**Module 2**

**2a. Happy time**

**1. Look at exercise 1 in SB, p.16 and answer the questions.**

* Where does Janet have her birthday party?
* What holiday will people celebrate if they receive invitation B?
* Is Phillip Taylor a school student?
* What is the subject of Clair’s e-mail?
* When and what time should Sara come to the party?

**2. Write the ordinal numbers.**

* One – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Three – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Six – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Five – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Nine – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Twelve – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Twenty – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Thirty-three – \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Look at the poem below. It needs to be completed and you will learn about Solomon Grundy’s life. Words in the frame will help you.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Monday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Tuesday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Wednesday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Thursday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Friday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Saturday

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_on Sunday

This is the end of Solomon Grundy.

|  |
| --- |
| Married Worse Born  Took ill  Died Buried Christened |

**Practice reading the rhyme and record yourself. Learn it by heart.**

**4. Write in *on/in/at*.**

* \_\_\_\_ 10 October
* \_\_\_\_half past four
* \_\_\_\_1987
* \_\_\_\_Friday morning
* \_\_\_\_the morning
* \_\_\_\_summer
* \_\_\_\_Wednesday

**5. Complete the sentences with *on/in/at*.**

* Goodbye! See you \_\_\_ Saturday.
* I usually get up \_\_\_ 8 o’clock in the morning.
* What are you doing \_\_\_ Thursday evening?
* My granny’s birthday is \_\_\_ February.
* I like to look at the Moon \_\_\_ night.
* We often go to the beach \_\_\_ summer.
* Let’s meet \_\_\_ 6-30 tomorrow evening.

**6. Imagine you’re leaving for another country and decided to throw a farewell party. Write an e-mail invitation to your friend.**

**2b. My place**

**1. Look at the picture of the room in SB, p. 18. Read the sentences and tick (√) if they are right and cross (X) if they are false. Correct the sentence if it is wrong.**

* There’s a coffee table next to the sofa. \_\_\_
* There are four paintings on the wall. \_\_\_
* The cushions are on the armchair. \_\_\_
* There’s a cat on the sofa. \_\_\_
* There’s a lamp behind the coffee table. \_\_\_
* There’s a newspaper under the table. \_\_\_
* There’s a vase on the table. \_\_\_

**2. What are these things? Complete the sentences with words from the table.**

|  |
| --- |
| game river fruit flower musical instrument vegetable |

* A potato is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Football is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The Volga is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_.
* A piano is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* An apple is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_.
* A daffodil is \_\_ \_\_\_\_\_\_\_\_\_\_\_\_.

**3. Answer the questions to the dialogue in SB, p. 19.**

* Is there enough place in the living room?
* Steve asks for help, doesn’t he?
* Laura wants the sofa next to the window, doesn’t she?
* Where do they place the armchair?
* John easily carries the armchair, doesn’t he?
* Where does Laura want them to put the armchair?
* Why does Laura feel worried about the clock?
* What is the greatest mistake they made?
* Do they place the table between the fireplace and the armchair or between the sofa and the armchair?

**4. Read the dialogue carefully and draw the living room of Laura, Steven and John.**

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|  |

**5. Practise reading the words. Pay attention to the sounds [w] – [v] – [f].**

we – vee

while – vile

wiper – viper

west – vest

worse – verse

wore – four

wheel – feel

wool – fool

wear – fair

wire – fire

**6. a. Read the title of the poem. What is it going to be about, to your mind? Is it important to keep your hands clean? Why?**

**Washing**

*by John Drinkwater*

***What is all this washing about,***

***Every day, week in, week out?***

***From getting up till going to bed,***

***I’m tired of hearing the same thing said.***

***Whether I’m dirty or whether I’m not,***

***Whether the water is cold or hot,***

***Whether I like it or whether I don’t –***

***Whether I will or whether I won’t –***

***Have you washed your hands, and washed your face?***

***I seem to live in a washing place.***

**b. Read the poem to yourself. Does the main character like to wash his face and hands? Why do you think so?**

**c. Make a group of five students. The first student whispers the 1st line. The 2nd student reads the 2nd line in a low voice. The 3rd student reads the 3rd line a bit louder and thus up to the 5th line. Then the 1st student reads the 6th line in a high and loud voice, others in a lower voice and the last line is whispered. So, the volume of the poem is like this figure: (triangle).**

**2 c. My neighbourhood**

**1. Language puzzle. Find 10 places in town. List them and say what you can buy there.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| r | s | u | p | e | r | m | a | r | k | e | t | u | j |
| f | g | h | e | c | a | c | h | e | m | i | s | t | s |
| e | r | y | j | b | f | t | y | s | f | t | u | m | p |
| n | e | w | s | a | g | e | n | t | s | u | k | b | o |
| z | e | n | a | l | i | b | r | a | r | y | t | o | r |
| w | n | u | g | e | q | m | o | u | c | t | i | r | t |
| z | g | x | v | b | n | g | y | r | j | k | l | p | s |
| q | r | s | c | f | r | t | g | a | n | h | j | o | s |
| t | o | y | s | h | o | p | s | n | z | c | f | d | h |
| t | c | y | h | n | b | p | e | t | s | h | o | p | o |
| p | e | b | g | d | s | a | z | a | b | r | w | q | p |
| a | r | e | p | o | s | t | o | f | f | i | c | e | u |
| b | s | e | h | j | k | i | u | t | e | w | s | z | a |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Say the sentences in English.**

* + Я живу в красивом районе.
  + Поблизости много кафе и магазинов.
  + Справа от аптеки находится почта.
  + Напротив аптеки расположен банк.
  + За аптекой находится газетный киоск, напротив которого расположена автобусная остановка.

**3. Draw the neighbourhood of your dream, the place you would like to live in. Speak about it.**

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**2 d. Culture corner**

**1. Match the English words and word combinations with the Russian ones.**

|  |  |
| --- | --- |
| The heart of London | Торговая улица |
| Shopping street | Отпечаток руки/ноги |
| Store | Узкий |
| Pavement | Символ денег и власти |
| Hand/footprint | Сердце Лондона |
| A symbol of money and power | Магазин |
| Narrow | Асфальт |

**2. Read in the Student’s book about the famous streets and answer the questions.**

* What is Oxford Street famous for?
* Oxford Street is in one of the cities in the USA, isn’t it?
* What is Wall Street a symbol of? Why?
* Where can you find handprints and footprints of famous actors?
* There are lots of famous film museums in Wall Street, aren’t there?
* Which of the streets would you like to visit and why?

**English in Use and Extensive Reading**

**1. Read the utterances of a dialogue between Katherine and Garry. Put them in the correct order and act the dialogue out.**

K.: There’s no light in my flat, though sockets work.

G.: What’s up, Katherine?

K.: Good morning. Can I speak to Garry Batt, please?

G.: Ok. Don’t worry, I’ll send an electrician over and he’ll have a look.

K.: Garry, hi. This is Katherine Smith.

K.: Thank you.

G.: Hallo, Garry is speaking.

**2. a. Read the words and put them in the correct column. Listen andcheck.** (необходимо озвучить слова)

|  |
| --- |
| food nook two noon foot cool look cook took loop |

|  |  |
| --- | --- |
| **[u:]** | **[u]** |
|  |  |
|  |  |
|  |  |
|  |  |
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**2. b. Practise reading the sentences. When can you use them?**

* Who’ll do the rooms?
* Review the rules of the future tenses.
* You knew it’s true, didn’t you?
* It looks good.
* Would you help the woman, if you could?

**3. Give Russian equivalents to the words:**

* Relationship – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* To measure the distance – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Straight – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* At the bottom of the paper – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Scale – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Measurements – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_