steəz | 'keələs |
| feə | keə | deə | ʃeə | deəd | kəm'peə |

II. Произнесите слова со звуком /ɪə/.

| | | | | | |
|-----|-----|-----|------|----------|-----------|
| dɪə | bɪə | nɪə | klɪə | aɪ'dɪə | endʒɪ'nɪə |
| hɪə | fɪə | tɪə | sfɪə | 'pɪərɪəd | ə'pɪərəns |

III. При произнесении следующих пар слов со звуками /eə/, /ɪə/ пронаблюдайте за различием первого элемента дифтонга и сходством второго.

beə – biə deə – diə steə – striə tʃeə – tʃiə
feə – fiə heə – hiə keə – kiə ˈpeərənt – əˈpiərəns

IV. Произнесите звуки /θ/, /ð/ в различных позициях слова.

θɪk ˈmeθəd depθ ðeə ˈgæðə bri:ð
θɪ:m æθˈletɪk mæθ ðɪs ˈfeðə saɪð

V. Произнесите звуки /θ/, /ð/ в следующих парах слов, сравнивая их со звуками /s/, /z/, /t/, /d/.

θɪk – sɪk – tik mæθ – mæs – mæt bri:ð – bri:z – bri:d beɪð – beɪz – bed
feɪθ – feɪs – feit θɪ:m – sɪ:m – tɪ:m saɪð – saɪz – said leið – ˈleɪzə – leid

VI. Произнесите звуки /θ/, /ð/, обращая внимание на ассимиляцию. Следите за тем, чтобы /t/, /d/, /l/, /n/, /s/, /z/ произносились как зубные звуки.

ˈænθəm sɪksθ ˈsevənθ ˈget ðeə ɪts ˈðæt ˈfaɪnd ði:z
smˈθetɪk helθ ɪˈlevənθ ˈmi:t ðəm ˈsel ðɪs ˈsend ðəm

VII. Произнесите фразы, соблюдая редукцию служебных слов.

It's a \chair. It's a \fair \deal. I'm in the \sixth \grade.
He's an \engineer. It's the \right \method. I \need to \buy this \bed.
It's an \idea. She's an \ideal \parent. It's a \clean \pair of \jeans.

VIII. Произнесите фразы, дополнив их словами в скобках.

Пример: It's a \feather (bird). – It's a \bird \feather.

1. I \need to \meet them (at 5). 2. It's a \carol (Christmas). 3. He's \careless (about his health). 4. She \doesn't \hear \noise (that). 5. We \send a \message (clear). 6. I \have an \idea (interesting). 7. It's a \hair (grey). 8. She \has a \fear (terrible). 9. He \plays in a \team (chess). 10. It's a \dare (math).

IX. Изучите таблицу об артиклях:

| | Происхождение | Значение | Примеры |
|------|--------------------------|-------------------------------|------------------------|
| a/an | one | один из многих | a big orange |
| | | | an apple |
| the | this, that, these, those | конкретный в данном контексте | the company I work for |
| | | | the classes on Monday |

X. Ответьте на вопросы по образцу.

Пример: Is it a cat? – That's right, it is the cat I always tell you about.

1. Is it a new book? 2. Are they a rock band? 3. Is he a teacher? 4. Is Sara a writer? 5. Is this a video game? 6. Are those new headphones? 7. Is this a school? 8. Are they siblings? 9. Is she a scientist? 10. Is he an actor?

XI. Задайте вопросы, используя слова в скобках.

Пример: I work in a café nearby (on Platonov Street). – Wow, really? Is it the café on Platonov Street?

1. Here is a chair (nearest the door). 2. I know a great film we can see (at the cinema «October» right now). 3. This is a nice photo (from the trip to Paris). 4. He works in a company (on Brovka street). 5. I can recommend a book like this (in the genre I like). 6. Look, a house like my grandmother's is over there (with red brick walls). 7. This is a famous astronomer (from Russia). 8. This album has old photos (from their wedding day). 9. It's a letter for you (from Chris). 10. Those are records (from his grandma's collection).

XII. Запомните слова, приведенные ниже.

| | | |
|---------------|---------------|------------------------|
| a meal | /mi:l/ | еда, блюдо, прием пищи |
| a shower | /'ʃaʊə/ | душ |
| bread | /bred/ | хлеб |
| cheese | /tʃi:z/ | сыр |
| to last | /lɑ:st/ | длиться |
| to review | /ri'vju:/ | проверять |
| to discuss | /dis'kʌs/ | обсуждать |
| a lunch break | /lʌntʃ breɪk/ | обеденный перерыв |
| a solution | /sə'lu:ʃən/ | решение |
| to arrive | /ə'raɪv/ | прибывать |
| a cafeteria | /kæfi'tiəriə/ | буфет, столовая |
| a pancake | /'pæŋkeɪk/ | блин |

XIII. Подготовьте выразительное чтение текста.

Theresa gets up early on weekdays, takes a shower and has a coffee with some bread and cheese. She takes a train to work and arrives at 9 a.m. Her workday lasts until 5:30 p.m. – she usually consults clients, reviews documents and discusses problematic cases. She spends her lunch break at the cafeteria and often gets pancakes with a cup of hot tea. Sometimes she goes out with her friends after work or simply goes home, has a simple microwaved meal (she likes to cook but only has time for it on weekends) and reads a book or watches YouTube before she goes to bed.

XIV. Ответьте на вопросы.

1. What does Theresa have for breakfast?
2. How long is her workday?
3. What does she do at work?
4. Does she cook every day?

УРОК 5

Артикуляционные характеристики

Гласные

Звук /ʌ/ – краткий и ненапряженный, как в русских словах «часы», «вода», «карандаш». Самый краткий гласный звук. При произнесении губы слегка растянуты, а язык немного отодвинут назад.

Звук /ɑ:/ – долгий и напряженный, как в русских словах «зал», «парк», «причал». Самый долгий гласный звук. При произнесении язык отодвинут назад и вниз больше, чем в русском звуке /а/.

Звук /ɜ:/ – долгий и напряженный, отсутствует в русском языке. Для правильного произнесения губы должны быть растянуты и напряжены, а язык приподнят ровно и плоско, не прогибаясь.

Согласные

Звук /r/ – заальвеолярный сонант. Отличается от русского /р/ тем, что не вибрирует и язык неподвижен при произнесении, кончик языка загибается кверху и тянется назад.

Звуковые явления

Связующее /r/

Обычно звук /r/ встречается перед гласной или между гласными. Если это происходит на конце слова, а следующее слово начинается с гласного звука и между ними нет смысловой паузы, то интонационно они связываются и произносятся с помощью *связующего* /r/. Например: *His mother is a nurse*.

Ассимиляции согласных в сочетаниях с сонантом /r/

При сочетании щелевых и смычных согласных с сонантом /r/ предшествующие согласные влияют на /r/ и частично оглушают его. Хорошо это заметно после глухих смычных /p/, /t/, /k/, например: /trek/, /prais/, /kraɪ/.

В сочетании /θr/ межзубный звук /θ/ влияет не только на оглушение /r/, также сонант становится альвеолярным, например: /θret/, /θri:/, /θrɪl/.

В сочетаниях /tr/, /dr/ сонант /r/ влияет на смычные согласные так, что /t/, /d/ становятся заальвеолярными, например: /traɪ/, /dri:m/.

Интонация специальных вопросов

Для специальных вопросов характерен нисходящий ядерный тон, который выделяет самое значимое смысловое слово. Первый ударный слог в общем вопросе падает на вопросительное слово, которое произносится на высоком уровне. Например: *'Where does he \live?*

Специальные вопросы используют для повторного запроса информации, более детального, чем общий вопрос. Если в вопросе глагол *to be* является сказуемым, а личное местоимение – подлежащим, то ядерный тон падает на *to be*. Например: *'Where \is she?*

I. Произнесите слова со звуком /l/. Следите за тем, чтобы он был кратким и ненапряженным.

| | | | | | |
|-----|------|------|--------|--------|---------|
| lɪk | fɪn | glʌv | læmp | ˈnæmbə | ˈmændeɪ |
| sɪn | klɪp | mɑst | ˈlændə | ˈstædi | ˈkæntri |

II. Произнесите слова со звуком /ɑ:/. Следите за тем, чтобы он был долгим и напряженным.

| | | | | | |
|------|------|-------|-------|---------|-------------|
| dɑ:k | kɑ:t | klɑ:s | pɑ:st | ˈkɑ:pɪt | ɑ:ˈtɪstɪk |
| fɑ:m | hɑ:f | stɑ:t | spɑ:k | ˈfɑ:ðə | pɑ:ˈtɪsɪpɪt |

III. Произнесите слова и сравните долготу и напряженность звуков /ʌ/ – /ɑ:/.

lʌk – lɑ:k bʌn – bɑ:n stʌf – stɑ:f ˈmʌðə – ˈfɑ:ðə
kʌt – kɑ:t dʌk – dɑ:k mʌtʃ – mɑ:tʃ nʌdʒ – lɑ:dʒ

IV. Произнесите слова со звуком /z:/. Следите за его долготой и напряженностью.

tʒ:n bʒ:d pʒ:s ˈpʒ:pl ˈkʒ:tn ˈdʒʒ:məni
hʒ:t vʒ:b fʒ:m ˈsʒ:kəs ˈθʒ:sti ˈsʌnbʒ:nt

V. Произнесите слова с сонантом /r/.

raɪm ri:f rɪˈæli:ti ˈdeəri ˈgæləri ˈfeɪvərɪt
reɪn ri:sk rɪˈleɪʃən ˈhʌri ˈsɪəriəs ˈdʒenərəs

VI. Произнесите слова с сонантом /r/ в случае ассимиляции. Следите за изменениями по месту образования звуков.

ˈæktrəs ɪmˈpresɪv ˈθrɪlə θraɪv drəˈmætɪk ˈtri:tmənt
frendʃɪp ˈaɪs kri:m ˈθreɪn ˈθrɪfləs ˈtʃɪldrən trəˈdɪʃənəl

VII. Произнесите словосочетания со связующим /r/.

ˈnevər əˈgen ˈbrʌðər ənd ˈsɪstə ˈbetər ənd ˈgreɪtə ə ˈpeər əv dʒi:nz
ˈniər ə ˈrɪvə ˈklevər ənd breɪv ˈfɑ:stər ənd ˈhɑ:də ə ˈti:tʃər əv məθs

VIII. Произнесите специальные вопросы с нисходящим тоном.

ˈWhat's his ˌname? ˈWhere's her ˌclass? ˈWho is your ˈfavourite ˌactor?
ˈWhose ˌturn is it? ˈWhy is it ˌpurple? ˈWhy is he in a ˌhurry?
ˈWhere ˌare you? ˈWhat's their ˌjob? ˈWhat's her ˌnumber?

IX. Произнесите специальные вопросы, дополнив их словами в скобках.

Пример: ˈWhat's his ˌjob? (mother's) – ˈWhat's his ˈmother's ˌjob?

1. ˈWhat's your ˌhobby? (favourite) 2. ˈWhat's her ˌname? (family) 3. ˈWho's your ˌteacher? (English) 4. ˈWhere does he ˌstudy? (usually) 5. ˈWhy is it ˌdark? (completely) 6. ˈWhat's your ˌaddress? (email) 7. ˈWhat's your ˌpurse? (red) 8. ˈWhat's her ˈfavourite ˌdish? (traditional) 9. ˈWhy do you ˈparticipate in ˌgames? (rarely) 10. ˈWhere does she ˈspend her ˌweekends? (normally)

X. Изучите таблицу с формами множественного числа и притяжательного падежа существительных.

| Тип | Множественное число | Примеры |
|--------------------|---------------------|--------------------------------|
| обычный | + s | dog – dogs |
| -y/o после гласной | | play – plays video – videos |
| -s/-sh/-ch/-x/-z | + es | wish – wishes |
| -o после согласной | | echo – echoes |
| -f/-ve | → ves | scarf – scarves |
| -y после согласной | → ies | story – stories |

| | | |
|------------------------------------|-------------------|------------------------|
| не по правилам | особое окончание | child – children |
| | изменения в корне | person – people |
| | без изменений | sheep – sheep |
| Притяжательный падеж | | Примеры |
| ед. ч. и особые случаи мн. ч. + 's | | father's children's |
| мн. ч. + ' | | students' |

XI. Согласитесь с утверждениями по образцу.

Пример: *This wardrobe is big. – Well, yeah, all wardrobes are big.*

His pet has a name. – I'm pretty sure all his pets have names.

1. His new book is boring. 2. This ant is small. 3. Her soup is tasty. 4. This restaurant meal is expensive. 5. That cat has four legs. 6. This math problem is hard. 7. This summer night is short. 8. The leaves are red and yellow in autumn. 9. This shop item costs money. 10. The professor has a higher education.

XII. Возразите, используя пример и слова в скобках.

Пример: *Are these your shoes? (John) – Nah, they aren't. They're John's shoes.*

1. Is that your boss's car? (my colleague) 2. Are those students' coats? (teachers) 3. Is this an adult's letter? (child) 4. Are Grandma Rose and Grandpa Charles your mother's parents? (my father) 5. Is «Watchers» one of Stephen King's book? (Dean Koontz) 6. Are these our seats? (the guests) 7. Is this your parents' apartment? (my grand uncle) 8. Is this tomorrow's class schedule? (Friday) 9. Is this her sister's locker? (her brother) 10. Is this the car's engine? (the truck)

XIII. Запомните слова, приведенные ниже.

| | | |
|-------------------|----------------|------------|
| a grandfather | /ˈgrændfɑːðə/ | дедушка |
| chief | /tʃiːf/ | главный |
| retired | /rɪˈtaɪəd/ | на пенсии |
| ..., again? | /əˈgeɪn/ | напомни-ка |
| a principal | /ˈprɪnsəpəl/ | директор |
| a daughter-in-law | /ˈdɔːtərɪnlɔː/ | невестка |

XIV. Подготовьте выразительное чтение диалога.

– How big is your family?
– Oh, there are five of us. Me, my parents, my sister Kate and our grandfather.
– Oh! And what do your parents do?
– Mom is a music school teacher and Dad is a chief software engineer at an IT company.
– And your granddad is retired, isn't he? How old is he, again?
– He is in his late sixties, but he still works! In fact, he's the principal of my mom's school.
– And her father, by any chance?
– Heh, no, he is actually my dad's father. But yes, he works with his daughter-in-law. And that's not all. Kate is thirteen and goes to the same school!

XV. Ответьте на вопросы.

1. Is the second speaker's family big?
2. What are his parents' jobs?
3. Do some of the family members work together?
4. Is Kate a university student?

УРОК 6

Артикуляционные характеристики

Гласные

Звук /ɒ/ – краткий и ненапряженный, нечто среднее между русскими звуками /a/ и /o/. При произнесении губы слегка округлены, но не вытянуты вперед, как в русском звуке /o/, рот широко открыт.

Звук /ɔ:/ – долгий и напряженный, как в русских словах «школа», «торт», «спор». При произнесении губы округлены и вытянуты вперед, но чуть меньше, чем в русском звуке /o/.

Звук /əɪ/ – дифтонг, звук переходит от /ɔ/ к /ɪ/. В русском языке встречается в словах «слой», «морской», «герой», однако в английском языке это не четкое /й/.

Согласные

Звук /w/ – отсутствует в русском языке, однако есть похожий звук в белорусском языке – /ў/, например, «знайшоў». Для правильного произнесения нужно округлить губы и вытянуть их вперед, как для звука /y/, а затем перейти к артикуляции следующего звука.

Звуковые явления

Ассимиляция согласных в сочетаниях с сонантом /w/

В сочетаниях «согласный + w» – /tw/, /kw/, /sw/, /dw/, /gw/ сонант влияет на предыдущий согласный, делая его огубленным. Например: /kwait/, /swei/, /twi:t/.

Также в сочетаниях /tw/, /kw/, /sw/ помимо огубленности согласной, под влиянием глухого звука сонант частично оглушается, тем самым ассимиляция становится двусторонней.

Особенности фразового ударения

Фразовое ударение – выделение голосом слов в предложении или фразе.

В английском, как и в русском языке, самое важное слово чаще всего расположено в конце предложения, являясь его ядром. Однако ядро может смещаться в зависимости от смысловой нагрузки контекста ситуации. Например, *He is a 'talented musician.* *He is a talented musician.*

Во фразе могут быть два или несколько важных по смыслу слов, которые становятся предъядерными (в разметке /'m/) и заядерными (/m/) ударными слогами. В зависимости от важности они получают полное или частичное ударение.

В английском языке **ударными** являются существительные, прилагательные, смысловые глаголы, наречия, числительные, вопросительные слова, указательные местоимения в начале предложения. **Неударными** являются вспомогательные глаголы, модальные глаголы, глагол *to be*, предлоги, частицы, союзы, артикли, личные и притяжательные местоимения. Однако *to be* может быть ударным в начале общего вопроса, в кратких ответах на общий вопрос, в кратких отрицательных формах, в конце предложения или после ударных слов.

'Is it ʌsmall? Yes, it ɪs. It ɪsn't here. I don't know where it ɪs.

I. Произнесите слова со звуком /ʊ/. Следите за тем, чтобы он был кратким и ненапряженным.

| | | | | | |
|-----|------|------|------|-------|----------|
| lʊk | 'ʊfn | sʊft | klʊk | 'sɒri | 'nɒlɪdʒ |
| gʊt | 'ʊfə | bʊtl | fɹʊg | 'kɒpi | 'prɒbləm |

II. Произнесите слова со звуком /ɔ:/. Следите за тем, чтобы он был долгим и напряженным.

| | | | | | |
|------|------|-------|-------|--------|------------|
| tɔ:k | bɔ:n | sɔ:lt | brɔ:t | 'ɔ:θə | 'blækbɔ:d |
| fɔ:l | lɔ:d | spɔ:t | fɔ:t | 'ɔ:təm | ɔ:tə'mætɪk |

III. Произнесите слова и сравните долготу и напряженность звуков /ʊ/ – /ɔ:/.

| | | | |
|------------|------------|--------------|------------------|
| nʊt – nɔ:t | ʃʊt – ʃɔ:t | spʊt – spɔ:t | 'bʊdi – 'bɔ:də |
| kʊt – kɔ:t | pʊt – pɔ:t | fʊks – fɔ:ks | 'nɒlɪdʒ – 'nɔ:ti |

IV. Произнесите слова со звуком /ɔɪ/.

| | | | | | |
|-----|------|-------|---------|----------|-----------|
| tɔɪ | vɔɪs | pɔɪnt | 'vɔɪndʒ | m'dʒɔɪ | 'dʒɔɪntli |
| bɔɪ | nɔɪz | tʃɔɪs | spɔɪlt | dɪ'strɔɪ | ɪm'plɔɪ |

V. Произнесите слова со звуком /w/.

| | | | | | |
|-----|------|------|-------|--------|------------|
| wet | wɪ:k | wɒnt | weist | 'weɪtə | 'wenzdeɪ |
| wɪð | waɪf | welθ | wɜ:ld | 'wɔ:tə | 'wɔ:lpeɪpə |

VI. Произнесите пары слов и сравните артикуляцию звуков /w/ – /v/.

| | | | |
|-------------|-------------|-------------|-----------------|
| wet – vet | went – vent | weil – veil | 'wɒlɪt – 'vælɪd |
| wɪ:l – vɪ:l | west – vest | wain – vain | 'weəri – 'veri |

VII. Произнесите слова, обращая внимание на двустороннюю ассимиляцию в сочетаниях /tw/, /kw/, /sw/.

| | | | | | |
|-------|----------|-------|----------|-------|-----------|
| twɪn | 'twenti | kwɪk | 'kwɒlɪti | swɪ:t | 'swetə |
| twɪst | 'twɪlaɪt | kwest | 'kwɔ:tə | swɪm | 'swɪftnəs |

VIII. Произнесите фразы с двумя фразовыми ударениями.

| | | |
|-----------------------|---------------------------|-------------------------------|
| It's 'Dan's ʌbag. | It's an 'expensive ʌflat. | It's of 'poor ʌquality. |
| He's a 'quiet ʌboy. | She's 'Mary's ʌfriend. | It's his 'wife's ʌcollection. |
| It's a 'quick ʌtwist. | It's my 'aunt's ʌsweater. | They're 'Peter's ʌbrothers. |

IX. Произнесите фразы, дополнив их словами в скобках.

Пример: *It's a \quest (difficult). – It's a 'difficult \quest.*

1. It's my \jacket (autumn). 2. It's my \team (basketball). 3. 'Let's have a \talk (small). 4. It's her \toy (favourite). 5. It's a \film (horror). 6. It's their \problem (serious). 7. Don't 'cross the \border (personal). 8. He's my \twin (identical). 9. We 'need to 'solve a \problem (serious). 10. She 'has a 'sweet \voice (very).

X. Изучите таблицу с модальными глаголами *can* и *may*.

| Глагол | Произношение | Основные значения |
|--------|--------------|-------------------------|
| can | /kæn/ | способность, разрешение |
| may | /meɪ/ | разрешение, возможность |

XI. Согласитесь с утверждениями, используя пример и слова в скобках.

Пример: *Lucy can dance (sing). – Not only that, but she can sing, too.*

1. Students may use the dorm's kitchen (the gym). 2. We can make lecture notes (get help from the library). 3. Your sister may watch the movie (borrow the book). 4. It may rain next week (snow). 5. Thomas can climb trees (lift heavy things). 6. They may be tired after the classes (be hungry). 7. You can finish this exercise tomorrow (do it at home). 8. They may stay until the weekend (spend the whole month there). 9. She can understand your problem (solve it). 10. Frogs can jump (swim).

XII. Ответьте на вопросы, используя пример и подсказки в скобках.

Пример: *May I visit my friend today? (we need your help here) – No, you may not. We need your help here.*

Can we use this old cassette player? (it still works well) – Yes, you can. It still works well.

1. Can you do all these tasks by tomorrow? (some of them are hard) 2. May we go now (the class is over)? 3. Can my brother borrow your car? (he can't drive) 4. Can we sort the trash? (the new trash containers are already here) 5. May I turn the music on? (Grandma is asleep) 6. Can you read this book? (I don't have my glasses) 7. Can we play tennis later tonight? (my leg hurts) 8. Can you stop laughing? (it's so funny) 9. May I ask a few questions? (I have some time) 10. Can you find the mistake? (it is right here)

XIII. Запомните слова, приведенные ниже.

| | | |
|-----------------|--------------|--------------------------|
| honest | /ˈɒnɪst/ | честный |
| to imagine | /ɪˈmædʒɪn/ | представлять себе |
| to come up with | /kʌm ʌp wɪð/ | придумывать |
| to bet | /bet/ | ручаться, быть уверенным |
| a voice | /vɔɪs/ | голос |
| to notice | /ˈnəʊtɪs/ | замечать |

XIV. Подготовьте выразительное чтение диалога.

– Hey, are you free tonight? We can go to the cinema and watch that new Marvel film.

- Thanks, but I'm not interested in it, to be honest.
- But you like Marvel comics!
- I do, but I don't like film adaptations. When you read a book, you can imagine it all, and even in a comic book you still may come up with your own voices, sounds and even music! But you can't do it when you watch a movie.
- Wow, can you actually make a movie in your head, so easily?
- I bet you can do it, too – maybe you just don't notice!

XV. Ответьте на вопросы.

1. What kind of film do the speakers discuss?
2. Is the film based on books?
3. Why does the second speaker like books more?
4. Does he find it easy?

УРОК 7

Артикуляционные характеристики

Гласные

Звук /ʊ/ – краткий и ненапряженный, похож на русский звук /y/ в безударной позиции, как в словах «студент», «университет». При произнесении губы слегка округлены, но не вытянуты вперед.

Звук /u:/ – долгий и напряженный, как в русских словах «утка», «скука», «юбка». При произнесении губы сильно округлены, но не вытянуты вперед, звук не такой глубокий, как русский звук /y/.

Звук /əʊ/ – дифтонг, звук переходит от /ə/ к /ʊ/. В русском языке встречается в словах «шоу», «соус», «поучать», однако в английском языке это не четкое /y/.

Звук /aʊ/ – дифтонг, звук переходит от /a/ к /ʊ/. В русском языке встречается в словах «аут», «наука», «аудио», однако в английском языке это не четкое /y/.

Звук /ʊə/ – дифтонг, звук переходит от /ʊ/ к /ə/. В русском языке встречается в словах «ягуар, гуашь, аксессуар», однако в английском языке это не четкое /a/.

Согласные

Звук /ŋ/ – носовой сонант, отсутствует в русском языке. Для правильного произнесения нужно поднять спинку языка, как в звуках /k/, /g/, кончик языка упирается в нижние зубы.

Звук /j/ – щелевой сонант. Похож на русский звук /й/, однако в английском варианте при произнесении спинка языка поднимается не так высоко, как в русском.

Звуковые явления

Сочетание звонких и глухих согласных

В английском языке, в отличие от русского, глухие согласные перед звонкими не озвончаются, а звонкие перед глухими не оглушаются как внутри слова, так и на стыке слов. Например, /ðɪs 'deɪ/, /'tʃi:zkeɪk/.

I. Произнесите слова со звуком /ʊ/. Следите за тем, чтобы он был кратким и ненапряженным.

| | | | | | |
|-----|-----|-----|------|-------|------------|
| lʊk | wʊd | pʊʃ | stʊd | ˈfɒli | ˈbeəfʊt |
| pʊt | bʊl | tʊk | grʊm | ˈkʊkə | ˈtʃaɪldhʊd |

II. Произнесите слова со звуком /u:/. Следите за тем, чтобы он был долгим и напряженным.

| | | | | | |
|------|-------|-------|-------|---------|-----------|
| lu:z | ku:l | fru:t | tru:θ | ˈru:mə | ˈtu:θbrʌʃ |
| pu:l | tʃu:z | spu:n | sku:l | ˈglu:mi | ˈpru:dənt |

III. Произнесите слова и сравните долготу и напряженность звуков /ʊ/ – /u:/.

| | | | |
|------------|-------------|------------|------------|
| pʊl – pu:l | ʃʊk – ʃu:t | rʊm – ru:d | wʊd – fu:d |
| fʊl – fu:l | fʊt – fru:t | bʊʃ – bu:t | lʊk – lu:z |

IV. Произнесите слова со звуком /əʊ/.

| | | | | | |
|------|------|-------|-------|----------|-------------|
| əʊld | grəʊ | brəʊk | həʊld | ˈsləʊgən | ˈɔ:lməʊst |
| əʊpn | nəʊt | stəʊn | wəʊnt | ˈbəʊlɪŋ | ˈmaɪkrəfəʊn |

V. Произнесите слова со звуком /aʊ/.

| | | | | | |
|-----|------|-------|-------|----------|-------------|
| aʊt | taʊn | praʊd | braʊn | ˈmaʊntɪn | ˈraʊndəbaʊt |
| aʊl | haʊs | kaʊnt | faʊnd | ˈθaʊzənd | ˈbækgraʊnd |

VI. Произнесите слова со звуком /ʊə/.

| | | | | | |
|-----|-----|------|-------|----------|----------|
| tʊə | pʊə | kjʊə | krʊəl | ˈdʒʊəlri | ˈtuərɪst |
| ʃʊə | mʊə | pjʊə | fjʊəl | ˈplʊərəl | ˈjuərəp |

VII. Произнесите слова со звуком /ɪ/.

| | | | | | |
|-----|-----|------|-------|--------|---------|
| rɪŋ | sɪŋ | pɪŋk | stɪŋk | ˈsɪŋɡl | ˈteɪkɪŋ |
| kɪŋ | lɒŋ | bæŋk | drʌŋk | ˈfɪŋɡə | ˈklæpɪŋ |

VIII. Произнесите слова и проследите за различием в артикуляции сонантов /n/ – /ŋ/.

| | | | |
|-----------|-----------|--------------|-------------------|
| kɪn – kɪŋ | fæn – fæŋ | sɪnz – sɪŋz | bænd – bæŋd |
| wɪn – wɪŋ | hen – hæŋ | kli:n – klɪŋ | ˈmɪtnz – ˈmi:tɪŋz |

IX. Произнесите слова со звуком /j/.

| | | | | | |
|-----|-----|------|-------|----------|-----------|
| jes | jet | jʌŋ | ja:d | ˈjeləʊ | ˈjɜ:nɪŋ |
| jiə | jel | ju:θ | ji:ld | jo:ˈself | ˈjestədeɪ |

X. Произнесите словосочетания, не допуская озвончения и оглушения согласных.

| | | | | | |
|-----------|-----------|-----------|----------|------------|--------------|
| ðɪs ˈbʊk | ðæt ˈvɔɪs | wɒts ˈðɪs | hɪz ˈtɔɪ | ʃi:z ˈsɪks | ˈɡʊd ˈfɪlm |
| ɪts ˈda:k | ðæt ˈdeɪt | wɒts ˈðæt | hɪz ˈpen | ʃi:z ˈfʌni | ˈfaɪv ˈsta:z |

XI. Изучите таблицу с оборотами there is, there are.

| Утверждение | | | Отрицание | | | Вопрос | | | |
|-------------|-----|--------|-----------|--------|-----------|--------|-------|-----------|-------------------|
| There | is | a cat. | There | isn't | a cat. | Is | there | a cat? | Yes, there is. |
| | are | cats. | | aren't | any cats. | Are | | any cats? | No, there aren't. |

XII. Ответьте на вопросы, используя примеры и подсказки в скобках.

Пример: *Are there ghosts? (scientists doubt it) – Chances are there aren't. Scientists doubt it.*

Is there another bus tonight? (it's Wednesday) – Chances are there is. It's Wednesday.

1. Is there dog food in the bowl? (the dog usually eats it all) 2. Is the series over? (a sequel is in development) 3. Are there books about Japan here? (we have a big section on the Far East) 4. Are there any questions? (the matter is quite clear) 5. Are there really tall trees in this forest? (it's a very old forest) 6. Are there more albums by this singer? (he is retired) 7. Is there life on Venus? (the missions don't find any) 8. Are there more songs like this? (the band makes a lot of great music) 9. Is there a problem with the app? (you are using the older version) 10. Is there anyone at home? (the lights are out)

XIII. Ответьте на вопросы, используя пример и фото ниже.

Пример: *Are there books on the table? – Yes, there are.*

Is there a PC on the table? – No, there isn't.



1. Are there clothes on the sofa? 2. Is there a TV on the wall? 3. Are there pictures on the floor? 4. Are there two chairs in the room? 5. Is there a clock on the shelf? 6. Are there two plants on the table?

XIV. Запомните слова, приведенные ниже.

| | | |
|--------------------|----------------------|---------------------------------------|
| humble | /ˈhʌmbəl/ | скромный |
| a bedroom | /ˈbedru(:)m/ | спальня |
| a living room | /ˈlɪvɪŋ ru:m/ | зал, гостиная |
| a flat | /flæt/ | квартира |
| a joint bathroom | /dʒɔɪnt ˈbɑ:θru(:)m/ | совмещенный санузел (туалет и ванная) |
| straight | /streɪt/ | прямой, прямо |
| a hanger | /ˈhæŋə/ | вешалка |
| a slipper | /ˈslɪpə/ | тапок |
| a wardrobe | /ˈwɔ:drəʊb/ | шкаф для одежды |
| a transformer sofa | /trænsˈfɔ:mə ˈsəʊfə/ | раскладной диван |
| a corner | /ˈkɔ:nə/ | угол |
| a gift | /ɡɪft/ | подарок |
| thin | /θɪn/ | тонкий |
| grumpy | /ˈɡrʌmpi/ | ворчливый |
| a neighbour | /ˈneɪbə/ | сосед |
| alas | /əˈlæs/ | увы |

XV. Подготовьте выразительное чтение текста.

Welcome to my humble flat! There are two bedrooms on the left and a living room on the right, so you can all spend the night before the festival here. There is a kitchen and a joint bathroom straight down the corridor, here are the hangers for the coats and you can find slippers in that wardrobe. There's a TV in the living room. There is a big bed in every bedroom and there are the two big transformer sofas in the living room. What? In the corner here? Oh, yes, that guitar is a gift from my uncle. I can't play it but I really want to learn to. Alas, we have thin walls and grumpy neighbours, so I can't practice much.

XVI. Ответьте на вопросы.

1. How many rooms are there in the flat?
2. Can you sleep in the living room?
3. Are there any musical instruments here?



ОСНОВНОЙ КУРС

MODULE 1

ABOUT MYSELF



NICE TO MEET YOU

Word List

| | | |
|--------------|---------------|----------------------------|
| to meet | /mi:t/ | встретиться, познакомиться |
| very well | /'veri wel/ | очень хорошо |
| later | /'leɪtə/ | позже |
| a teacher | /'ti:tʃə/ | учитель |
| a student | /'stju:dənt/ | студент |
| everybody | /'evri bɒdi/ | все, каждый |
| to introduce | /ɪntrə'dju:s/ | представиться |
| a groupmate | /'gru:pmeɪt/ | одногоруппник |
| to listen | /'lɪsn/ | слушать |
| to match | /mætʃ/ | соединять |
| to read | /ri:d/ | читать |

I. 🎧 Прослушайте диалог и скажите, о чем он.

(English file the 4th edition, Elementary Student's book, p. 6)

II. 🎧 Прослушайте диалог и расставьте части A, B, C, D, E в правильном порядке.

A. **Ben:** ____, Matt.

Matt: Hello. This is Sally. She's in my salsa class.

Ben: Nice to ____ you. My name's Ben.

Sally: Nice to meet you, too.

Matt: ____, Sally.

Sally: Goodbye, Matt. Bye, Ben.

- B. **Teacher:** Hello, everybody. Welcome to the class. I'm Carla. I'm your teacher.
- C. **Ben:** Hi, Sally.
Sally: Ben! Are you in the salsa class, too?
Ben: Yes, I am. How are ____?
Sally: I'm very well, ____ you. And you?
Ben: ____, thanks. ... Great! You're my partner!
Sally: Yes! See you later, Matt.
- D. **Matt:** What's your phone ____?
Sally: It's 07894 132 456.
- E. **Matt:** Hi, I'm Matt. What's your ____?
Sally: Sally.
Matt: ____?
Sally: Sally!



III. 🎧 Прослушайте диалог еще раз и заполните пропуски.

IV. Разыграйте диалог в малых группах, имитируя интонацию.

V. Соотнесите неформальные формы слов с их формальными аналогами.

Hi = _____
 Bye = _____
 Fine = _____
 I'm = _____
 Thanks = _____



VI. Представьте себя своим одноклассникам, используя пример.

- Hello, my name's Dima. What's your name?
- Hi, I'm Lisa. Nice to meet you.

VII. Изучите таблицу глагола to be в Present Simple и личных местоимений в утвердительных предложениях на с. 8.

VIII. В парах постарайтесь вспомнить как можно больше имен своих одноклассников, используя структуру he's/she's.

IX. Прочитайте слова, приведенные ниже, и распределите их в соответствии со звуками /ɪ/, /i:/, /æ/, /e/, /ei/ и /aɪ/.

Nice, meet, hi, Ben, Sally, everybody, I, later, we, great, teacher, welcome, in, thanks, she, they, am, well, fine, listen, match, read, this, my.

| /ɪ/ | /i:/ | /æ/ | /e/ | /ei/ | /aɪ/ |
|-----|------|------|------|------|------|
| it | he | Matt | very | name | bye |
| | | | | | |

X. Прочитайте скороговорки, обращая внимания на произношение подчеркнутых букв.

Nick's niece needs grilled fish.

Bats as pets aren't best in flats.

Rain, rain, go to Spain. Never show your face again!

When you write the copy, you have the right to copyright the copy you write.

XI. Прослушайте следующие слова и подчеркните ударный слог.

Air|port, com|pu|ter, e|mail, ho|tel, in|ter|net, mu|se|um, pas|ta, pi|zza, sa|lad, sand|wich, u|ni|ver|si|ty, web|site.

(English file the 4th edition, Elementary Student's book, p. 7)

XII. Заполните таблицу, используя слова из упр. XI.

| Food | Technology | Places |
|------|------------|--------|
| | | |

XIII. Подумайте и запишите больше слов в каждую колонку таблицы.

XIV. Прочитайте названия дней недели и расставьте их в правильном порядке.

Wednesday /'wenzdeɪ/

Sunday /'sʌndeɪ/

Friday /'fraɪdeɪ/

Thursday /'θɜ:zdeɪ/

Tuesday /'tju:zdeɪ/

Monday /'mʌndeɪ/

Saturday /'sætədeɪ/

XV. Поработайте в парах. Побеседуйте друг с другом, используя пример.

– What day is it today? – It's Friday.

– Have a good weekend. – You, too.

XVI. Произнесите числительные, обращая внимание на ударение. Подчеркните ударный слог.

0 – zero

1 – one

2 – two

3 – three

4 – four

5 – five

6 – six

7 – seven

8 – eight

9 – nine

10 – ten

11 – eleven

12 – twelve

13 – thirteen

14 – fourteen

15 – fifteen

16 – sixteen

17 – seventeen

18 – eighteen

19 – nineteen

20 – twenty

30 – thirty

40 – forty

50 – fifty

60 – sixty

70 – seventy

80 – eighty

90 – ninety

100 – one hundred

XVII. Прослушайте отрывок и продолжите ряд с днями недели или числительными.

Пример: Monday, Tuesday, ..., Wednesday.

(English file the 4th edition, Elementary Student's book, p. 7)

XVIII. Поработайте в парах. Узнайте и запишите номера телефонов ваших одноклассников, используя пример.

Пример: – What's your phone number? – My phone number is... .



WHERE ARE YOU FROM?

Word List

| | | |
|-------|--------|--------|
| north | /nɔ:θ/ | север |
| south | /sauθ/ | юг |
| west | /west/ | запад |
| east | /i:st/ | восток |

I. Произнесите названия континентов и однокоренные прилагательные к ним.

| Continent | | Adjective | |
|---------------|------------------|----------------|------------------|
| Africa | /ˈæfrɪkə/ | African | /ˈæfrɪkən/ |
| Asia | /ˈeɪzə/, /ˈeɪʃə/ | Asian | /ˈeɪzn/ /ˈeɪʃn/ |
| Australia | /əˈstreɪliə/ | Australian | /əˈstreɪliən/ |
| Europe | /ˈjʊərəp/ | European | /jʊərəˈpi:ən/ |
| North America | /ˌnɔ:θ əˈmerɪkə/ | North American | /nɔ:θ əˈmerɪkən/ |
| South America | /ˌsauθ əˈmerɪkə/ | South American | /sauθ əˈmerɪkən/ |

II. Произнесите названия стран и национальностей.

| Country | | Nationality | |
|-------------------|---------------------|-------------|------------------|
| Belarus | /ˌbeləˈru:s/ | Belarusian | /ˌbeləˈru:siən/ |
| Russia | /ˈrʌʃə/ | Russian | /ˈrʌʃn/ |
| Poland | /ˈpəʊlənd/ | Polish | /ˈpɒlɪʃ/ |
| Ukraine | /ju:ˈkreɪn/ | Ukrainian | /ju:ˈkreɪniən/ |
| Latvia | /ˈlætviə/ | Latvian | /ˈlætviən/ |
| Lithuania | /ˌlɪθju:ˈeɪniə/ | Lithuanian | /ˌlɪθju:ˈeɪniən/ |
| France | /frɑ:ns/ | French | /frentʃ/ |
| Spain | /speɪn/ | Spanish | /ˈspæɪnɪʃ/ |
| Germany | /ˈdʒɜ:məni/ | German | /ˈdʒɜ:mən/ |
| Italy | /ˈɪtəli/ | Italian | /ɪˈtæliən/ |
| the United States | /ˌjʊˈnaɪtɪd steɪts/ | American | /əˈmerɪkən/ |
| England | /ˈɪŋɡlənd/ | English | /ˈɪŋɡlɪʃ/ |

| | | | |
|--------------------|------------------|-------------|------------------|
| Ireland | /ˈaɪələnd/ | Irish | /ˈaɪrɪʃ/ |
| Scotland | /ˈskɒtlənd/ | Scottish | /ˈskɒtɪʃ/ |
| China | /ˈtʃaɪnə/ | Chinese | /tʃaɪˈniːz/ |
| Japan | /dʒəˈpæn/ | Japanese | /dʒæpəˈniːz/ |
| The Czech Republic | /tʃek rɪˈpʌblɪk/ | Czech | /tʃek/ |
| Turkey | /ˈtʃiːki/ | Turkish | /ˈtʃiːkɪʃ/ |
| Switzerland | /ˈswɪtsələnd/ | Swiss | /swɪs/ |
| Argentina | /ˌɑːdʒənˈtiːnə/ | Argentinian | /ˌɑːdʒənˈtɪniən/ |
| Egypt | /ˈiːdʒɪpt/ | Egyptian | /ɪˈdʒɪpʃn/ |

III. Прочитайте слова, приведенные ниже, и распределите их по колонкам в соответствии со звуками /tʃ/, /ʃ/ и /dʒ/.

English, German, French, Russian, Argentina, China, Polish, Czech, Egypt, Japan

| /tʃ/ | /ʃ/ | /dʒ/ |
|------|-----|------|
| | | |

IV. Прочитайте следующие предложения с этими звуками.

Chase isn't Chinese, he's French.

Is Shane Irish or English?

I have friends in Germany, Japan and Argentina.

V. С какими странами граничит Беларусь? Студенты каких стран обучаются в университетах нашей страны? А в БГУИР? Найдите в списке из упр. II нужные названия.

VI. Ответьте на вопросы из упр. V, используя образец:

Belarus has borders with ____.

Students from ____ study in Belarus / at BSUIR.



VII. Изучите таблицу глагола to be в Present Simple в отрицательных предложениях и вопросах на с. 8.

VIII. 🎧 Прослушайте три интервью. Ответьте на вопрос: «What countries are the speakers from?»

(English file the 3rd edition, Elementary Student's book, p. 7)

IX. Прочитайте диалоги, заполняя пропуски с помощью I'm, I'm not, is, isn't, are, aren't.

1. – ____ you English?
2. – No, ____ English. ____ Scottish.
– Where ____ you from in Scotland?
3. – ____ from Glasgow.

4. – Where ____ you from?
 5. – ____ from Australia, from Darwin.
 – Where ____ Darwin? ____ it near

Sydney?

- No, it _____. It _____ in the north.
 – _____ it nice?
 – Yes, it _____. It _____ beautiful.

6. – Where ____ you from?
 – We ____ from Columbus, Ohio, in
 the USA.

- _____ you on holiday?
 – No, we _____. We _____ students.



X. Разыграйте диалог в парах, имитируя интонацию.

XI. Ответьте на вопросы, используя утверждение (✓) или отрицание (X).

Пример: *Is it a phone?* (✓) – *Yes, it is.*

Are they students? (X) – *No, they aren't.*

1. Is she Dasha? (✓) 2. Is he a teacher? (X) 3. Are we friends? (X) 4. Are you from Belarus? (✓) 5. Is it from Germany? (✓) 6. Is she Polish? (✓) 7. Is he from Asia? (X) 8. Are they Russian? (X) 9. Is he American? (X) 10. Are you at university? (✓)

XII. Согласитесь с данными утверждениями, дополняя их словами в скобках.

Пример: *You are a student (at BSU).* – *That's right. I am a student at BSU.*

1. It is a pen (on the table). 2. They are from Africa (from Egypt). 3. She is a teacher (at school). 4. You are European (from Poland). 5. He is Belarusian (from Minsk). 6. We are in room 602 (in building 2). 7. It is a presentation (on the screen). 8. They are Australian (from Sydney). 9. He is in the UK (in London). 10. She is Asian (from Japan).

XIII. Возразьте собеседнику, используя слова в скобках.

Пример: *He is French (Spanish).* – *No, you're wrong. He isn't French. He's Spanish.*

1. She is from the USA (from Argentina). 2. We are in group 4 (group 3). 3. It is a pencil (a pen). 4. They are Czech (Swiss). 5. He is from Italy (from Germany). 6. She is a teacher (a student). 7. It is a notebook (a dictionary). 8. They are French (Spanish). 9. We are from Latvia (from Lithuania). 10. He is Turkish (Egyptian).

XIV. 🎧 Послушайте запись и кратко ответьте на вопросы.

Пример: *Is Sydney the capital of Australia?* – *No, it isn't.*

(English file the 3rd edition, Elementary Student's book, p. 7)

XV. В парах задайте по три вопроса о национальности ваших одноклассников.

Пример: *Are you Belarusian? Is Kate Russian?*

XVI. Прочитайте тексты о Кейт (Kate), Гарри (Harry) и Мисако (Misako).

| | | |
|--|---|--|
| This is Kate. She's a teacher of French and she's 24. Kate is Russian. She's from Saint Petersburg, a big city in the North of Russia. | This is Harry. He's 31 and he's a businessman. Harry is English. He's from Bristol, a city in the South of England. | This is Misako. She's Japanese. She's from Tokio, a capital city in the East of Japan. She's 18 and she's a student. |
|--|---|--|

XVII. Напишите, верны – T (True) – или не верны – F (False) – следующие утверждения.

1. Kate is from Moscow.
2. Misako is a teacher.
3. Harry is American.
4. Harry is a businessman.
5. Kate is twenty-four.
6. Misako is from Asia.
7. Harry is thirty-three.
8. Misako is nineteen.
9. Kate is a student.



XVIII. 🎧 Прослушайте интервью в языковую школу в Англии. Заполните форму недостающей информацией.

| Student information | | |
|---------------------|---------------|---------------|
| First name | First name | First name |
| Surname | Surname | Surname |
| Age | Age | Age |
| Country | Country | Country |
| City | City | City |
| Address | Address | Address |
| Postcode | Postcode | Postcode |
| Email address | Email address | Email address |
| Phone number | Phone number | Phone number |
| Mobile number | Mobile number | Mobile number |

(English file the 3rd edition, Elementary Student's book, p. 9)

XIX. Используйте упр. XVIII как пример и заполните форму информацией о себе.



WHAT DO YOU DO?

Word List

| | | |
|--------------------|----------------------|---------------------|
| an architect | /ˈɑːkɪtekt/ | архитектор |
| a builder | /ˈbɪldə/ | строитель |
| a chef/cook | /ʃef/, /kʊk/ | шеф-повар |
| a doctor | /ˈdɒktə/ | доктор |
| an engineer | /endʒɪˈnɪə/ | инженер |
| a factory worker | /ˈfæktəri ˈwɜːkə/ | работник завода |
| an accountant | /əˈkaʊntənt/ | бухгалтер |
| a flight attendant | /ˈflaɪt ətendənt/ | стюард/стюардесса |
| a hairdresser | /ˈheədresə/ | парикмахер |
| a journalist | /ˈdʒɜːnəlist/ | журналист |
| a writer | /ˈraɪtə/ | писатель |
| a lawyer | /ˈlɔːjə/ | адвокат, юрист |
| a musician | /mjuːˈzɪʃən/ | музыкант |
| a nurse | /nɜːs/ | медсестра |
| a pilot | /ˈpaɪlət/ | пилот |
| a policeman | /pəˈliːsmən/ | полицейский |
| a receptionist | /rɪˈsepʃənɪst/ | секретарь |
| a programmer | /ˈprəʊgræmə/ | программист |
| a shop assistant | /ʃɒp əˈsɪstənt / | продавец |
| a waiter/waitress | /ˈweɪtə/, /ˈweɪtrəs/ | официант/официантка |
| a vet | /vet/ | ветеринар |
| a model | /ˈmɒdəl/ | модель |
| a footballer | /ˈfʊtbɔːlə/ | футболист |
| unemployed | /ʌnɪmˈplɔɪd/ | безработный |
| retired | /rɪˈtaɪəd/ | на пенсии |
| outside | /ˌaʊtˈsaɪd/ | снаружи |
| inside | /ˌɪnˈsaɪd/ | внутри |
| long hours | /ˈlɒŋ ˈaʊəz/ | долгий рабочий день |

| | | |
|-------------------------|---------------------|---------------------------|
| foreign | /ˈfɒrɪn/ | иностранный |
| to travel | /ˈtrævl/ | путешествовать |
| to drive | /draɪv/ | водить машину |
| to make things | /meɪk ˈθɪŋz/ | делать вещи своими руками |
| to wear special clothes | /weə ˈspeʃl kləʊðz/ | носить особую одежду |
| to earn money | /ɜ:n ˈmʌni/ | зарабатывать деньги |
| a world | /wɜ:ld/ | мир |
| to work | /wɜ:k/ | работать |
| to have | /hæv/ | иметь |
| to speak | /spi:k/ | говорить |

I. Прочитайте слова и определите те, где есть звук /з:/.

A doctor, wear, an engineer, earn, a hairdresser, a nurse, a policeman, a journalist, a footballer, a worker, an architect, a waiter, a builder, a lawyer, world, retired, a university.

II. Прочитайте фразы со звуком /з:/.

Journalists travel all over the world.

She works as a nurse at university.

Her earnerfriend earns a lot of money.

III. Найдите в общем списке слова, обозначающие различные профессии.

IV. Прочитайте описание трех профессий, заполните пропуски словами из рамки и угадайте, о каких профессиях идет речь.

| | | | | | | |
|------|------------|------------|------------|-------|--------|-------|
| have | earn (× 2) | wear (× 2) | work (× 3) | drive | travel | speak |
|------|------------|------------|------------|-------|--------|-------|

1. I ____ inside and outside during the day and at night. I ____ a car and sometimes I walk along the street. I don't ____ a lot of money. I ____ a uniform.



2. I work in an office with a computer, or outside with other people. I ____ French and Spanish and I sometimes ____ to different countries. I don't wear a uniform. I ____ for a newspaper.

3. I ____ a uniform and I work with other people. I ____ special qualifications, but I don't ____ a lot of money. I work during the day or at night, but I don't work outside. I ____ in a hospital.



(English file the 3rd edition, Elementary Workbook, p. 19)

V. Изучите таблицу времени Present Simple.

| Affirmative sentences | | | | |
|----------------------------------|------|--------------------|-------------------------------|------------------|
| I/you/we/they work in an office. | | | He/she/it works in an office. | |
| Questions | | | | |
| Do | I | work in an office? | Yes, I do. | No, I don't. |
| | you | | Yes, you do. | No, you don't. |
| | we | | Yes, we do. | No, we don't. |
| | they | | Yes, they do. | No, they don't. |
| Does | he | | Yes, he does. | No, he doesn't. |
| | she | | Yes, she does. | No, she doesn't. |
| | it | | Yes, it does. | No, it doesn't. |

VI. Ответьте на вопросы, используя утверждение (✓) и отрицание (X).

Пример: *Do you study at university?* (✓) – *Yes, I do.*

Does he work? (X) – *No, he doesn't.*

1. Does she speak English? (✓) 2. Do you make things? (X) 3. Does he go to school? (X) 4. Do they travel? (✓) 5. Do you sleep at night? (✓) 6. Do we use it inside? (✓) 7. Does he wear a uniform? (X) 8. Do they work long hours? (X) 9. Does she play football? (X) 10. Do you do homework? (✓)

VII. Согласитесь с данными утверждениями, дополняя их словами в скобках.

Пример: *He drives a car (a BMW).* – *That's true. He drives a BMW.*

1. You speak a foreign language (English). 2. We wear special clothes (a uniform). 3. She works with other people (with 15 people). 4. They work inside (in a factory). 5. He works with computers (make things). 6. You work at the weekend (on Saturdays). 7. We work outside (in the street). 8. She has special qualification (a diploma). 9. He works at night (until 6 a.m.). 10. You travel a lot (around the world).

VIII. Выразите несогласие с данными утверждениями, используя слова в скобках.

Пример: *We study German (English).* – *Certainly not. We don't study German. We study English.*

1. He works outside (inside). 2. They work long hours (from 9 a.m. to 11 p.m.). 3. You work at night (in the evening). 4. She works with people (with computers). 5. We play tennis (basketball). 6. He does housework (homework). 7. You make things (teach languages). 8. She works as a doctor (as a secretary). 9. We study at BSU (at BSUIR). 10. They play football (computer games).

IX. 🎧 Прослушайте отрывок из передачи «His job, her job». Команда из трех человек будет задавать вопросы участнику о его работе и о работе его жены. Команда экспертов должна отгадать, кем они работают.

A. Используйте вопросы ниже, отмечая, что спрашивали и что на это отвечал участник.

Б. Попробуйте и вы угадать их профессии.

| ✓- yes, X – no, D – it depends | | Wayne | Tanya |
|-----------------------------------|-------------------|-------|-------|
| Where? | outside | | |
| | in the street | | |
| | inside | | |
| | in an office | | |
| When? | in the evening | | |
| | at night | | |
| | at the weekend | | |
| How? | with computers | | |
| | with other people | | |
| | long hours | | |
| travel | | | |
| drive | | | |
| make things | | | |
| earn a lot of money | | | |
| have special qualification | | | |
| speak foreign languages | | | |
| wear a uniform or special clothes | | | |

(English file the 3rd edition, Elementary Student's book, p. 7)

X. 🎧 Прослушайте предположения экспертов. Были ли вы правы?

(English file the 3rd edition, Elementary Student's book, p. 7)

XI. Поработайте в парах. Один из вас загадывает профессию, а другой пытается угадать, используя вопросы из упр. IX. Затем поменяйтесь ролями.

Пример: Do you work in the evening? Do you travel?

XII. Изучите диаграмму «About myself», добавьте необходимые слова. Опираясь на данный материал, поработайте в парах и расскажите своим одноклассникам о себе.



XIII. Напишите свою краткую биографию.

MY FAMILY



TOGETHER WE MAKE A FAMILY

Word List

| | | |
|-----------------------|--------------------------|------------------------|
| a mother/mum | /ˈmʌðə/, /mʌm/ | мама |
| a father/dad | /ˈfɑːðə/, /dæd/ | папа |
| a sister | /ˈsɪstə/ | сестра |
| a brother | /ˈbrʌðə/ | брат |
| a daughter | /ˈdɔːtə/ | дочь |
| a son | /sʌn/ | сын |
| an aunt | /ɑːnt/ | тетя |
| an uncle | /ˈʌŋkəl/ | дядя |
| a cousin | /ˈkʌzn/ | двоюродные брат/сестра |
| a niece | /niːs/ | племянница |
| a nephew | /ˈnefjuː/, /ˈnevjuː/ | племянник |
| a grandmother/granny | /ˈgrænmʌðə/, /ˈgræni/ | бабушка |
| a grandfather/grandad | /ˈgrænfɑːðə/, /ˈgrændæd/ | дедушка |
| a granddaughter | /ˈgrændɔːtə/ | внучка |
| a grandson | /ˈgrænsʌn/ | внук |
| a wife | /waɪf/ | жена |
| a husband | /ˈhʌzbənd/ | муж |
| a mother-in-law | /ˈmʌðər ɪn lɔː/ | свекровь/теща |
| a father-in-law | /ˈfɑːðər ɪn lɔː/ | свекр/тесть |
| a daughter-in-law | /ˈdɔːtər ɪn lɔː/ | невестка |
| a son-in-law | /ˈsʌn ɪn lɔː/ | зять |
| a sister-in-law | /ˈsɪstər ɪn lɔː/ | свояченица/золовка |
| a brother-in-law | /ˈbrʌðər ɪn lɔː/ | шурин/деверь |
| a stepmother | /ˈstepmʌðə/ | мачеха |
| a stepfather | /ˈstepfɑːðə/ | отчим |
| competitive | /kəmˈpetɪtɪv/ | конкурентоспособный |
| greedy | /ˈɡriːdi/ | жадный |
| stubborn | /ˈstʌbən/ | упрямый |

| | | |
|--------------|----------------|------------------------|
| selfish | /ˈselfɪʃ/ | эгоистичный |
| shy | /ʃaɪ/ | застенчивый |
| cunning | /ˈkʌnɪŋ/ | хитрый |
| hot-tempered | /ˌhɒtˈtempəd/ | вспыльчивый |
| honest | /ˈɒnɪst/ | честный |
| affectionate | /əˈfekʃənət/ | любящий |
| caring | /ˈkeərɪŋ/ | заботливый |
| persistent | /pəˈsɪstənt/ | настойчивый |
| enterprising | /ˈentəpraɪzɪŋ/ | предприимчивый |
| quick witted | /ˌkwɪkˈwɪtɪd/ | находчивый |
| hard-working | /ˌhɑːdˈwɜːkɪŋ/ | трудолюбивый |
| responsible | /rɪˈspɒnsəbl/ | ответственный |
| sociable | /ˈsəʊʃəbl/ | общительный |
| considerate | /kənˈsɪdərət/ | внимательный |
| purposeful | /ˈpɜːpəsful/ | целеустремленный |
| decent | /ˈdiːsənt/ | порядочный |
| a role model | /rəʊl ˈmɒdl/ | образец для подражания |
| creative | /kriːˈeɪtɪv/ | творческий |
| kind | /kaɪnd/ | добрый |
| successful | /səkˈsesful/ | успешный |
| embarrassing | /ɪmˈbærəsɪŋ/ | неловкий |
| tall | /tɔːl/ | высокий |
| short | /ʃɔːt/ | низкий |
| plump | /plʌmp/ | полный |
| fat | /fæt/ | толстый |
| thin | /θɪn/ | худой |
| slim | /slɪm/ | стройный |
| overweight | /ˌəʊvəˈweɪt/ | с лишним весом |
| big | /bɪg/ | большой |
| small | /smɔːl/ | маленький |
| long | /lɒŋ/ | длинный |
| curly | /ˈkɜːli/ | кудрявый |
| wavy | /ˈweɪvi/ | волнистый |

I. Прочитайте слова и определите те, где есть звук /ð/.

Mother, thin, thirty, father, brother, there, their, Thursday, this, grandmother.

II. Прочитайте скороговорку со звуком /ð/.

Father, mother, sister, brother hand in hand with one another.

III. Семья – самые близкие люди. Конечно же, у нас есть и дальние родственники. Распределите слова по колонкам в таблице ниже, определив, кто является близким (immediate family), а кто – дальним (extended family) родственником.

A father-in-law, a mother, a grandfather, a son-in-law, a father, an aunt, a sister, a grandmother, a mother-in-law, a cousin, a granddaughter, a brother, a sister-in-law, a son, a father-in-law, a daughter, an uncle, a brother-in-law, a nephew, a grandson, a daughter-in-law, a niece.

| Immediate family | Extended family |
|------------------|-----------------|
| | |

IV. Внешность человека – это то, что мы замечаем в первую очередь. Соотнесите прилагательные с тем, что можно ими описать. Добавьте свои варианты из списка слов.

Tall, slim, young, blond, small, well-built, wavy, straight, blue, thin, short, brown, middle-aged, plump, grey, big, curly, fat, long, overweight, old, green.

| Build | Age | Height | Eyes | Hair |
|-------|-----|--------|------|------|
| | | | | |

V. Опишите внешность своего одноклассника, используя слова из упр. IV.

VI. Характер человека также очень важен. Все обладают теми качествами, которыми гордятся или от которых хотят избавиться. В приведенной ниже таблице слова перемешаны. Распределите их правильно и добавьте свои варианты.

| Positive | | Negative | |
|-------------|--------------|--------------|--------------|
| selfish | stubborn | greedy | honest |
| competitive | caring | responsible | hot-tempered |
| purposeful | enterprising | arrogant | persistent |
| cunning | quick witted | considerate | decent |
| sociable | kind | hard-working | creative |
| | | | |

VII. Прочитайте характеристики двух людей. С кем бы вы хотели подружиться? Почему вы сделали такой выбор?

| | |
|---|---|
| She/he is tall and slim. She/he has short dark hair and brown eyes. She/he is stubborn, selfish and honest. | She/he is quite short and plump. She/he has long fair hair and blue eyes. She/he is hard-working, sociable and cunning. |
|---|---|

VIII. Изучите таблицу притяжательных прилагательных.

| Personal pronouns | Possessive adjectives |
|-------------------|-----------------------|
| I | My bag |
| He | His phone |
| She | Her pen |
| It | Its name |
| You | Your friend |
| We | Our teacher |
| They | Their desks |

IX. Ответьте на вопросы, используя утверждение (✓) и отрицание (X).

Пример: *Is it your bag?* (✓) – *Yes, it is. It's my bag.*

Are they her pencils? (X) – *No, they aren't. They aren't her pencils.*

1. Is she his sister? (✓) 2. Is he our teacher? (X) 3. Is it your phone? (X) 4. Are you their groupmate? (✓) 5. Is it my book? (✓) 6. Is she your niece? (✓) 7. Is he her boyfriend? (X) 8. Are they his cousins? (X) 9. Is he your brother? (X) 10. Is she your classmate? (✓)

X. Согласитесь с данными утверждениями, дополняя их словами в скобках.

Пример: *He is their friend (best).* – *Of course. He's their best friend.*

1. You are our teacher (hard-working). 2. She is his aunt (generous). 3. It is her book (favourite). 4. It is my phone (new). 5. We are your students (responsible). 6. They are his children (affectionate). 7. He is her boyfriend (caring). 8. She is our granny (kind). 9. You are their nephew (stubborn). 10. They are his sisters (sociable).

XI. Выразите свое несогласие, используя слова в скобках.

Пример: *She is her mother (mother-in-law).* – *Not at all. She isn't her mother. She is her mother-in-law.*

1. We are their brothers (cousins). 2. You are my daughter-in-law (sister-in-law). 3. He is her uncle (father). 4. She is his girlfriend (wife). 5. He is our grandson (son-in-law). 6. They are her sisters (stepsisters). 7. You are arrogant (decent). 8. She is shy (hot-tempered). 9. We are cunning (honest). 10. They are selfish (considerate).

XII. Изучите таблицу времени Present Continuous.

| Affirmative sentences | | | | | | | |
|-----------------------|--------|----------|------------------------------|------|----------|---------------------------------|------------------|
| I <u>am</u> singing. | | | He/she/it <u>is</u> singing. | | | You/we/they <u>are</u> singing. | |
| Negative sentences | | | Questions | | | | |
| I | am not | singing. | Am | I | singing? | Yes, I am. | No, I'm not. |
| He | isn't | | Is | he | | Yes, he is. | No, he isn't. |
| She | | | | she | | Yes, she is. | No, she isn't. |
| It | | | | it | | Yes, it is. | No, it isn't. |
| You | aren't | | Are | you | | Yes, you are. | No, you aren't. |
| We | | | | we | | Yes, we are. | No, we aren't. |
| They | | | | they | | Yes, they are. | No, they aren't. |

XIII. Ответьте на вопросы, используя утверждение (✓) и отрицание (X).

Пример: *Is he studying?* (✓) – *Yes, he is. He is studying.*

Are they sleeping? (X) – *No, they aren't. They aren't sleeping.*

1. Is she working for a company? (✓) 2. Are we going to the park? (✓) 3. Is it raining? (X) 4. Are you cooking? (X) 5. Is he playing computer games? (X) 6. Are they playing football? (✓) 7. Are you listening to music? (✓) 8. Is she dancing? (X) 9. Are they watching TV? (X) 10. Are we studying English? (✓)

XIV. Согласитесь с данными утверждениями, дополняя их словами в скобках.

Пример: *We are doing homework (English).* – *Exactly. We're doing English homework.*

1. They are watching a film (in the cinema). 2. She is reading (a novel). 3. You are painting (a picture). 4. He is talking on the phone (with his friend). 5. I'm singing (in the shower). 6. We are dancing (at a party). 7. She is cooking dinner (in the kitchen). 8. They are swimming (in the sea). 9. He is doing exercises (in the gym). 10. I'm working (at home).

XV. Выразите свое несогласие, используя слова с скобках.

Пример: *He is playing basketball (volleyball).* – *Not really. He isn't playing basketball. He's playing volleyball.*

1. You are sleeping (listen to music). 2. She is meeting with friends (work). 3. We are going to university (to the dormitory). 4. I'm doing homework (housework). 5. He is swimming (run). 6. They are playing computer games (study). 7. You are watching a series (a film). 8. He is driving (wait for a bus). 9. We are doing the project (relax). 10. She is chatting on the phone (talk).

XVI. 🎧 Послушайте различные звуки. Расскажите, что вы слышите, используя Present Continuous.

Пример: *He's cooking.*

(English file the 4th edition, Elementary Student's book, p. 41)

XVII. Ответьте на вопросы, обращая внимание на разницу употребления Present Simple и Present Continuous.

1. What do you do?
2. What are you doing?
3. What do you usually wear?
4. What are you wearing?
5. What books do you read? / What films do you watch?
6. What book are you reading? / What film are you watching?

XVIII. Прочитайте и переведите слова, которые помогут понять Изабель из упр. XIX.

Good-looking, young, free, pretty, intelligent.

XIX. 🎧 Прослушайте, как Изабель описывает людей. Заполните таблицу ниже. Кем приходятся ей эти люди?

| | Alex | David | Gloria | Natalie |
|--------------------------|------|-------|--------|---------|
| Who is he/she to Isabel? | | | | |
| How old is he/she? | | | | |
| What does he/she do? | | | | |
| More information | | | | |

(English file the 3rd edition, Elementary Student's book, p. 29)

XX. Поработайте в парах. Напишите четыре имени. Это могут быть имена ваших друзей или родственников. Обменяйтесь именами и задайте вопросы из таблицы. Узнайте как можно больше информации об этих людях.

Пример: *Who is Tatyana? – She's my mother.*

How old is she? – She's 42 years old.

What does she do? – She's a teacher.

XXI. Прочитайте текст про семью Олега. Ответьте на вопрос: «Who does his family consist of?»

My name's Oleg. I'm 18 years old. My family and I live in Minsk. I have a mother, a brother and a dog.

My mother's name is Oksana. She's 42 years old. She's a bit plump, but quite tall. She has long dark hair and green eyes. She also wears glasses. My mother is an accountant in Belarusbank, that's why she's good at saving money and our family budget is under her caring control. She's practical, honest and affectionate with us. We're really thankful to her for everything she does for us and we always help her.

My brother is Dima. He's 22 years old. He is tall and well-built. He has short dark hair and grey eyes. He's a graduate student of BSUIR. And now he works as a programmer in a small, but promising company with its benefits. He likes what he does and he thinks it is the main criterion to choose your future career. He is persistent, enterprising and quick witted. I hope I can be like him one day.

And the last but not the least member of our family is our dog. He's Jack Russell Terrier and his name is Gart. He is so active and curious. He likes sleeping in Dima's room and in mine sometimes. He usually takes him for a walk in the morning and I do it in the evening. We share all the responsibilities equally.

Despite the fact that I have a single-parent family, I'm so glad that I have a place where I'm always welcome, where you can feel comfortable and loved. When we have time, we spend it together. It's said «My house is my castle» and it's true for me.

XXII. Напишите, верны – T (True) – или не верны – F (False) – предложения ниже.

1. Oleg is 17 years old.
2. Oleg's mother works in a factory.
3. Oleg's brother's name is Dima.
4. Oksana is a secretary.
5. Dima works as a programmer.
6. Gart is Oleg's father.

XXIII. Ответьте на вопросы по тексту.

1. Where do they live?
2. How old is Oleg's mother?
3. What kind of character does Dima have?
4. Is Gart a corgi?
5. Does Oleg like his family? Why do you think so?

XXIV. Расскажите вашему однокласснику о семье Олега, используя образец.

*Oleg has _____. Oleg's mother is _____. Oleg describes her _____ as _____.
His brother is _____. Their dog is _____.*

XXV. Прочитайте текст про семью Кати. Ответьте на вопрос: «Is her family similar to that of Oleg's?»

My name's Kate. I'm 17. I'm from Mogilev. My family consists of my mother, my father, my sister, and me.

My mother's name is Tatyana. She is in her mid-forties, but she doesn't look like her age. She's slim and of medium height. She has shoulder-length straight fair hair, blue eyes and a beautiful smile. She's an architect in a big company. I know that she's hard-working, serious and responsible at work, but at home she's caring and sociable. It's a great quality – to know how to split work and private life.

My father's name is Roman. He is 48 years old. He is quite tall and a bit plump. He has short dark hair and hazel eyes. He's an engineer at a plant. He's considerate, purposeful and decent. But most of all I like his sense of humour, we often laugh at his jokes. He is the head of our family and a good role model for me as a father.

My sister's name is Yana. She is 3 years younger than me. She is a good-looking girl with long straight fair hair and hazel eyes. She's emotional and creative, but also kind and friendly. She is good at languages. She wants to apply to MSLU when she finishes school. Let's wish her good luck!

Our family is really united. We spend time together at home and go to the country sometimes, we support each other's dreams and help to achieve them, we talk about our successful and embarrassing moments, and we face difficulties and overcome them. For me, family is people who are always here for you no matter what, they wait for you at home and love you for who you are. I'm so lucky to have such a wonderful family.

XXVI. Напишите, верны – T (True) – или не верны – F (False) – предложения ниже.

1. Kate is from Mozyr.
2. Tatyana is 40 years old.
3. Kate's father works at a plant.
4. Roman has a great sense of humour.
5. Yana wants to apply to BSUIR.
6. Yana is 15 years old.

XXVII. Ответьте на вопросы по тексту.

1. How old is Kate?
2. What does Kate's mother do?
3. What does Roman look like?
4. What is Yana good at?
5. How does Kate spend time with her family?

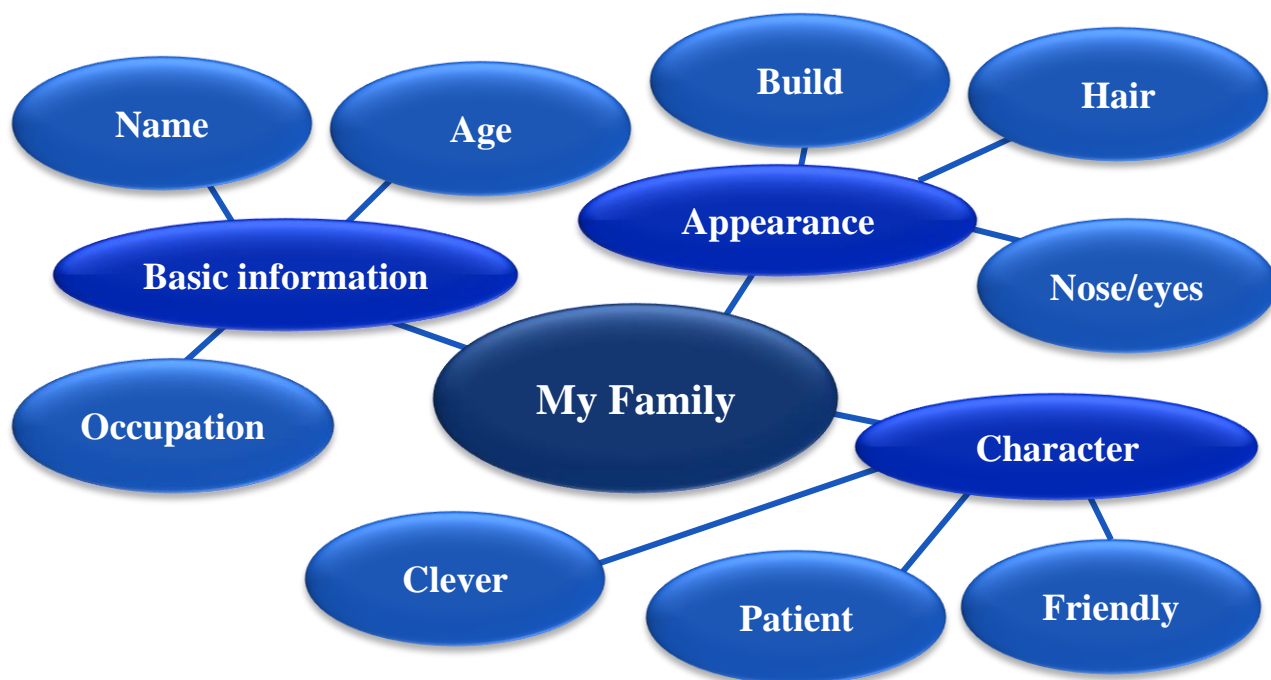
XXVIII. Расскажите вашему однокласснику о семье Кэти, используя образец.

Kate has _____. Kate's mother is _____. Kate describes her _____ as _____.
Kate's father is _____. Her sister is _____.

XXIX. Соотнесите приведенные ниже предложения с текстами: О (Oleg) и К (Kate).

1. My mother works as an accountant.
2. My father is an engineer.
3. I have a sister.
4. We have a dog.
5. My house is my castle.
6. My mother is different at work and at home.

XXX. Изучите диаграмму «My Family», добавьте необходимые слова. Опираясь на данный материал, поработайте в парах и расскажите своим одноклассникам о себе.



XXXI. Напишите о своей семье, используя тексты Олега и Кэти в качестве примеров.

MY WORKING DAY



WHAT DO YOU USUALLY HAVE FOR BREAKFAST?

Word List

| | | |
|----------------------|-------------------------|------------------|
| breakfast | /ˈbrekfəst/ | завтрак |
| lunch | /lʌntʃ/ | обед |
| dinner | /ˈdɪnə/ | ужин |
| a snack | /snæk/ | закуска |
| fruit | /fru:t/ | фрукты |
| vegetables | /ˈvedʒɪtəb(ə)lz/ | овощи |
| bread | /bred/ | хлеб |
| butter | /ˈbʌtə/ | масло сливочное |
| cereal | /ˈsiəriəl/ | хлопья, мюсли |
| cheese | /tʃi:z/ | сыр |
| eggs | /egz/ | яйца |
| jam | /dʒæm/ | варенье |
| juice | /dʒu:s/ | сок |
| milk | /mɪlk/ | молоко |
| sugar | /ˈʃʊɡə/ | сахар |
| tea | /ti:/ | чай |
| fish | /fɪʃ/ | рыба |
| meat | /mi:t/ | мясо |
| a chicken breast | /ˈtʃɪkɪn brest/ | куриная грудка |
| ham | /hæm/ | ветчина |
| a sausage | /ˈsɒsɪdʒ/ | колбаса, сосиска |
| olive oil | /ˈɒlɪv ɔɪl/ | оливковое масло |
| rice | /raɪs/ | рис |
| (a) salad | /ˈsæləd/ | салат |
| a carrot | /ˈkærət/ | морковь |
| chips (French fries) | /tʃɪps/, /frentʃ fraɪz/ | картофель фри |
| a mushroom | /ˈmʌʃru:m/ | гриб |
| an onion | /ˈʌnjən/ | лук |

| | | |
|--------------|------------------------|-----------------------------|
| peas | /pi:z/ | горошек |
| a potato | /pə'teɪtəʊ/ | картошка |
| a tomato | /tə'mɑ:təʊ/ | помидор |
| a cucumber | /'kju:kʌmbə/ | огурец |
| a pineapple | /'paɪnæpəl/ | ананас |
| a strawberry | /'strɔ:bəri/ | клубника |
| a dessert | /dɪ'zɜ:t/ | десерт |
| an apple | /'æpl/ | яблоко |
| an orange | /'ɒrɪndʒ/ | апельсин |
| a sandwich | /'sænwɪtʃ/, /'sænwɪdʒ/ | бутерброд |
| a cake | /keɪk/ | торт |
| an ice cream | /'aɪs kri:m/ | мороженое |
| biscuits | /'bɪskɪts/ | печенье |
| chocolate | /'tʃɒklət/ | шоколад |
| crisps | /krɪspz/ | чипсы |
| sweets | /swi:ts/ | конфеты |
| takeaway | /'teɪkəweɪ/ | еда навынос |
| strict | /strikt/ | строгий |
| meal | /mi:l/ | прием пищи |
| porridge | /'pɒrɪdʒ/ | каша |
| a dish | /dɪʃ/ | блюдо |
| sweetcorn | /'swi:tkɔ:n/ | кукуруза |
| enormous | /ɪ'nɔ:məs/ | огромный |
| pepper | /'pepə/ | перец |
| a bowl | /bəʊl/ | миска |
| soup | /su:p/ | суп |
| yogurt | /'jɒgət/ | йогурт |
| a pizza | /'pi:tə/ | пицца |
| chorizo | /tʃə'ri:zəʊ/ | чоризо (колбаса из свинины) |
| sauce | /sɔ:s/ | соус |
| to eat | /i:t/ | есть, кушать |
| to drink | /drɪŋk/ | пить |
| to need | /ni:d/ | нуждаться |
| to mind | /maɪnd/ | возражать, быть против |
| to call | /kɔ:l/ | звонить |
| to pick up | /'pɪk ʌp/ | забирать |

I. Read the words below and sort them according to the sounds /i:/, /e/, /eɪ/ and /æ/.

Breakfast, vegetables, cheese, jam, eggs, tea, meat, breast, ham, a salad, peas, a carrot, pepper, sweetcorn, takeaway, a potato, a cake, an ice cream, a pineapple, eat.

| /i:/ meal | /e/ bread | /eɪ/ steak | /æ/ snack |
|--------------|--------------|---------------|--------------|
| | | | |

II. Read the sentences with these sounds.

I eat ice cream and sweets with tea for dessert.

He has a sandwich with jam as a snack.

They make takeaway steak and potato.

We get bread and eggs for breakfast.

III. Read and underline the stressed syllables in these words.

Po|ta|to, break|fast, vege|ta|bles, cho|colate, pine|apple, de|SSERT, sa|lad, to|ma|to, mush|room, cu|cum|ber, straw|ber|ry, ice|cream.

IV. Read the words and put them to the right category. Add more words from the word list.

Apples, biscuits, bananas, cucumbers, chocolate, carrots, onions, sweetcorn, oranges, peas, pineapples, tomatoes, potatoes, sandwiches, cakes, strawberries.

| Vegetables | Fruit | Snacks |
|------------|-------|--------|
| | | |

V. Read the words and match them with the right meal. Add more words from the word list.

Soup, tea, meat, porridge, a sandwich, fish, salad, cereal, rice, a toast, chicken, coffee, pasta, milk, cheese, mushrooms, jam, bread, chips, a cake, biscuits.

| Breakfast | Lunch | Dinner |
|-----------|-------|--------|
| | | |

VI. Read the columns of words with healthy and unhealthy food. All the words are mixed, you need to correct the mistakes.

| Healthy | | Unhealthy | |
|----------|---------|-----------|-----------|
| porridge | jam | cereal | cucumbers |
| sugar | oranges | pasta | ice cream |
| chips | carrots | cakes | chocolate |
| tomatoes | fish | crisps | rice |
| meat | coffee | sweets | biscuits |

VII. Read the menu for the day, choose which meal you would like to eat. Why?

| Breakfast | |
|---|--|
| a sandwich with cheese and ham, coffee | porridge with fruit, tea |
| Lunch | |
| soup with bread, fish with rice, salad with vegetables | a hamburger with chips, a glass of coke |
| Snack | |
| a piece of chocolate cake with juice | a fruit salad with yogurt |
| Dinner | |
| a chicken breast with pasta | a pizza with cheese and ham |

VIII. Study the chart with countable and uncountable nouns.

| Tone | Statement | Noun | |
|------|----------------|--|-------------------|
| | | Countable | Uncountable |
| + | You need | <i>a</i> banana <i>some</i> bananas | <i>some</i> sugar |
| - | You don't need | <i>an</i> apple <i>any</i> apples | <i>any</i> salt |
| ? | Do you need | <i>an</i> egg? <i>any</i> eggs? | <i>any</i> bread? |

IX. Answer the questions using positive (✓) and negative (X) answers.

Model: Does she eat any meat? (✓) – Yes, she does. She eats some meat.

Do you eat any crisps? (X) – No, I don't. I don't eat any crisps.

1. Do we have any ice cream? (✓) 2. Does he need an orange? (✓) 3. Do you usually buy any vegetables? (X) 4. Are they making a cake? (X) 5. Is she eating a steak? (X) 6. Do we have any milk? (✓) 7. Do you need a cucumber? (✓) 8. Does he buy any chocolate? (X) 9. Are they making a salad? (✓) 10. Do you like olives? (X)

X. Agree with the statements adding the information in brackets.

Model: He's drinking some water (mineral). – You're right. He's drinking some mineral water.

1. I would like some ice cream (strawberry). 2. You are eating soup (tomato). 3. She has some cake (chocolate). 4. We need some carrots (and a pepper). 5. We have a salad (fruit). 6. They are having a pizza (vegetarian). 7. He sometimes eats sushi (fried). 8. She is making sandwiches (with ham). 9. We always drink coffee (with milk). 10. He needs to buy some chicken breast (for dinner).

XI. Disagree with the statements using the information in brackets.

Model: You have some porridge for breakfast (cereal). – Not at all. You don't have any porridge for breakfast. You have some cereal for breakfast.

1. He is eating some rice (pasta). 2. We usually buy some meat (sausages). 3. I'm having some sweets (biscuits). 4. She needs a pineapple (a banana) 5. They usually have some soup for dinner (for lunch). 6. I'm drinking some tea (coffee). 7. She needs olive oil for salad (cucumbers). 8. He prefers crisps as a snack (fruit). 9. We like potato with vegetables (with fish). 10. They sometimes make pizza with mushrooms (pineapple).

XII. Study the chart with indefinite pronouns.

| Tone | People | Things | Places |
|------|--|-------------------------------------|---|
| + | I know <i>someone</i> / <i>somebody</i> here. | I have <i>something</i> to do. | I want to go <i>somewhere</i> . |
| - | I don't know <i>anyone</i> / <i>anybody</i> here. | I don't have <i>anything</i> to do. | I don't want to go <i>anywhere</i> . |

| | | | |
|---|---|---|--|
| ? | – Do you know anyone/anybody here? – No one/nobody . I know no one/nobody here. | – Do you have anything to do? – Nothing . I have nothing to do. | – Do you want to go anywhere ? – Nowhere. I want nowhere to go. |
|---|---|---|--|

XIII. Answer the questions using positive (✓) and negative (X) answers.

Model: Is he doing anything now? (✓) – Yes, he is. He's doing something now.

Do they meet anywhere? (X) – No, they don't. They don't meet anywhere.

1. Do you see anyone there? (✓) 2. Is it anywhere interesting? (✓) 3. Is she doing anything useful? (X) 4. Would you like something to drink? (X) 5. Is anybody waiting for her? (X) 6. Do we have anything to eat? (✓) 7. Are they going anywhere nice? (✓) 8. Is he talking to anybody I know? (X) 9. Is she reading anything at the moment? (✓) 10. Do you have anything to read? (X)

XIV. Agree with the statements adding the information in brackets.

Model: They're cooking something (delicious). – Indeed. They're cooking something delicious.

1. We don't have anything to eat (in the fridge). 2. You are doing something (interesting). 3. I have nothing to do (tonight). 4. They want to go somewhere nice (at the weekend). 5. He has no one to talk to (about his problem). 6. She isn't going anywhere (with her friends). 7. We have nothing to watch (on TV). 8. I need something to prepare (for the project). 9. She doesn't know anyone (at this party). 10. He is calling some friends (from school).

XV. Disagree with the statements using the information in brackets.

Model: He wants something to watch (to read). – I'm not sure. He doesn't want anything to watch. He wants something to read.

1. They have something to drink (to eat). 2. She has nothing to wear to the party (something). 3. We need somewhere to go (nowhere). 4. He needs someone to go on holiday with (to share a flat). 5. You want to do something useful (nothing). 6. I want something to eat with coffee (tea) 7. He has something to tell her (nothing). 8. They want to try something interesting (active). 9. She knows someone to go to the museum with (no one). 10. I'm waiting for something special to happen soon (this year).

XVI. Read the texts about three people and their eating habits. Match the texts with people: James (boxer), Lionel (writer) and Laura (model).



1. **Breakfast:** I never miss breakfast! I have some cereal and fruit, and a piece of toast. I'm a bit unusual because I have tea and coffee in the morning. I don't mind

| | |
|----|---|
| | <p>in which order, but I need to have both.</p> <p>Lunch: I spend all day at my studio, so I usually get takeaway vegetarian sushi from a restaurant called <i>Itsu</i>. I became a vegetarian 20 years ago and now I can't imagine living any other way.</p> <p>Dinner: I pick up my children from school and we have a snack – cheese and biscuits. In the evening I go to my favourite pizzeria, and I have a vegetarian pasta dish, and two glasses of white wine.</p> |
| 2. | <p>Breakfast: I wake up and go running for an hour and a half, then I come home and have a cup of tea and some porridge. Then I go to gym and train.</p> <p>Lunch: I have a bowl of pasta with chorizo and bacon in tomato sauce with cheese on top, and an apple and an orange. I have an important fight soon, so my diet has to be very strict now. Three meals a day, and no snacks.</p> <p>Dinner: I have a grilled chicken breast and vegetables – mushrooms, sweetcorn, and tomatoes. My mum makes it – she's a fantastic cook.</p> |
| 3. | <p>Breakfast: I have an enormous cup of espresso coffee with some milk and a little cream. It's all that I need and gives me energy for the whole day.</p> <p>Lunch: I don't eat lunch. I don't understand people who can eat three meals a day. How do they find the time to do anything else?</p> <p>Dinner: First I have a glass of sherry and a bowl of popcorn. Then I have grilled fish with some brown rice and vegetables – peppers and onions. For dessert I have a piece of chocolate cake. I drink red wine.</p> |

(English file the 3rd edition, Elementary Student's book, p. 68)

XVII. Answer the questions from the texts.

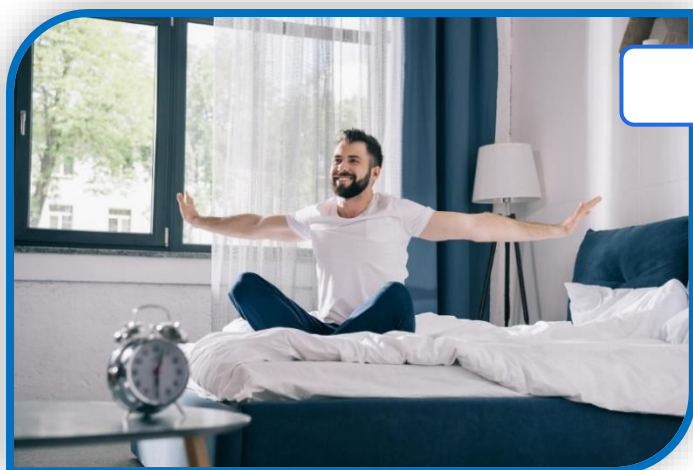
1. Who doesn't eat lunch?
2. Who doesn't have snacks?
3. Who eats home-cooked meals?
4. Who is a vegetarian?
5. Who doesn't drink alcohol?
6. Who has a strange breakfast habit?
7. Who doesn't eat breakfast?

XVIII. Read the texts one more time. Whose menu would you like to try/have? Why?

XIX. Work in small groups. Tell your partners about James's, Lionel's and Laura's eating habits. Use the following model:

James has ____ for breakfast. Lionel eats ____ for lunch. Laura prefers ____.

XX. Work in pairs. Tell your partner what you usually have for breakfast, lunch and dinner. Use exercises XVI and XIX as examples.



DAILY ROUTINE

Word List

| | | |
|----------------------------|-------------------------------|-----------------------------|
| to have a shower | /həv ə 'ʃaʊə/ | принимать душ |
| to have a bath | /həv ə 'bɑ:θ/ | принимать ванну |
| to wake up | /'weɪk ʌp/ | просыпаться |
| to get up | /'get ʌp/ | вставать с кровати |
| to go shopping | /gəʊ 'ʃɒpɪŋ/ | идти за покупками |
| to get dressed | /get 'drest/ | одеваться |
| to go to bed | /'gəʊ tə 'bed/ | идти спать |
| to get home late | /'get həʊm 'leɪt/ | приходить домой поздно |
| to take the dog for a walk | /'teɪk ðə 'dɒg fə(r) ə 'wɔ:k/ | выгуливать собаку |
| to check emails | /'tʃek 'i:meɪlz/ | проверять почту |
| to put on make-up | /'put ɒn 'meɪkʌp/ | наносить макияж |
| to have a shave | /həv ə 'ʃeɪv/ | бриться |
| to relax | /rɪ 'læks/ | отдыхать |
| to walk to work | /'wɔ:k tə 'wɜ:k/ | идти пешком на работу |
| to go to work by bus | /'gəʊ tə 'wɜ:k baɪ 'bʌs/ | ехать на работу на автобусе |
| to start work | /'stɑ:t 'wɜ:k/ | начинать работу |
| to finish work | /'fɪnɪʃ 'wɜ:k/ | заканчивать работу |
| to do the housework | /'du: ðə 'haʊswɜ:k/ | делать уборку по дому |
| own | /əʊn/ | собственный |
| reservation | /,rezə'veɪʃən/ | бронирование |
| to prepare | /prɪ'peə/ | подготавливать |
| to arrive | /ə'raɪv/ | прибывать |
| to shout | /ʃaʊt/ | кричать |
| a customer | /'kʌstəmə/ | посетитель |
| happy | /'hæpi/ | счастливый |
| hungry | /'hʌŋɡri/ | голодный |
| to collapse | /kə'læps/ | свалиться |
| sleepy | /'sli:pi/ | сонный |
| unpleasant | /ʌn'pleznt/ | неприятный |

| | | |
|----------------|-------------------------------|------------------------|
| a lesson | /ˈlesn/ | урок |
| entrance exams | /ˈentrəns ɪɡˈzæmz/ | вступительные экзамены |
| impossible | /ɪmˈpɒsəbl/ | невозможный |
| extra classes | /ˈekstrə ˈklɑːsɪz/ | дополнительные занятия |
| schedule | /ˈʃedjuːl/ UK, /ˈskedʒuːl/ US | расписание |
| series | /ˈsɪəriːz/ | сериал |

I. Read the words and sort them according to the sounds /əʊ/, /ɑː/, /ɒ/, and /ʌ/.

Start, go, get **up**, a **bath**, impossible, a **bus**, a **customer**, a **class**, **own**, hungry, put **on** make-**up**, a **dog**, shopping, a **home**, **unpleasant**.

| /əʊ/ | /ɑː/ | /ɒ/ | /ʌ/ |
|------|------|-----|-----|
| | | | |

II. Read the sentences with these sounds.

I go home on my own.

She has a bath after the class.

It's impossible to do shopping with a dog.

When he gets up, he's hungry.

III. Read the columns of words and word combinations describing pleasant and unpleasant activities. All the words are mixed, you need to correct the mistakes. Add more words and word combinations from the word list.

| Pleasant | Unpleasant |
|-----------------|----------------------------|
| to start work | to sleep |
| to have a shave | to finish work |
| to relax | to take the dog for a walk |
| to check emails | to do the housework |
| to go to bed | to go shopping |
| to walk to work | to get up |
| to do homework | to have a bath |
| | |

IV. Read the schedule of the day, choose which day you would like to have. Why?

I wake up at 7, have a shower, get dressed, have a coffee and go to work by bus. I start work at 9 and I have lunch there. I finish work at 5:30. Then I go shopping, get home and do the housework. After that I have dinner, watch some series, prepare for the classes and go to bed late.



Vlad,
relaxed



Mary,
stressed

I get up at 8, do exercises, have breakfast and walk to university. When my classes end, I go to English courses. Then I get home. I take the dog for a walk, make dinner and do homework. After that I relax, have a bath and go to bed early. I have more than eight hours to sleep!

V. Read the ordinal numbers, paying attention to their endings.

| | | |
|-------------------------------|-----------------------------------|--------------------------------------|
| 1 st – the first | 8 th – the eighth | 20 th – the twentieth |
| 2 nd – the second | 9 th – the ninth | 21 st – the twenty-first |
| 3 rd – the third | 10 th – the tenth | 22 nd – the twenty-second |
| 4 th – the fourth | 11 th – the eleventh | 23 rd – the twenty-third |
| 5 th – the fifth | 12 th – the twelfth | 24 th – the twenty-fourth |
| 6 th – the sixth | 13 th – the thirteenth | 30 th – the thirtieth |
| 7 th – the seventh | 14 th – the fourteenth | 31 st – the thirty-first |

VI. Answer the questions using positive (✓) and negative (X) answers.

Model: Are you the first in the class? (✓) – Yes, I am. I'm the first in the class.

Does she live on the fifth floor? (X) – No, she doesn't. She doesn't live on the fifth floor.

1. Are you in the first year at university? (✓) 2. Is your sister in the ninth grade? (✓) 3. Is he drinking the second cup of coffee? (X) 4. Is the text on the twelfth page? (X) 5. Are you the first child in the family? (X) 6. Are they watching the fourth season of the series? (✓) 7. Does he have the second half? (✓) 8. Is it his fiftieth birthday this Saturday? (X) 9. Is she reading the tenth book this year? (✓) 10. Is it your third time in Brest? (X)

VII. Agree with the statements adding the information in brackets.

Model: We're studying English (on Mondays and Wednesdays). – Exactly so. We're studying English on Mondays and Wednesdays.

1. They are studying at university (in their third year). 2. She is doing the second exercise (from the book). 3. I'm watching the third film (of Harry Potter). 4. He needs to do the first part (of the project). 5. You're the seventh student (in the list). 6. We don't have the first class today (at university). 7. I have the second variant (of the test). 8. They need to do the fifth lab (on that subject). 9. She sings the first part (of this song). 10. He is having the third meal (today).

VIII. Disagree with the statements using the information from the brackets.

Model: Wednesday is the fourth day of the week (the third). – In no way. Wednesday isn't the fourth day of the week. It's the third day of the week.

1. New Year is on the 30th of December (the 31st). 2. May is the 6th month of the year (the 5th). 3. Valentine's day is on the 13th of February (the 14th). 4. Student's day is on the 15th of November (the 17th). 5. August is the 10th month of the year (the 8th). 6. Teacher's day is at the second weekend of October (the first). 7. March is the 4th month of the year (the 3rd). 8. Fool's Day is on the 2nd of April (the 1st). 9. January is the 1st month of winter (the 2nd). 10. July is the 8th month of the year (the 7th).

IX. Read the text about Nico's working day. Answer the question: «How does he feel at the end of the day?»

Nico is a chef and has his own restaurant, the Blue Jar. He lives in Chile with his wife and their three children, aged 16, 12, and 9.

06:30 – I get up and make breakfast for the children. Then I have breakfast – a coffee and cereal – and I read the sports section of the paper.

07:15 – I go to the market to buy fruit and vegetables for the restaurant.

08:45 – When I get to the restaurant I check the reservations and my emails, and plan the special menu of the day. I have my second cup of coffee.

10:30 – I start cooking. The radio is on, and we are busy with breakfast orders, but we also have to prepare the food for lunch.

12:00 – I check the tables, and have my third coffee.

13:30 – Suddenly everyone arrives at the same time and the restaurant is full (on a good day). I start to shout instructions at the chefs and waiters. We make lunch for 85 people in about an hour and a half.

14:45 – I come into the restaurant and talk to the customers, and ask if they are happy with the food. I'm really hungry now.

15:30 – Finally, I have lunch. I don't enjoy it very much because I don't have time to relax.

16:00 – After lunch I go back to the kitchen and plan the food for the evening menu.

17:30 – I go home to be with the family for a couple of hours. The children do their homework and I make their dinner.

19:30 – I go back to the restaurant, which is full again, and I check everything is OK.

22:00 – I go home and have a shower. Then I collapse on the sofa with a sandwich and a glass of wine.

23:00 – I go to bed, ready to start again the next day.

(English file the 3rd edition, Elementary Student's book, p. 30–31)

X. Are the following statements true (T) or false (F)?

Correct the false ones.

1. Nico reads the newspaper in the morning.
2. He has the first cup of coffee in the restaurant.
3. Nico has lunch at 1:30 p.m.
4. After lunch he goes back to the kitchen.
5. Nico goes back to the restaurant at 7 p.m.
6. He goes to bed at 11 p.m.

XI. Answer the questions.

1. How many children does he have?
2. Where does he buy fruit and vegetables for the restaurant?
3. How many cups of coffee does Nico have during the day?
4. What meals does he cook for his children?
5. What does he have for breakfast?



XII. Work in pairs. Tell your partner about Nico's day. Use the models.

Nico gets up at _____. He _____. After that he _____. Then Nico _____. At _____ he _____.

XIII. 🎧 Listen to the audio about Amanda's (Nico's daughter) school day. Answer the question: «How does she feel at the end of the day?»

(English file the 3rd edition, Elementary Student's book, p. 31)

XIV. 🎧 Listen one more time and fill in the gaps with the right forms of the words from the box.

| | | | | | | | | |
|--------|------------|---|----------|-----------|----------|------------|---------|----|
| lunch | Thursdays | 6 | go to | go to bed | 5 | get up | Mondays | 50 |
| finish | Wednesdays | 3 | Tuesdays | 5 | sit down | basketball | 11 | |

Morning

6:30 – She _____.

8:00 – She _____ school. She has _____ or _____ lessons.

Afternoon

13:00 – She has _____. She only has _____ minutes for it.

She has _____ or _____ lessons.

17:30 – She _____ school.

On _____ and _____ she has extra classes to prepare for the university entrance exam. On _____ and _____ she has _____ practice.

Evening

She _____ and studies until dinner. After dinner she studies until _____.

23:30 – She _____.

XV. Are the following statements true (T) or false (F)? Correct the false ones.

1. Amanda gets up at 7 a.m.
2. Lessons start at 8 a.m.
3. She has 40 minutes for lunch.
4. The lessons finish at 5:30 p.m.
5. She has extra classes on Mondays and Thursdays.
6. She goes to bed at 10:30 p.m.



XVI. Answer the questions.

1. How does she go to school?
2. How do students feel during the first class?
3. Where does she have lunch?
4. What does she want to do when she gets home?
5. What is the day of the week?

XVII. Work in pairs. Tell your partner about Amanda's day. Use the model.

Amanda gets up at _____. She _____. Then Amanda _____. At _____ she _____. On _____ she _____.

XVIII. Study the diagram «My Working Day», add necessary words. Using this material, work in pairs and tell your groupmates about your day.



XIX. Write about your working day, using the information about Nico and Amanda.

MODULE 2

MY SPARE TIME



ALL IN GOOD TIME

Word List

| | | |
|---------------------------|---------------------------------|-----------------------|
| a holiday | /ˈhɒlədeɪ/ | каникулы, праздник |
| free time / spare time | /ˈfriː ˈtaɪm/, /ˈspeə(r) ˈtaɪm/ | свободное время |
| a trip | /trɪp/ | поездка |
| to travel | /ˈtrævl/ | путешествовать |
| to go | /gəʊ/ | идти, ехать |
| by car | /baɪ ˈkɑː(r)/ | на машине |
| by train | /baɪ ˈtreɪn/ | на поезде |
| by plane / by air | /baɪ ˈpleɪn/, /eə(r)/ | на самолете |
| by bus | /baɪ ˈbʌs/ | на автобусе |
| by bike | /baɪ ˈbaɪk/ | на велосипеде |
| on foot | /ɒn ˈfʊt/ | пешком |
| cycling | /ˈsaɪklɪŋ/ | езда на велосипеде |
| to fly | /flaɪ/ | летать |
| a place | /pleɪs/ | место |
| to depend on something | /dɪˈpend ɒn ˈsʌmθɪŋ/ | зависеть от чего-либо |
| to stay | /steɪ/ | оставаться |
| to leave | /liːv/ | оставлять, уезжать |
| to go for a walk / stroll | /ˈgəʊ fə(r) ə ˈwɔːk/, /strəʊl/ | ходить на прогулку |
| to go camping | /gəʊ ˈkæmpɪŋ/ | ходить в поход |
| a tent | /tent/ | палатка |
| a book | /bʊk/ | книга |
| to watch | /wɒtʃ/ | смотреть |
| to draw | /drɔː/ | рисовать (карандашом) |
| to paint | /peɪnt/ | рисовать (красками) |
| at weekend | /ət ˌwiːk ˈend/ | на выходных |

| | | |
|-------------------|--------------------|---------------------|
| on weekdays | /ɒn 'wi:kdeɪz/ | в будние дни |
| in the middle | /ɪn ðə 'mɪdl/ | в середине, посреди |
| a birthday | /'bɜ:θdeɪ/ | день рождения |
| unfortunately | /ʌn'fɔ:tʃənətli/ | к сожалению |
| to book / reserve | /bʊk/, /rɪ'zɜ:v/ | резервировать |
| to swim | /swɪm/ | плавать |
| a beach | /bi:tʃ/ | пляж |
| to enjoy | /ɪn'dʒɔɪ/ | наслаждаться |
| a couch potato | /'kaʊtʃ pə'tetəʊ/ | домосед |
| expensive | /ɪk'spensɪv/ | дорогой |
| a restaurant | /'restɒrənt/ | ресторан |
| delicious | /dɪ'lɪʃəs/ | вкусный |
| a coast | /kəʊst/ | побережье |
| a railway station | /'reɪlweɪ 'steɪʃn/ | станция, вокзал |
| tired | /'taɪəd/ | уставший |
| to invite | /ɪn'vaɪt/ | приглашать |
| special | /'speʃl/ | особенный |
| New Year's Eve | /,nju: jɪəz 'i:v/ | канун Нового года |
| a tradition | /trə'dɪʃn/ | традиция |
| an atmosphere | /'ætməsfɪə(r)/ | атмосфера |
| typical | /'tɪpɪkl/ | типичный |
| countdown | /'kaʊntdaʊn/ | обратный отсчет |
| champagne | /ʃæm'peɪn/ | шампанское |
| a firework | /'faɪəwɜ:k/ | салют |
| wonderful | /'wʌndəfl/ | прекрасный |
| great | /greɪt/ | замечательный |
| a party | /'pɑ:ti/ | вечеринка |
| wear | /weə(r)/ | носить, надевать |
| magical | /'mædʒɪkl/ | волшебный |
| memorable | /'memərəbl/ | запоминающийся |
| a wish | /wɪʃ/ | пожелание |

I. 🎧 Listen and repeat the words and sounds.

| | |
|------------|--|
| /ŋ/ singer | Singing, dancing, going, doing, studying, language, wrong, young, think, bank, pink, thanks. |
|------------|--|

(English file the 3rd edition, Elementary Student's book, p. 39)

II. Circle the word with a different sound.

| | | | | |
|-------|---------|--------|-----------|----------|
| /ŋ/ | wrong | change | long | driving |
| /θ/ | the | tenth | third | Thursday |
| /ju:/ | student | music | beautiful | blues |

III. Match the words and word combinations with the pictures.



Go for a walk
Swim
Watch TV
Dance
Cook
Surf the Internet
Sing

Go camping
Ride a bike
Play the guitar
Go sightseeing
Listen to music
Have a picnic
Read a book

Play computer games
Paint a picture
Go in for sports
Play football
Take photos
Go to the cinema

IV. Write the words and the word combinations from exercise III and from the word list in the correct column.

| Indoor activities | Outdoor activities |
|-------------------|--------------------|
| | |

V. Do you prefer indoor or outdoor activities more?

Personally I like ____ activities more.

As for me, I prefer ____ activities more.

VI. Make sentences with the verbs from exercise III using the model.

I love watching TV.

I like cooking.

I don't mind having a picnic.

I adore singing.

I don't like playing football.

VII. In pairs ask your partner what activities he/she prefers in good weather and in bad weather. Use the following clichés.

As for me ____.

Personally I like ____ . I dislike ____ .

In good weather I ____ .

In bad weather I ____ .

When it rains I ____ .

In summer ____ .

In winter ____ .

And you? What about you?

Me too.

VIII. Study the chart of the Past Simple Tense.

| Affirmative | Negative | Question |
|---|--|--|
| <i>I, we you, they, he, she, it + asked/spoke</i> | <i>I, we, you, they, he, she, it + didn't + ask/speak</i> | <i>Did + I, we you, they, he, she, it + ask/speak?</i> |

IX. Say that you agree with your partner. Use the model and the cliché.

| | | |
|------------|--------------|------------------|
| Certainly. | Quite right. | That's for sure. |
|------------|--------------|------------------|

Model: *We often went for a walk last autumn. – Certainly. We often went for a walk last autumn.*

1. I surfed the Internet very often last month. 2. We went for a walk every day last summer. 3. Sometimes I cooked breakfast in the morning. 4. In the afternoon we went to the cinema. 5. They usually had a picnic at the coast. 6. She drew a beautiful picture yesterday. 7. I drank two cups of coffee in the morning. 8. They ate the birthday cake yesterday. 9. He sang a song at the last concert. 10. We watched a good movie at the cinema.

X. Disagree with your partner using the model and the clichés.

| | | |
|-------------------|--------------------|--------------|
| I don't think so. | I wouldn't say so. | Far from it. |
|-------------------|--------------------|--------------|

Model: *We played football at the stadium three (four) times. – I don't think so. We didn't play football at the stadium three times. We played football at the stadium four times.*

1. He rode a bike last winter (summer). 2. We studied this at school (university). 3. She liked playing computer games (dancing). 4. They watched this movie in the cinema (on TV). 5. You went for a walk with your friend (your brother). 6. They travelled by train (by car). 7. They played football (basketball). 8. She preferred indoor activities (outdoor activities). 9. He went camping with his mother (his father). 10. We danced salsa yesterday (tango).

XI. Disagree with your partner, but do this in a different way. Use the model and the clichés.

| | | |
|----------------|-------------|------------------|
| I can't agree. | Surely not. | On the contrary. |
|----------------|-------------|------------------|

Model: *She didn't play computer games last year. – On the contrary. She liked playing computer games very much.*

1. We didn't have a picnic at weekends.
2. They didn't sing a song about love.
3. You didn't go sightseeing last week.
4. She didn't play the piano at school.
5. They didn't usually go camping.
6. He didn't take pictures.
7. We didn't go for a walk yesterday.
8. He didn't watch TV in the afternoon.
9. They didn't travel very often.
10. She didn't go to the cinema last weekend.

XII. Work in pairs. Ask and answer the question: «What did you do last summer?»

XIII. Study the chart of the Past Continuous Tense.

| Affirmative | Negative | Question |
|--------------------------------------|--|---------------------------------------|
| <i>I, he, she, it + was + asking</i> | <i>I, he, she, it + was + not + asking</i> | <i>Was + I, he, she, it + asking?</i> |
| <i>We, you, they + were + asking</i> | <i>We, you, they + were + not + asking</i> | <i>Were + we, you, they + asking?</i> |

XIV. Say that you agree with your partner. Use the model and the cliché.

| | | |
|--------------------|-------------------|------------------|
| No doubt about it. | Absolutely right. | I feel the same. |
|--------------------|-------------------|------------------|

Model: *We were swimming in the sea at weekends. – No doubt about it. We were swimming in the sea at weekends.*

1. He was taking photos of us at this time yesterday.
2. We were going to the cinema.
3. They were doing sports all day.
4. She was dancing at 5 o'clock.
5. They were cooking dinner one hour ago.
6. He was surfing the Internet in class.
7. We were watching football on TV all evening.
8. She was cycling all day.
9. He was playing computer games at this time yesterday.
10. They were traveling at this time one year ago.

XV. Disagree with your partner using the model and the clichés.

| | | |
|-----------------------|---------|----------------------|
| I think you're wrong. | No way. | Nothing of the kind. |
|-----------------------|---------|----------------------|

Model: *They were dancing in class (at home). – I think you're wrong. They were not dancing in class. They were dancing at home.*

1. He was listening to music all day yesterday (the day before yesterday).
2. They were watching a movie three hours ago (four hours ago).
3. She was reading a book (a newspaper).
4. We were cooking breakfast at that time (lunch).
5. He was painting the wall (the floor).
6. They were listening to the radio (the music).
7. She was playing the piano in the morning (the guitar).
8. They were studying French at university (English).
9. We were drinking tea at a picnic (coffee).
10. He was working at school (at a restaurant).

XVI. Disagree with your partner, but do this in a different way. Use the model and the clichés.

| | | |
|--------------|------------------|------------|
| By no means. | I beg to differ. | Not quite. |
|--------------|------------------|------------|

Model: *She was playing computer games all evening. – Not quite. She disliked playing computer games at all.*

1. She was painting a picture of you in the morning. 2. He was playing the guitar at the concert. 3. They were watching TV all day yesterday. 4. We were going to the gym after breakfast. 5. She was doing her homework after classes. 6. He was studying English with his teacher. 7. We were swimming in the sea all day. 8. She was wearing jeans. 9. He was cooking dinner at 6 o'clock. 10. They were walking in the park in the afternoon.

XVII. Work in pairs. Ask and answer the question: «What were you doing at this time yesterday?»

XVIII. Read the interview and answer the question: «Is Nicole a “couch potato”? Why (not)?»



Interviewer: What do you like doing in your holidays?

Matt: Well, I like travelling, so we go to a lot of different places. Unfortunately, my girlfriend doesn't like flying, so we can't go by plane. We usually go by car and we take our bikes with us because we love cycling.

Interviewer: Where do you go on holiday?

Nicole: Well, it depends on the year. Sometimes we stay at home and go out for the day. We go for a walk or have a picnic in the country. We like sleeping outside and so sometimes we go camping.

Interviewer: What do you do in your free time?

William: At weekends I like doing something relaxing, for example, reading a book or painting a picture. Sometimes I have a free afternoon in the middle of the week and so I go for a long lunch with my friends.

(New English file, Beginner workbook, p. 53)

XIX. Say if the following statements are true (T) or false (F). Prove it.

1. Matt usually travels by air.
2. Matt's girlfriend doesn't like travelling by plane.
3. Nicole likes eating in the country.
4. Nicole never sleeps in a tent.
5. William doesn't like reading books.
6. William can meet his friends on weekdays.

XX. Answer the questions.

1. Why does Matt take a bike with him?
2. Why can't Matt travel by plane?
3. What does Nicole do in the country?
4. Why does Nicole like camping?
5. What is calming for William?
6. When does William have lunch with his friends?

XXI. Tell your partner about Matt's, Nicole's and William's hobbies. Use the model.

Matts likes ____.
Nicole prefers _____. Sometimes Nicole _____.
William loves _____. At weekends William _____.

XXII. How do you spend your free time? Use the following expressions:

I like _____.
Usually I _____.
Sometimes I _____.
It depends on _____.
At weekends _____.
For example, _____.

XXIII. Read the text and answer the question: «Where did the author and his girlfriend spend her birthday?»

It was my girlfriend's birthday last Saturday, so we went away for the weekend. I booked a hotel on the Internet, and on Friday we had the train to the coast. It was quite late when we arrived, so we just had a sandwich and went to bed. The next day, we got up early and had breakfast in the hotel. It was a beautiful day, so we went to the beach. We had a swim in the morning, and in the afternoon we went for a walk. In the evening we had dinner in an expensive French restaurant. The food was delicious! The next day was Sunday, so we went back home again. The weekend was very short, but we had a great time.



(English file the 3rd edition, Elementary workbook, p. 47)

XXIV. Say if the following statements are true (T) or false (F). Prove it.

1. Jack reserved a hotel by phone.
2. The birthday of his girlfriend was on Sunday.
3. They travelled by car.
4. When they came they had a sandwich.
5. They went to the beach in the afternoon.
6. They ate breakfast in a café.

7. They went for a walk after swimming.
8. They went to a restaurant for lunch.
9. They enjoyed the weekend.

XXV. Put the sentences in the correct order.

1. Jack and his girlfriend had a snack.
2. They arrived late.
3. Jack booked a hotel.
4. They had dinner in a restaurant.
5. They took a train.
6. They swam.
7. They came to the beach.
8. They went to bed.
9. They got back home.
10. They went for a stroll.
11. They had breakfast in the hotel.

XXVI. In pairs ask and answer the questions about the weekend you enjoyed. Use the following questions.

Where did you go?

How did you get there?

Who was with you?

What did you do?

Did you have a great time?

XXVII. Read the dialogue and answer the questions given below.

Olivia: Jack! Over here!

Jack: Olivia! It's great to see you!

Olivia: Did you have a good trip?

Jack: Yes, thanks. It was fine.

Olivia: Are you hungry?

Jack: No, I had lunch on the train.

Olivia: Really? What did you have?

Jack: Some sandwiches. I bought them at the station this morning.

Olivia: Good idea. Did you drive to the station?

Jack: No, I got a taxi.

Olivia: Did you? What time did you leave home?

Jack: The taxi arrived at 7 o'clock.

Olivia: That's early! Are you tired?

Jack: A bit. I didn't sleep well last night.

Olivia: Well, here's my car. Let's go home and you can relax.

(English file the 3rd edition, Beginner workbook, p. 55)



1. Did Jack like his trip?
2. Was he hungry? Why (not)?

3. When and where did he have a snack?
4. How did he get to the railway station?
5. How does he feel now? Why?

XXVIII. Complete the following sentences with the correct information.

1. Jack is glad ____.
2. Jack ____ on the train.
3. He went to the station ____.
4. Jack left home ____.
5. Olivia invites Jack to ____.

XXIX. Role-play the dialogue with your partner.

XXX. 🎧 Listen to Denisa from Slovakia talk about a memorable New Year's Eve and answer the question: «Where was Denisa at midnight?»

(English file the 4th edition,
Elementary Student's book, p. 59)



XXXI. 🎧 Listen again and fill in the gaps with the correct words from the box.

Home, magical, traditions, 2014, atmosphere, fireworks, on my phone, parties, Brazil

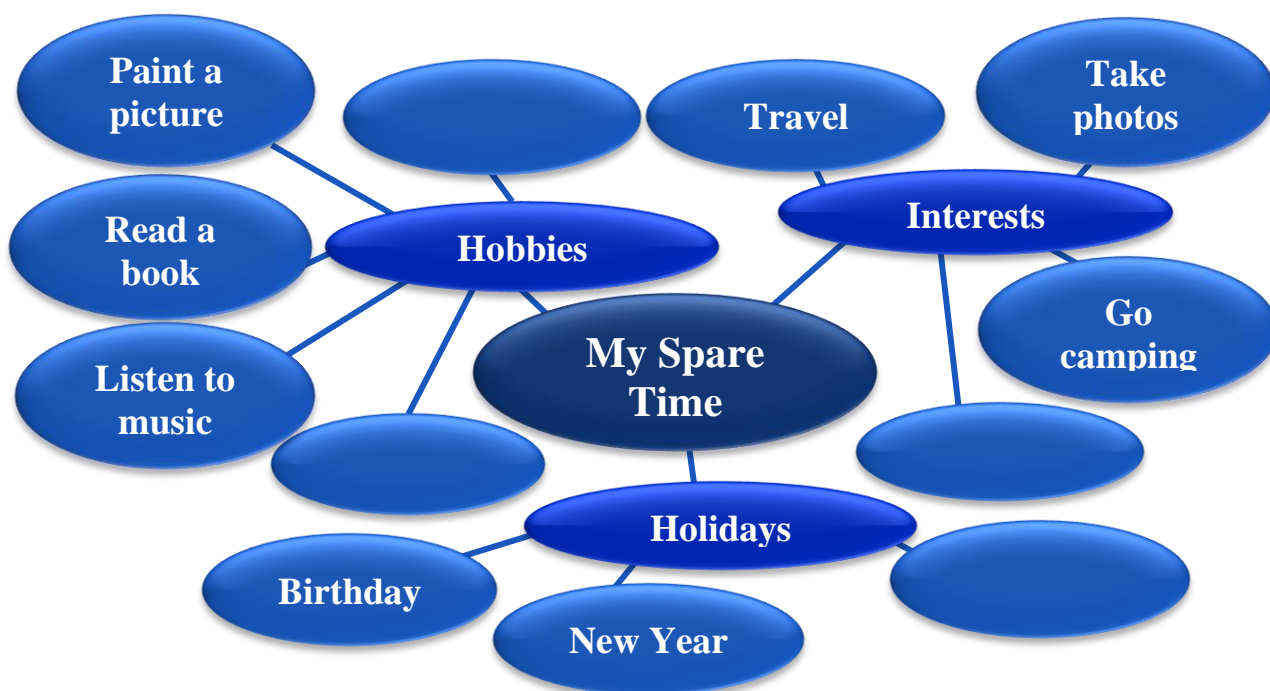
1. Oh, definitely ____, when I was in Rio.
2. Well, ____ has special ____ for New Year's Eve, and they were all new for me.
3. I have a photo somewhere ____.
4. What was the ____ like there?
5. Everywhere we heard the sound of people opening champagne, and we watched the wonderful ____.
6. Most people went to other ____, or they went ____.
7. It was ____.

XXXII. Answer the questions.

1. Where did Denisa spend her most memorable New Year?
2. Who was with her?
3. What did she wear on that New Year's Eve? Why?
4. Who did she have dinner with?
5. Where did they dance samba?
6. Where did they watch fireworks?
7. What did they do after the fireworks?

XXXIII. Tell your groupmates about your most memorable New Year.

XXXIV. Study the diagram, complete it with necessary words and speak about your spare time.



XXXV. Write a letter to your friend about your most memorable New Year.

Dear Mary,

How are you doing? I'd like to tell you about my most memorable New Year. It was in ... when I was

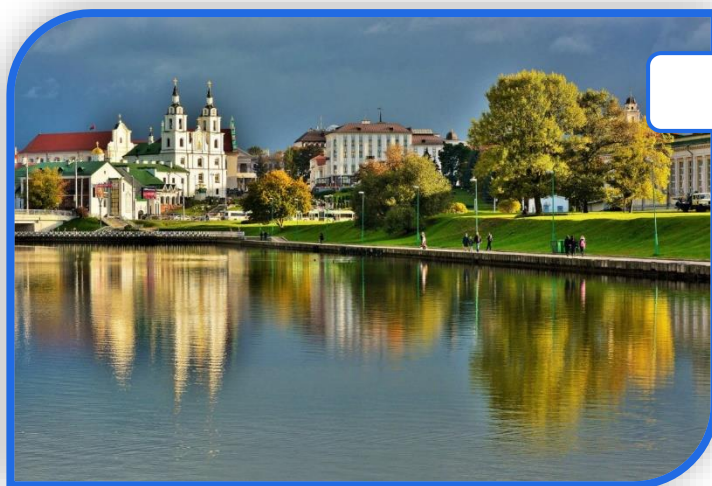
...

So what about you? What was your most memorable New Year? Who were you with? What were you doing?

Please write soon. Best wishes, Kate.

XXXVI. Role-play the game called «Pantomime». One volunteer from the class comes to the board and shows some action that he/she likes doing. And the other students must guess it and call it in English. For example: «Lena likes cycling» «Petya loves drawing», «Ann likes taking pictures», etc.

PLACES WE LIVE IN



NO PLACE LIKE HOME

Word list

| | | |
|-----------------------|----------------|---------------------|
| a town | /taʊn/ | (небольшой) город |
| a hometown | /ˈhəʊmˈtaʊn/ | родной город |
| a city | /ˈsɪti/ | (большой) город |
| a village | /ˈvɪlɪdʒ/ | деревня |
| a mall | /mɔ:l/ | торговый центр |
| a river | /ˈrɪvə/ | река |
| a lake | /leɪk/ | озеро |
| a store | /stɔ:/ | магазин |
| a forest | /ˈfɒrɪst/ | лес |
| a hill | /hɪl/ | холм |
| ice skating | /ˈaɪs skeɪtɪŋ/ | катание на коньках |
| ice fishing | /ˈaɪs ˈfɪʃɪŋ/ | зимняя рыбалка |
| skiing | /ˈski:ɪŋ/ | катание на лыжах |
| safe | /seɪf/ | безопасный |
| a nightclub | /ˈnaɪtklʌb/ | ночной клуб |
| a school | /sku:l/ | школа |
| a library | /ˈlaɪbrəri/ | библиотека |
| a cinema (BrE) | /ˈsɪnəmə/ | кинотеатр |
| a movie theater (AmE) | /ˈmu:vi θiətə/ | |
| variety | /vəˈraɪəti/ | разнообразие |
| lot | /lɒt/ | множество, уйма |
| a park | /pɑ:k/ | парк |
| to watch | /wɒtʃ/ | смотреть, наблюдать |
| a gym | /dʒɪm/ | спортзал |
| a market | /ˈmɑ:kɪt/ | рынок |
| a museum | /mju(:)ˈziəm/ | музей |
| to find | /faɪnd/ | находить |

| | | |
|------------|------------|---------|
| nature | /ˈneɪtʃə/ | природа |
| a fountain | /ˈfaʊntən/ | фонтан |

I. Read the words below and sort them according to the sounds /ɔ:/, /ɒ/ and /ʊ/.

Good, employ, a door, a book, a coin, more, disappoint, a choice, full, a mall, a store, a foot, a source, a boiler, a law.

| | | |
|------|-----|-----|
| /ɔ:/ | /ɒ/ | /ʊ/ |
| | | |

II. Do you know the cities, towns and villages of Belarus? Sort the names below among three groups. Is there your hometown or village among them?

Brest, Minsk, Mikulichy, Polatsk, Dokshytsy, Lahoyisk, Orsha, Lida, Vitsebsk, Bierasnyouka, Lyntupy, Asipovichy, Prudniki, Zhodzina, Nyasvizh.

| Village | Town | City |
|---------|------|------|
| | | |

III. What can we find in cities? Do they usually have more buildings or nature? Sort the words below between the two groups. Add your own words.

A park, a museum, a market, a store, a river, a school, a mountain, a cinema, a hill, a theater, a gym, a forest, a nightclub, a mall, a lake, a cafe, a restaurant, a fountain, a library.

| Buildings | Nature |
|-----------|--------|
| | |

IV. Work in pairs. Do you live in a city, a town or a village? What can we find there?

V. Study the following tables about the comparison degrees.

| Adjective | Positive degree | Comparative degree | Superlative degree |
|------------------------------------|---|--|---|
| one syllable | big | bigger | the biggest |
| two syllables with -y, -e, -w, -er | mighty | mightier | the mightiest |
| Other adjectives | joyful impressive | more joyful more impressive | the most joyful the most impressive |
| Exceptions | good bad far many/much little | better worse farther/further more less | the best the worst the farthest/furthest the most the least |

VI. Agree with the statements, using the model and the words in brackets.

Model: Minsk is a big city (Belarus). – Indeed. It's the biggest city in Belarus.

1. It is a good library (the city). 2. It is a fast train (the world). 3. This episode has a funny ending (the show). 4. The PlayStation 5 is a powerful console

(the market). 5. Winters are cold here (the country). 6. Susan is a good student (the group). 7. The room is small (the flat). 8. This story is sad (the collection). 9. These shoes are cheap (the store). 10. He found a good job (his hometown).

VII. Disagree with the statements, using the model and the words in brackets.

Model: *Los Angeles is smaller than Minsk (big). – Not really. Los Angeles is not smaller – it is actually bigger than Minsk.*

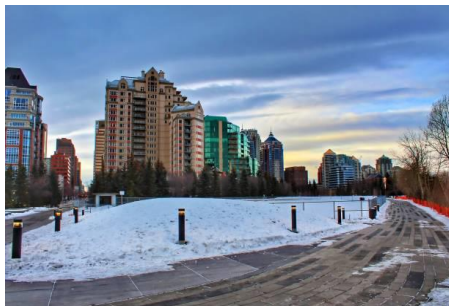
1. Libraries are louder than stadiums (quiet). 2. Restaurants are cheaper than fast food places (expensive). 3. Kate is shorter than John (tall). 4. Vitsebsk is closer to Minsk than Orsha (far from). 5. Our city has more malls than stores (few). 6. I think the movie is funnier than the TV show (boring). 7. I think the second book is worse than the first (good). 8. The new road is wider than the old ones here (narrow). 9. This summer is colder than last year's (hot). 10. Paul Rudd is younger than Benedict Cumberbatch (old).

VIII. Disagree with the statements, but do this in a different way, using the model.

Model: *Hippos are the slowest animals. – Now that's not true. They are very fast.*

1. Lemons are the sweetest fruit. 2. Opera is the most boring theatre performance. 3. This is his worst book. 4. I think we have the rainiest autumn in the country. 5. Energy drinks are better for health than tea is. 6. The English language is harder than Chinese. 7. Minsk is the smallest city in Belarus. 8. It's the shortest song on the disc. 9. This is the hardest boss fight you may ever see in a game. 10. It's the oldest monument we have in our city.

IX. Work in pairs. Ask and answer the question: «What are the best places people can go to in your hometown?»



X. Read the dialogue and answer the question: «Does John like Sarah's hometown?»

Tell me about your town!

John: So Sarah, what can you tell me about your hometown?

Sarah: My hometown. Well, my hometown is called Eau Claire (/ouˈkleər/¹), Wisconsin. And it's a really great city. There are about 80,000 people. There are lots of things to do. There are three movie theatres. I love to watch movies.

¹ /ε/ = /e/.

John: Me too.

Sarah: There is a lot of shopping. You can find anything you want there. There are a lot of malls and stores.

John: Are there many restaurants?

Sarah: Yes. The thing I like is you can eat any type of food. There are Chinese restaurants and Korean restaurants, Italian restaurants. There is a big variety of restaurants, and they're all good.

John: That sounds great. What about parks? Are there many places to see nature in your town?

Sarah: Yes. We have a lot of rivers, and lakes and hills. My hometown has four seasons. So in summer, it's great because there are lots of lakes to swim in, lots of forests to play in. In winter, there is a lot of snow. So you can go ice skating or ice fishing or even skiing.

John: Wow. That sounds really fun.

Sarah: Yeah. It's a really nice city. It's also really safe. There are lots of nice people there.

John: Good. Is there much to do at night?

Sarah: Well, maybe, maybe not. There are not many things to do at night. There aren't any nightclubs. There aren't many bars. So actually, maybe there isn't much night life.

John: That's okay. It sounds like a nice place to have a family.

Sarah: Yeah. It is. It's a great place to have a family. There are lots of good schools and libraries.

(Adapted from <https://www.elllo.org/english/beginner/B05-SarahJohn-Hometown-HerTown.htm>)

XI. Mark whether the following statements are true (T) or false (F).

1. Sarah lives in California.
2. There are three cinemas in Eau Claire.
3. There is not much nature in town.
4. There are many places for night life.
5. Sarah's hometown is fun and safe.
6. There aren't many schools there.

XII. Answer the questions.

1. How many people live in Sarah's hometown?
2. What food can you find in restaurants?
3. What can you do there in different seasons?
4. What makes the town a good place for a family?

XIII. Tell your groupmates about your hometown.



TRAVELS AND VISITS

Word list

| | | |
|---------------|---------------|------------------------|
| to wonder | /ˈwʌndə/ | интересоваться |
| a sight | /saɪt/ | вид |
| besides | /bɪˈsaɪdz/ | кроме, помимо |
| a district | /ˈdɪstrɪkt/ | район |
| an attraction | /əˈtrækʃ(ə)n/ | нечто привлекательное |
| orthodox | /ˈɔːθədɒks/ | православный |
| a church | /tʃɜːtʃ/ | церковь |
| intercession | /ˌɪntəˈseʃən/ | заступничество |
| ruddle stone | /ˈrʌbl stəʊn/ | бутовая кладка |
| a brick | /brɪk/ | кирпич |
| a century | /ˈsentʃəri/ | век |
| to restore | /rɪsˈtɔː/ | восстанавливать |
| a landmark | /ˈlændmɑːk/ | достопримечательность |
| trinity | /ˈtrɪnɪti/ | троица |
| catholic | /ˈkæθəlɪk/ | католический |
| related | /rɪˈleɪtɪd/ | относящийся |
| disappoint | /ˌdɪsəˈpɔɪnt/ | разочаровывать |
| a source | /sɔːs/ | источник, исток |
| to become | /bɪˈkʌm/ | становиться |
| downstream | /daʊnˈstriːm/ | ниже / вниз по течению |
| a creek | /kriːk/ | ручей |
| neat | /niːt/ | приятный, ухоженный |
| an embankment | /ɪmˈbæŋkmənt/ | набережная |
| a footbridge | /ˈfʊtbrɪdʒ/ | пешеходный мостик |
| cozy | /ˈkəʊzi/ | уютный |
| an estate | /ɪsˈteɪt/ | поместье |
| a mill | /mɪl/ | мельница |
| a castle | /ˈkɑːsl/ | замок |
| a palace | /ˈpælɪs/ | дворец |
| a gallery | /ˈgæləri/ | галерея |

| | | |
|------------|--------------|-----------|
| a temple | /ˈtɛmpl/ | храм |
| a stadium | /ˈsteɪdiəm/ | стадион |
| a monument | /ˈmɒnjumənt/ | памятник |
| a festival | /ˈfestɪvl/ | фестиваль |

I. Read the sentences below.

He won't make a choice he can't think through.

Few landmarks will interest you more.

There is a lot of joy in travels.

II. Tourist attractions can be modern or old. Sort the words below between these two groups. Which words can go in both? Add words from the word list.

An estate, a mall, a mill, a cinema, a church, a castle, a market, ruins, a palace, a theatre, a temple, a stadium, a monument, a store, a museum, a festival, a restaurant.

| Modern | Old |
|--------|-----|
| | |

III. Does your hometown have these attractions? Ask and answer questions using the models below.

| | |
|--|--|
| – Are there any modern malls in your hometown? | – Do you have any old ruins in your hometown? |
| – Oh yes, one I can recommend is Galileo. | – No, I don't think so. At least I don't know any. |

IV. Study the table about the Future Simple Tense.

| Affirmative | | | Negative | | | Questions | | | |
|-------------|------|-------|----------|-------|-------|-----------|------|--------|-----------------|
| I | | | I | | | | I | | Yes, [he] will. |
| You | | | You | | | | you | | |
| He | | | He | | | | he | | |
| She | will | visit | She | won't | visit | Will | she | visit? | No, [he] won't. |
| It | | | It | | | | it | | |
| We | | | We | | | | we | | |
| They | | | They | | | | they | | |

V. Ask the questions, using the model and the words in brackets.

Model: Mike will visit London (next summer). – Really? Will he visit it next summer?

1. People will live on Mars (next century). 2. Jane will make a presentation for tomorrow on time. 3. It will snow on Monday (on Sunday). 4. They will show the new movie on the big screens (at the local cinemas, too). 5. I will be away for a week (on business). 6. They will restore the castle in December (so soon)? 7. Chris will buy a new car next year (instead of a new summer house). 8. I will learn to play golf (before the local competition). 9. Tweets will have a limit of 4000 characters (next year)? 10. Next season of the show will air in March (at the usual time).

VI. Answer the questions negatively, using the model and the words in brackets.

Model: Will John spend the weekend in the dorm? (with his family) – I'm sure he won't. He will spend the weekend with his family.

1. Will the prices be lower next month? (higher). 2. Will the lake be safe to swim in? (too cold). 3. Will you join the army after school? (go to university). 4. Will they miss the festival this year (even bring their friends this time). 5. Will you visit us again in January (be busy with the exams). 6. Will they serve sushi at the new restaurant? (Mexican food). 7. Will the tour take long? (only two days). 8. Will the Argentinian team lose the match? (win the cup). 9 Will nights be shorter in December? (the longest). 10. Will we be late for the movie's start? (just miss the ads and trailers).

VII. Disagree with the statements, but do this in a different way, using the model.

Model: He is coming here next week. – You got it wrong. He will come here next month.

1. The sale ends on Friday. 2. The space probe is traveling to Jupiter. 3. A new mall is opening in Brest. 4. She is writing a book about the landmarks of Serbia. 5. The game is getting four DLC (Downloadable Legal Content) packs from the earlier plans. 6. The movie is casting only famous actors. 7. They are going abroad for the weekend. 8. Her family is moving to a different city. 9. The museum is closing at 10 p.m. 10. The shop is discounting the new items.

VIII. Work in pairs. Ask and answer what city, town or village in Belarus you want to visit and why (i.e. «because there is/are ...»).



IX. Read the letter and answer the question: «Is Dokshytsy an interesting place to visit?»

DOKSHYTSY

Dear friend,

I'm glad to know you are coming to visit Belarus! I know you have wondered what sights and places of interest the country has besides Minsk and other towns, and I think my aunt's hometown may be just the thing.

Dokshytsy is a town in the Vitebsk region of Belarus, the administrative center of the Dokshytsy district. The main attraction a tourist will find here is the Orthodox church of the Intercession, built at the beginning of the 20th century from rubble stone and brick. It is not very big but it is well restored and fully functioning as a temple. Another big landmark is the Trinity Catholic church which was recently built in 1994. Near the church, there are also several other buildings related to it.

Are you more interested in nature? Dokshytsy won't disappoint you either. The source of the Berezina River is here. Of course, you won't see the mighty river. The

Berezina becomes downstream – more like a small creek. But the neat embankments and a footbridge will leave a good impression instead.

And that's not all! There are several smaller interesting sites. You will find a former estate, a former town mill and other historic buildings from the late 19th and early 20th century. Dokshytsy is not a big town, but it can be a nice place for a visit. Will you find time for it one day?

(Adapted from: <https://vedaj.by/index.php/en/towns/vitebsk/doksz/dokshytsy>)

X. Mark whether the following statements are true (T) or false (F).

1. Dokshytsy is where the author's parents live.
2. The town is in the Minsk region.
3. The Catholic church is older than the Orthodox one.
4. You can find the source of the Nioman River here.
5. The Church of the Intercession is built from wood.
6. There is an old mill in the town.

XI. Answer the questions.

1. How many churches are there in Dokshytsy?
2. What can you find at the river?
3. What time period are most of the landmarks from?
4. Why does the author know so much about the town?

XII. Study the following words from the audio.

Middle Earth – the central continent of the Earth in Tolkien's books.

Christchurch – the largest city in the South Island of New Zealand.

Lord of the Rings – the name of the film.

Edoras – the capital city of the Rohan people.

Land Rover – a brand name for a type of strong vehicle.

The Southern Alps – a mountain range in New Zealand.

Mount Sunday – the real-life mountain.

Aragorn, Gimli – heroes of the film «Lord of the Rings».

XIII. 🎧 Listen to the extract and answer the questions.

1. What country is the extract about?
2. What is the location famous for?
3. Do the guests eat during the tour?

(English file 3rd edition, Elementary Workbook with key, p. 87)

XIV. 🎧 Listen to the extract once more and fill in the gaps with the correct words from the box.

| |
|--|
| Rivers, book, lakes, 9 a.m., shop, waiting, 6 p.m. |
|--|

1. The tour leaves at ____ and returns at ____.
2. You can see clear ____ and blue ____.
3. Visit our ____ at the end of the trip and buy exclusive souvenirs.
4. So, what are you ____ for? ____ your tickets now!

XV. 🎧 Say if the following statements are true, correct the false ones.

1. New Zealand is where they filmed the Star Wars movies.
2. Only the movie fans may like the tour.
3. The visitors travel to Mount Sunday by car.
4. You can use the items of Aragorn and Sauron from the film.

XVI. Tell your groupmate about your trip. Use the following words and word combinations.

I travelled to _____. It is near _____. It is famous for _____. There are _____. You can see/buy/visit _____.

XVII. Study the diagram below, filling in the gaps with related words, and use it to tell your groupmates about a place you will travel to one day or have visited before.



XVIII. Write a letter to your friend about your most memorable trip, using the model below.

Dear Tom,

How are you doing? I'd like to tell you about my trip to _____. It is one of the most beautiful _____. There are _____. You can visit _____ and buy _____ for your family and friends. Tickets cost _____ for adults and _____ for children.

What about you? What is your most memorable trip?

Please write me soon.

Best wishes, John Green.

APPENDIX

Irregular verbs

| Infinitive | Translation | Past Simple | Past Participle |
|------------|--------------------|-------------|-----------------|
| be | быть | was/were | been |
| become | становиться | became | become |
| buy | покупать | bought | bought |
| can | мочь | could | could |
| come | приходить | came | come |
| do | делать | did | done |
| draw | рисовать | drew | drawn |
| drink | пить | drank | drunk |
| drive | ездить | drove | driven |
| eat | есть | ate | eaten |
| feel | чувствовать | felt | felt |
| find | находить | found | found |
| fly | летать | flew | flown |
| get | получать | got | got |
| go | идти, ехать | went | gone |
| have | иметь | had | had |
| hear | слышать | heard | heard |
| leave | уходить, оставлять | left | left |
| make | делать | made | made |
| meet | встречать | met | met |
| put | класть | put | put |
| read | читать | read | read |
| ride | ездить | rode | ridden |
| see | видеть | saw | seen |
| sing | петь | sang | sung |
| sleep | спать | slept | slept |
| speak | разговаривать | spoke | spoken |
| spend | тратить, проводить | spent | spent |
| swim | плавать | swam | swum |
| take | брать | took | taken |
| think | думать | thought | thought |
| wake up | просыпаться | woke up | woken up |
| wear | носить, надевать | wore | worn |
| write | писать | wrote | written |

Present Simple Passive

| Affirmative | | | Negative | | | Questions | | | |
|-------------------|-----|------|-------------------|--------|------|-----------|-------------------|-------|-----------------------|
| I | am | seen | I | am not | seen | Am | I | seen? | Yes, [she] is |
| he she it | is | | he she it | isn't | | Is | he she it | | |
| you we they | are | | you we they | aren't | | Are | you we they | | No, [she] isn't |

Be in Present Simple

Be in Present Simple

| Affirmative sentences | | | | | | | |
|-----------------------|--------|--------|-----------|---------|--------|----------------|-----------------|
| I | | am | | I'm | | a student | |
| He | | is | | He's | | a student | |
| She | | | | She's | | | |
| It | | | | It's | | a class | |
| You | | are | | You're | | (a) student(s) | |
| We | | | | We're | | students | |
| They | | | | They're | | | |
| Negative sentences | | | Questions | | | | |
| I | am not | Irish. | Am | I | Irish? | Yes, I am | No, I'm not |
| He | isn't | | Is | he | | Yes, he is | No, he isn't |
| She | | | | she | | Yes, she is | No, she isn't |
| It | | | | it | | Yes, it is | No, it isn't |
| You | aren't | | Are | you | | Yes, you are | No, you aren't |
| We | | | | we | | Yes, we are | No, we aren't |
| They | | | | they | | Yes, they are | No, they aren't |

Have in Present Simple

| Affirmative | Negative | Interrogative |
|------------------------------------|--|---------------------------------------|
| <i>I, you, we, they</i> + have | <i>I, you, we, they</i> + don't + have | Do + <i>I, you, we, they</i> + have? |
| <i>He, she, it</i> + has | <i>He, she, it</i> + doesn't + have | Does + <i>he, she, it</i> + have? |
| <i>I, you, we, they</i> + have got | <i>I, you, we, they</i> + haven't got | Have + <i>I, you, we, they</i> + got? |
| <i>He, she, it</i> + has got | <i>He, she, it</i> + hasn't got | Has + <i>he, she, it</i> + got? |

Have in Past Simple

| Affirmative | Negative | Interrogative |
|--|--|--|
| <i>I, you, we, they, he, she, it</i> + had | <i>I, you, we, they, he, she, it</i> + didn't + have | Did + <i>I, you, we, they, he, she, it</i> + have? |

VOCABULARY

A, a

| | | |
|---------------|----------------|--------------------------|
| ..., again? | /əˈgeɪn/ | напомни-ка |
| an accountant | /əˈkaʊntənt/ | бухгалтер |
| affectionate | /əˈfekʃənət/ | любящий |
| alas | /əˈlæs/ | увы |
| an apple | /ˈæpl/ | яблоко |
| an architect | /ˈɑːkɪtekt/ | архитектор |
| arrive | /əˈraɪv/ | приезжать, прибывать |
| arrogant | /ˈærəɡənt/ | высокомерный |
| at least | /æt liːst/ | по крайней мере, хотя бы |
| at weekend | /ət ˌwiːkˈend/ | на выходных |
| an atmosphere | /ˈætməsfɪə(r)/ | атмосфера |
| an attraction | /əˈtrækʃ(ə)n/ | нечто привлекательное |
| an aunt | /ɑːnt/ | тетя |

B, b

| | | |
|-------------------|-----------------------|--------------------------|
| be bored | /biː bɔːd/ | скучать |
| be tired | /biː ˈtaɪəd/ | уставать |
| a beach | /biːtʃ/ | пляж |
| become | /biˈkʌm/ | становиться |
| a bedroom | /ˈbedru(:)m/ | спальня |
| besides | /biˈsaɪdz/ | кроме, помимо |
| bet | /bet/ | ручаться, быть уверенным |
| big | /bɪɡ/ | большой |
| a birthday | /ˈbɜːθdeɪ/ | день рождения |
| biscuits | /ˈbɪskɪts/ | печенье |
| a book | /bʊk/ | книга |
| book / reserve | /bʊk/, /rɪˈzɜːv/ | резервировать |
| a bowl | /bɔːl/ | миска |
| bread | /breɪd/ | хлеб |
| breakfast | /ˈbrekfəst/ | завтрак |
| a brick | /brɪk/ | кирпич |
| a brother | /ˈbrʌðə/ | брат |
| a brother-in-law | /ˈbrʌðər ɪn lɔː/ | шурин/деверь |
| a builder | /ˈbɪldə/ | строитель |
| busy | /ˈbɪzi/ | занятый, тяжелый (о |
| butter | /ˈbʌtə/ | масло сливочное |
| by bike | /baɪ ˈbaɪk/ | на велосипеде |
| by bus | /baɪ ˈbʌs/ | на автобусе |
| by car | /baɪ ˈkɑː(r)/ | на машине |
| by plane / by air | /baɪ ˈpleɪn/, /eə(r)/ | на самолете |

| | | |
|----------------------------|-------------------------|------------------------|
| by train | /baɪ ˈtreɪn/ | на поезде |
| C, c | | |
| a cafeteria | /ˌkæfɪˈtɪəriə/ | буфет, столовая |
| a cake | /keɪk/ | торт |
| call | /kɔ:l/ | звонить |
| caring | /ˈkeərɪŋ/ | заботливый |
| a carrot | /ˈkærət/ | морковь |
| a castle | /ˈkɑ:sl/ | замок |
| catholic | /ˈkæθəlɪk/ | католический |
| a century | /ˈsentʃəri/ | век |
| cereal | /ˈsiəriəl/ | хлопья, мюсли |
| champagne | /ʃæmˈpeɪn/ | шампанское |
| check emails | /ˈtʃek ˈi:meɪlz/ | проверять почту |
| cheese | /tʃi:z/ | сыр |
| a chef/cook | /ʃef/, /kʊk/ | шеф-повар |
| a chicken breast | /ˈtʃɪkɪn brest/ | куриная грудка |
| chief | /tʃi:f/ | главный |
| chips (French fries) | /tʃɪps/, /frentʃ fraɪz/ | картофель фри |
| chocolate | /ˈtʃɒklət/ | шоколад |
| chorizo | /tʃəˈri:zəʊ/ | чоризо (колбаса из |
| a church | /tʃɜ:ʃ/ | церковь |
| a cinema (British) | /ˈsɪnəmə/ | кинотеатр |
| a movie theater (American) | /ˈmu:vi θiətə/ | |
| a city | /ˈsɪti/ | (большой) город |
| a coast | /kəʊst/ | побережье |
| collapse | /kəˈlæps/ | свалиться |
| come up with | /kʌm ʌp wɪð/ | придумывать |
| competitive | /kəmˈpetɪtɪv/ | конкурентоспособный |
| considerate | /kənˈsɪdərət/ | внимательный |
| a corner | /ˈkɔ:nə/ | угол |
| a couch potato | /ˈkaʊtʃ pəˈteɪtəʊ/ | домосед |
| countdown | /ˈkaʊntdaʊn/ | обратный отсчет |
| a cousin | /ˈkʌzn/ | двоюродные брат/сестра |
| cozy | /ˈkəʊzi/ | уютный |
| creative | /kri:ˈeɪtɪv/ | творческий |
| a creek | /kri:k/ | ручей |
| crisps | /krisps/ | чипсы |
| cross | /krɒs/ | пересекать |
| a cucumber | /ˈkju:kʌmbə/ | огурец |
| cunning | /ˈkʌnɪŋ/ | хитрый |
| curly | /ˈkɜ:li/ | кудрявый |

| | | |
|------------|------------|--------------------|
| a customer | /ˈkʌstəmə/ | посетитель |
| cycling | /ˈsaɪklɪŋ/ | езда на велосипеде |

D, d

| | | |
|---------------------|----------------------|-----------------------|
| a daughter | /ˈdɔ:tə/ | дочь |
| a daughter-in-law | /ˈdɔ:tərɪnlɔ:/ | невестка |
| decent | /ˈdi:sənt/ | порядочный |
| delicious | /dɪˈlɪʃəs/ | вкусный |
| depend on something | /dɪˈpend ɒn ˈsʌmθɪŋ/ | зависеть от чего-либо |
| a dessert | /dɪˈzɜ:t/ | десерт |
| dinner | /ˈdɪnə/ | ужин |
| disappoint | /ˌdɪsəˈpɔɪnt/ | разочаровывать |
| discuss | /dɪsˈkʌs/ | обсуждать |
| a dish | /dɪʃ/ | блюдо |
| a district | /ˈdɪstrɪkt/ | район |
| do the housework | /ˈdu: ðə ˈhaʊswɜ:k/ | делать уборку по дому |
| a doctor | /ˈdɒktə/ | доктор |
| downstream | /daʊnˈstri:m/ | ниже/вниз по течению |
| draw | /drɔ:/ | рисовать (карандашом) |
| drink | /drɪŋk/ | пить |
| drive | /draɪv/ | водить машину |

E, e

| | | |
|----------------|--------------------|------------------------|
| earn money | /ɜ:n ˈmʌni/ | зарабатывать деньги |
| east | /i:st/ | восток |
| eat | /i:t/ | есть, питаться, кушать |
| eggs | /egz/ | яйца |
| an embankment | /ɪmˈbæŋkmənt/ | набережная |
| embarrassing | /ɪmˈbærəsɪŋ/ | неловкий |
| an engineer | /endʒɪˈniə/ | инженер |
| enjoy | /ɪnˈdʒɔɪ/ | наслаждаться |
| enormous | /ɪˈnɔ:məs/ | огромный |
| enterprising | /ˈentəpraɪzɪŋ/ | предприимчивый |
| entrance exams | /ˈentrəns ɪgˈzæmz/ | вступительные экзамены |
| an estate | /ɪsˈteɪt/ | поместье |
| everybody | /ˈevrɪbɒdi/ | все, каждый |
| expensive | /ɪkˈspensɪv/ | дорогой |
| extra classes | /ˈekstrə ˈklɑ:sɪz/ | дополнительные занятия |

F, f

| | | |
|------------------|-------------------|-----------------|
| a factory worker | /ˈfæktəri ˈwɜ:kə/ | работник завода |
| fat | /fæt/ | толстый |
| a father/dad | /ˈfɑ:ðə/, /dæd/ | папа |
| a father-in-law | /ˈfɑ:ðər ɪn lɔ:/ | свекр/тесть |

| | | |
|------------------------|------------------------------------|--------------------|
| a festival | /ˈfestɪvl/ | фестиваль |
| find | /faɪnd/ | находить |
| finish work | /ˈfɪnɪʃ ˈwɜ:k/ | заканчивать работу |
| a firework | /ˈfaɪəwɜ:k/ | салют |
| first | /fɜ:st/ | первый |
| fish | /fɪʃ/ | рыба |
| a flat | /flæt/ | квартира |
| a flight attendant | /flaɪt əˈtendənt/ | стюард/стюардесса |
| fly | /flaɪ/ | летать |
| a footballer | /ˈfʊtbɔ:lə/ | футболист |
| a footbridge | /ˈfʊtbrɪdʒ/ | пешеходный мостик |
| foreign | /ˈfɔrɪn/ | иностранный |
| a forest | /ˈfɔrɪst/ | лес |
| a fountain | /ˈfaʊntən/ | фонтан |
| free time / spare time | /ˈfri: ˈtaɪm/, /ˈspeə(r) ˈtaɪm/ | свободное время |
| fruit | /fru:t/ | фрукты |

G, g

| | | |
|------------------------|-----------------------------------|--|
| a gallery | /ˈgæləri/ | галерея |
| get dressed | /get ˈdrest/ | одеваться |
| get home late | /ˈget həʊm ˈleɪt/ | приходить домой поздно |
| get up | /ˈget ʌp/ | встать с кровати |
| gift | /ɡɪft/ | подарок |
| go | /gəʊ/ | идти, ехать |
| go camping | /gəʊ ˈkæmpɪŋ/ | ходить в поход |
| go for a walk / stroll | /ˈgəʊ fə(r) ə ˈwɔ:k/, /strəʊl/ | ходить на прогулку |
| go shopping | /gəʊ ˈʃɒpɪŋ/ | ходить по магазинам, идти за покупками |
| go to bed | /ˈgəʊ tə ˈbed/ | идти спать |
| go to work by bus | /ˈgəʊ tə ˈwɜ:k baɪ ˈbʌs/ | ехать на работу на автобусе |
| a granddaughter | /ˈgrændɔ:tə/ | внучка |
| a grandfather/grandad | /ˈgrænfɑ:ðə/, /ˈgrændæd/ | дедушка |
| a grandmother/granny | /ˈgrænmʌðə/, /ˈgræni/ | бабушка |
| a grandson | /ˈgrænsʌn/ | внук |
| great | /ɡreɪt/ | замечательный |
| greedy | /ˈɡri:di/ | жадный |
| a groupmate | /ˈɡru:pmeɪt/ | однруппник |
| grumpy | /ˈɡrʌmpi/ | ворчливый |
| a gym | /dʒɪm/ | спортзал |

H, h

| | | |
|---------------|----------------|--------------------|
| a hairdresser | /ˈheədresə/ | парикмахер |
| ham | /hæm/ | ветчина |
| a hanger | /ˈhæŋə/ | вешалка |
| happy | /ˈhæpi/ | счастливый |
| hard-working | /ˌhɑːdˈwɜːkɪŋ/ | трудолюбивый |
| have | /hæv/ | иметь |
| have a bath | /hæv ə ˈbɑːθ/ | принимать ванну |
| have a shave | /hæv ə ˈʃeɪv/ | бриться |
| have a shower | /hæv ə ˈʃaʊə/ | принимать душ |
| here | /hiə/ | здесь |
| a hill | /hɪl/ | холм |
| a holiday | /ˈhɒlədeɪ/ | каникулы, праздник |
| a hometown | /ˈhəʊmˈtaʊn/ | родной город |
| honest | /ˈɒnɪst/ | честный |
| hot-tempered | /ˌhɒtˈtempəd/ | вспыльчивый |
| humble | /ˈhʌmbl/ | скромный |
| hungry | /ˈhʌŋɡri/ | голодный |
| a husband | /ˈhʌzbənd/ | муж |

I, i

| | | |
|---------------|----------------|---------------------|
| ice fishing | /ˈaɪs ˈfɪʃɪŋ/ | зимняя рыбалка |
| ice skating | /ˈaɪs skeɪtɪŋ/ | катание на коньках |
| an ice cream | /ˈaɪs kriːm/ | мороженое |
| imagine | /ɪˈmædʒɪn/ | представлять себе |
| impossible | /ɪmˈpɒsəbl/ | невозможный |
| in the middle | /ɪn ðə ˈmɪdl/ | в середине, посреди |
| inside | /ɪnˈsaɪd/ | внутри |
| instead | /ɪnˈsted/ | вместо (этого) |
| intercession | /ɪntəˈseʃən/ | заступничество |
| introduce | /ɪntrəˈdjuːs/ | представиться |
| invite | /ɪnˈvaɪt/ | приглашать |

J, j

| | | |
|------------------|----------------------|--|
| jam | /dʒæm/ | варенье |
| a joint bathroom | /dʒɔɪnt ˈbɑːθru(:)m/ | совмещенный санузел (туалет и ванная) |
| a journalist | /ˈdʒɜːnəlist/ | журналист |
| juice | /dʒuːs/ | сок |

K, k

| | | |
|------|---------|--------|
| kind | /kaɪnd/ | добрый |
|------|---------|--------|

L, l

| | | |
|------------|-------------|-----------------------|
| a lake | /leɪk/ | озеро |
| a landmark | /ˈlændmɑːk/ | достопримечательность |

| | | |
|---------------|---------------|---------------------|
| last | /lɑːst/ | длиться |
| later | /ˈleɪtə/ | позже |
| a lawyer | /ˈlɔːjə/ | адвокат, юрист |
| leave | /liːv/ | оставлять, уезжать |
| a lesson | /ˈlesn/ | урок |
| a library | /ˈlaɪbrəri/ | библиотека |
| listen | /ˈlɪsn/ | слушать |
| a living room | /ˈlɪvɪŋ ru:m/ | зал, гостиная |
| long | /lɒŋ/ | длинный |
| long hours | /ˈlɒŋ ˈaʊəz/ | долгий рабочий день |
| lot | /lɒt/ | множество, уйма |
| lunch | /lʌntʃ/ | обед |
| lunch break | /lʌntʃ breɪk/ | обеденный перерыв |

M, m

| | | |
|-----------------|-----------------|----------------------------|
| magical | /ˈmædʒɪkl/ | волшебный |
| make things | /meɪk ˈθɪŋz/ | делать вещи своими руками |
| a mall | /mɔːl/ | торговый центр |
| a market | /ˈmɑːkɪt/ | рынок |
| match | /mætʃ/ | соединять |
| a meal | /miːl/ | еда, блюдо, прием пищи |
| meat | /mi:t/ | мясо |
| meet | /mi:t/ | встречать(ся), знакомиться |
| memorable | /ˈmemərəbl/ | запоминающийся |
| milk | /mɪlk/ | молоко |
| a mill | /mɪl/ | мельница |
| mind | /maɪnd/ | возражать, быть против |
| a model | /ˈmɒdəl/ | модель |
| a monument | /ˈmɒnjəmənt/ | памятник |
| a mother/mum | /ˈmʌðə/, /mʌm/ | мама |
| a mother-in-law | /ˈmʌðər ɪn lɔː/ | свекровь/теща |
| a museum | /mju(:)ˈziəm/ | музей |
| a mushroom | /ˈmʌʃru:m/ | гриб |
| a musician | /mjuːˈzɪʃən/ | музыкант |
| myself | /maɪˈself/ | себе, себя, собой |

N, n

| | | |
|----------------|----------------------|---------------------|
| nature | /ˈneɪtʃə/ | природа |
| neat | /ni:t/ | приятный, ухоженный |
| need | /ni:d/ | нуждаться |
| a neighbour | /ˈneɪbə/ | сосед |
| a nephew | /ˈnefju:/, /ˈnevju:/ | племянник |
| New Year's Eve | /ˌnjuː jɪəz ˈiːv/ | канун Нового года |

| | | |
|-------------|-------------|-------------|
| a niece | /ni:s/ | племянница |
| a nightclub | /ˈnaɪtklʌb/ | ночной клуб |
| north | /nɔ:θ/ | север |
| notice | /ˈnəʊtɪs/ | замечать |
| a nurse | /nɜ:s/ | медсестра |

O, o

| | | |
|-------------|----------------|-----------------|
| olive oil | /ˈɒlɪv ɔɪl/ | оливковое масло |
| on foot | /ɒn ˈfʊt/ | пешком |
| on weekdays | /ɒn ˈwi:kdeɪz/ | в будние дни |
| onion | /ˈʌnjən/ | лук |
| orange | /ˈɒrɪndʒ/ | апельсин |
| orthodox | /ˈɔ:θədɒks/ | православный |
| outside | /ˌaʊtˈsaɪd/ | снаружи |
| overweight | /ˌəʊvəˈweɪt/ | с лишним весом |
| own | /əʊn/ | собственный |

P, p

| | | |
|----------------|-------------------|-------------------------------------|
| paint | /peɪnt/ | рисовать (красками) |
| a palace | /ˈpælɪs/ | дворец |
| a pancake | /ˈpæŋkeɪk/ | блин |
| a park | /pɑ:k/ | парк |
| part-time | /pɑ:t taɪm/ | на полставки, неполный рабочий день |
| a party | /ˈpɑ:ti/ | вечеринка |
| peas | /pi:z/ | горошек |
| pepper | /ˈpepə/ | перец |
| persistent | /pəˈsɪstənt/ | настойчивый |
| pick up | /ˈpɪk ʌp/ | забирать |
| a pilot | /ˈpaɪlət/ | пилот |
| a pineapple | /ˈpaɪnæpəl/ | ананас |
| a pizza | /ˈpi:tʃə/ | пицца |
| a place | /pleɪs/ | место |
| plump | /plʌmp/ | полный |
| a policeman | /pəˈli:smən/ | полицейский |
| porridge | /ˈpɒrɪdʒ/ | каша |
| a potato | /pəˈteɪtəʊ/ | картошка |
| prepare | /priˈpeə/ | подготавливать |
| principal | /ˈprɪnsəpəl/ | директор |
| a programmer | /ˈprəʊgræmə/ | программист |
| purposeful | /ˈpɜ:pəsful/ | целеустремленный |
| put on make-up | /ˈpʊt ɒn ˈmeɪkʌp/ | наносить макияж |

Q, q

| | | |
|--------------|--------------|------------|
| quick witted | /kwɪkˈwɪtɪd/ | находчивый |
|--------------|--------------|------------|

R, r

| | | |
|-------------------|-------------------|-------------------------|
| a railway station | /ˈreɪlweɪˈsteɪʃn/ | станция, вокзал |
| read | /ri:d/ | читать |
| a receptionist | /rɪˈsepʃənɪst/ | секретарь |
| related | /rɪˈleɪtɪd/ | относящийся |
| relax | /rɪˈlæks/ | отдыхать, расслабляться |
| reservation | /ˌrezəˈveɪʃən/ | бронирование |
| responsible | /rɪˈspɒnsəbl/ | ответственный |
| a restaurant | /ˈrestɒrənt/ | ресторан |
| restore | /rɪsˈtɔ:/ | восстанавливать |
| retired | /rɪˈtaɪəd/ | на пенсии |
| review | /rɪˈvju:/ | проверять |
| rice | /raɪs/ | рис |
| a river | /ˈrɪvə/ | река |
| a role model | /rəʊlˈmɒdl/ | образец для подражания |
| rubble stone | /ˈrʌbl stəʊn/ | бутовая кладка |

S, s

| | | |
|------------------|-------------------------|-----------------------|
| safe | /seɪf/ | безопасный |
| a salad | /ˈsæləd/ | салат |
| a sales manager | /seɪlzˈmænɪdʒə/ | менеджер по продажам |
| a sandwich | /ˈsænwɪtʃ/, /ˈsænwɪdʒ/ | бутерброд |
| sauce | /sɔ:s/ | соус |
| a sausage | /ˈsɒsɪdʒ/ | колбаса, сосиска |
| schedule | /ˈʃedju:l/, /ˈskedʒu:l/ | расписание |
| a school | /sku:l/ | школа |
| selfish | /ˈselfɪʃ/ | эгоистичный |
| series | /ˈsɪəri:z/ | сериал |
| a shop assistant | /ʃɒp əˈsɪstənt / | продавец |
| short | /ʃɔ:t/ | низкий |
| shout | /ʃaʊt/ | кричать |
| a shower | /ˈʃaʊə/ | душ |
| shy | /ʃaɪ/ | застенчивый |
| a sight | /saɪt/ | вид |
| a sister | /ˈsɪstə/ | сестра |
| a sister-in-law | /ˈsɪstər ɪn lɔ:/ | свояченица/золовка |
| skiing | /ˈski:ɪŋ/ | катание на лыжах |
| sleep in | /sli:p ɪn/ | спать дольше обычного |
| sleepy | /ˈsli:pi/ | сонный |
| slim | /slɪm/ | стройный |
| a slipper | /ˈslɪpə/ | тапок |

| | | |
|--------------|----------------|--------------------|
| small | /smɔ:l/ | маленький |
| snack | /snæk/ | перекус, закуска |
| sociable | /ˈsəʊʃəbl/ | общительный |
| solution | /səˈlu:ʃən/ | решение |
| sometimes | /ˈsʌmtaɪmz/ | иногда |
| a son | /sʌn/ | сын |
| a son-in-law | /ˈsʌn ɪn lɔ:/ | зять |
| soup | /su:p/ | суп |
| a source | /sɔ:s/ | источник, исток |
| south | /saʊθ/ | юг |
| speak | /spi:k/ | говорить |
| special | /ˈspeʃl/ | особенный |
| spend | /spend/ | тратить, проводить |
| a stadium | /ˈsteɪdiəm/ | стадион |
| start work | /ˈstɑ:t ˈwɜ:k/ | начинать работу |
| stay | /steɪ/ | оставаться |
| a stepfather | /ˈstepfɑ:ðə/ | отчим |
| a stepmother | /ˈstepmʌðə/ | мачеха |
| still | /stɪl/ | все еще |
| a store | /stɔ:/ | магазин |
| straight | /streɪt/ | прямой, прямо |
| a strawberry | /ˈstrɔ:bəri/ | клубника |
| strict | /strikt/ | строгий |
| stubborn | /ˈstʌbən/ | упрямый |
| a student | /ˈstju:dənt/ | студент |
| successful | /səkˈsesfʊl/ | успешный |
| sugar | /ˈʃʊɡə/ | сахар |
| sweetcorn | /ˈswi:tkɔ:n/ | кукуруза |
| sweets | /swi:ts/ | конфеты |
| swim | /swɪm/ | плавать |

T, t

| | | |
|-------------------------|-------------------------------|-------------------|
| take the dog for a walk | /ˈteɪk ðə ˈdɒg fə(r) ə ˈwɔ:k/ | выгуливать собаку |
| takeaway | /ˈteɪkəweɪ/ | еда на вынос |
| tall | /tɔ:l/ | высокий |
| tea | /ti:/ | чай |
| a teacher | /ˈti:tʃə/ | учитель |
| a temple | /ˈtempl/ | храм |
| a tent | /tent/ | палатка |
| thin | /θɪn/ | тонкий, худой |
| tired | /ˈtaɪəd/ | уставший |
| a tomato | /təˈmɑ:təʊ/ | помидор |
| a town | /taʊn/ | (небольшой) город |

| | | |
|--------------------|---------------------|------------------|
| a tradition | /trəˈdɪʃn/ | традиция |
| a transformer sofa | /trænsˈfɔ:məˈsəʊfə/ | раскладной диван |
| travel | /ˈtrævl/ | путешествовать |
| trinity | /ˈtrɪnɪti/ | троица |
| a trip | /trɪp/ | поездка |
| trouble | /ˈtrʌbl/ | беспокоить |
| typical | /ˈtɪpɪkl/ | типичный |

U, u

| | | |
|---------------|------------------|-------------|
| an uncle | /ˈʌŋkəl/ | дядя |
| unemployed | /ʌnɪmˈplɔɪd/ | безработный |
| unfortunately | /ʌnˈfɔ:tʃənətli/ | к сожалению |
| unpleasant | /ʌnˈpleznt/ | неприятный |

V, v

| | | |
|------------|------------------|--------------|
| variety | /vəˈraɪəti/ | разнообразие |
| vegetables | /ˈvedʒɪtəb(ə)lz/ | овощи |
| very well | /ˈveri wel/ | очень хорошо |
| a vet | /vet/ | ветеринар |
| a village | /ˈvɪlɪdʒ/ | деревня |
| a voice | /vɔɪs/ | голос |

W, w

| | | |
|----------------------|----------------------|-----------------------|
| a waiter/waitress | /ˈweɪtə/, /ˈweɪtrəs/ | официант/официантка |
| wake up | /ˈweɪk ʌp/ | просыпаться |
| walk to work | /ˈwɔ:k tə ˈwɜ:k/ | идти пешком на работу |
| a wardrobe | /ˈwɔ:drəʊb/ | шкаф для одежды |
| watch | /wɒtʃ/ | смотреть |
| wavy | /ˈweɪvi/ | волнистый |
| wear | /weə(r)/ | носить, надевать |
| wear special clothes | /weə ˈspeʃl kləʊðz/ | носить особую одежду |
| west | /west/ | запад |
| a wife | /waɪf/ | жена |
| a wish | /wɪʃ/ | пожелание |
| wonder | /ˈwʌndə/ | интересоваться |
| wonderful | /ˈwʌndəfl/ | прекрасный |
| work | /wɜ:k/ | работать |
| a world | /wɜ:ld/ | мир |
| a writer | /ˈraɪtə/ | писатель |

Y, y

| | | |
|--------|----------|--------------------|
| a year | /jɪə/ | год, курс обучения |
| yogurt | /ˈjɒɡət/ | йогурт |

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