



Играй и английский изучай!

“Make your lessons fun and interesting!”



SOLVING



THINKING



PLANNING



KNOWLEDGE



CREATIVITY



EXCITEMENT



DISCUSSION



EXPLORING



TIME

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Это учебное пособие разработано для преподавателей английского языка с целью улучшения разговорных навыков учащихся. Все уроки построены на основе коммуникативных игр для преодоления языкового барьера и создания непринужденной, психологически свободной обстановки. Учащиеся получают роли и задания, которые они должны выполнить индивидуально или в составе команды. Учебник разделен на две основные части: 1) Worksheets for Teachers (Варианты игр для учителей с разъяснением правил игры, рекомендациями для эффективной работы учащихся и ключами); 2) Worksheets for Students (Варианты игр для учащихся с новыми словарными единицами, вопросами для обсуждения на актуальные темы, игровыми ситуациями, связанных с основной темой урока). Раздел "Classroom English" поможет учащимся в полной мере овладеть базовой разговорной лексикой на уроках английского языка.

Предназначено для работы преподавателя в группах из 8-16 человек с общим уровнем подготовки не ниже Pre-Intermediate. Рекомендовано к использованию на уроках английского языка в старших классах, в высших учебных заведениях и на языковых курсах.

Для создания учебного пособия "Играй и английский изучай" частично использовались материалы из некоторых номеров газеты "English" - Издательский дом "Первое сентября", 1996-2014гг.

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INTRODUCTION	5
WORKSHEETS FOR TEACHERS	6
<i>GAME 1: BEING FAMOUS IS JOY OR BURDEN?</i>	7
<i>GAME 2: WHO IS THE BURGLAR?</i>	8
<i>GAME 3: DRAMA</i>	10
<i>GAME 4: ENVIRONMENTAL PROBLEMS</i>	12
<i>GAME 5: BON APPETIT!</i>	14
<i>GAME 6: LOST AT SEA... SOS!!!</i>	17
<i>GAME 7: BOOKS IN OUR LIFE</i>	18
<i>GAME 8: CINEMA WILL LIVE FOREVER!</i>	20
<i>GAME 9: LOVE MAKES THE WORLD GO ROUND</i>	22
<i>GAME 10: HOW TO SPEND \$100000?</i>	25
WORKSHEETS FOR STUDENTS	27
<i>GAME 1: BEING FAMOUS IS JOY OR BURDEN?</i>	28
<i>GAME 2: WHO IS THE BURGLAR?</i>	30
<i>GAME 3: DRAMA</i>	31
<i>GAME 4: ENVIRONMENTAL PROBLEMS</i>	33
<i>GAME 5: BON APPETIT!</i>	35
<i>GAME 6: LOST AT SEA... SOS!!!</i>	38
<i>GAME 7: BOOKS IN OUR LIFE</i>	39
<i>GAME 8: CINEMA WILL LIVE FOREVER!</i>	41
<i>GAME 9: LOVE MAKES THE WORLD GO ROUND</i>	44
<i>GAME 10: HOW TO SPEND \$100000?</i>	46
CLASSROOM ENGLISH.....	48
TEACHERS SPEAKING IN CLASS	49
GAME LANGUAGE FOR TEACHERS	51
STUDENTS SPEAKING IN CLASS	53

GAME CARDS.....	56
<i>WARMING-UP</i>	57
<i>GAME 1</i>	59
<i>GAME 2</i>	61
<i>GAME 3</i>	65
<i>GAME 4</i>	67
<i>GAME 6</i>	69
<i>GAME 5</i>	73
<i>GAME 7:</i>	73
<i>GAME 8</i>	73
<i>GAME 9</i>	75
<i>GAME 10</i>	77
<i>GAME 5 - "MENUS"</i>	79
<i>GAME 7 - "THE READER'S TABLE"</i>	80

«Можно подвести лошадь к водопою, но нельзя заставить ее пить».

Старинная английская поговорка.

Давайте отложим в сторону скучные учебники и забудем о бесконечном заучивании новых слов. Пришло время превратить процесс обучения английского языка в увлекательное приключение! Как часто мы, как учителя, просим наших учеников говорить на английском, как в обычной жизни? Боюсь, не так часто. Если мы максимально приблизим урок английского к естественным жизненным условиям, то и процесс его изучения станет наиболее доступным и увлекательным для учащихся.

Согласно научным исследованиям 80% информации человек запоминает в процессе активной деятельности. Отсутствие мотивации и личной заинтересованности со стороны учащихся заметно снижает эффективность запоминания материала. Вот почему, мы тратим месяцы на отработку лексики и грамматики и с сожалением понимаем, что не можем добиться от учеников желаемого результата. Именно активная деятельность, выполнение интересных заданий заставляет учеников забыть об уроке, как таковом и погрузиться в увлекательную игру, главным образом нацеленную на развитие разговорных навыков. Острое желание "поиграть, как в детстве" снимает все языковые барьеры!

Сборник коммуникативных заданий «Играй и английский изучай!» основан на командно-ролевых играх с использованием психологического метода "Маски". На каждом уроке ученики получают карточки с социальными ролями людей, от лица которых они будут участвовать в игре. Спрятавшись за "маску"/роль учащийся легко преодолевает стеснение и свободно выражает свою точку зрения, как бы от лица уже другого человека и не боится, что оно может быть слишком строго оценено окружающими. Данная методика применяется в первую очередь для преодоления боязни учащихся говорить на иностранном языке.

Уроки с использованием коммуникативных игр, как правило, делятся на несколько этапов:

1) "разогрев" - закрепление лексики по теме урока; 2) объяснение правил игры и определение основной задачи; 3) индивидуальное или групповое выполнение задания, подготовка учащихся к выступлению; 4) общая коммуникативная работа. Преподаватель объясняет правила игры на русском или английском языке в зависимости от подготовленности группы, при необходимости вводит новые лексико-грамматические единицы для использования во время беседы. В результате 90% времени на уроке ученики будут говорить на английском, сначала обсуждая с другими участниками группы способы решения задачи, а потом доказывая правоту своего решения другим командам-конкурентам. Присутствующий дух соперничества в группе, на подсознательном уровне, заставит учеников максимально использовать скрытые резервы.

Учебник «Играй и английский изучай!» рекомендован к использованию на уроках английского языка в старших классах, в высших учебных заведениях и на языковых курсах в небольших группах 8-16 человек, общий уровень знаний которых не ниже Pre-Intermediate.

Решая интересные задания, отставив свою точку зрения, учащиеся, как по волшебству, прекрасно запоминают новый материал и улучшают коммуникативные навыки. Таким образом, обучение превращается в естественный, увлекательный процесс дружеского общения. Наполненные положительными эмоциями, учащиеся будут с нетерпением ждать следующего урока. Учите английский играя в игры, дарите радость себе и вашим ученикам!

P.S. Информацию о других изданиях автора и еще множество интересных статей в помощь преподавателям и учащимся Вы сможете найти на сайте "Speak English" по адресу: spk-english.ru. Отдельная просьба к учителям, которые будут использовать это пособие, направлять нам свои отзывы, замечания и предложения по e-mail: info@spk-english.ru. Общими усилиями мы сделаем процесс обучения не только познавательным, но интересным и увлекательным для наших учеников!

Автор: Вакарчук Ирина Викторовна

WORKSHEETS
FOR TEACHERS



BEING FAMOUS IS JOY OR BURDEN?

A celebrity is a person who works hard all his life to become well known, then wears dark glasses to avoid being recognized.

Fred Allen



Time: 15 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Ask the students to choose a role card ([page 57](#)), present themselves and answer the questions on behalf of the characters in them:

1. Why are so many people want to become famous?
2. Do you think anyone can become a celebrity?
3. Do you think that to be famous everyone needs to work hard or it just happens by a lucky chance?
4. What do you think are the downsides to being a celebrity?
5. Do you think all celebrities are talented?
6. Have you ever met a famous person? What would you do if you saw a celebrity walking along your street?
7. Which celebrity do you admire? Why? Are there any celebrities you hate the sight of? Why?
8. Do you read gossip magazines or watch gossip TV programs?
9. Would you like to be a celebrity? In what sphere would you like to show your skills?
10. Would you see your friends often if you became a world celebrity? What aspects of your present life would you miss if you became a celebrity?
11. What do you think of paparazzi?
12. Is it fair to interfere in private life of a celebrity? Do you know the incidents when the celebrities suffered from excessive interest of community?

Time: 30 minutes.

Language Aim: To practise deductive reasoning. To encourage fluency in the use of yes/no questions and answers.

How to play:

Preparation: Divide the students into two teams. Prepare several cards ([page 59](#)) on the table for students to choose. Place a chair in the front of the class and select a student from either team to sit in it. Tell the teams that the student sitting in the front of the class is a famous person. They must try to find out who he/she is. They can only ask that student yes/no questions. In turn, that student can only answer in short yes or no answers (e.g. "Yes, I am." or "No, I'm not!").

A team gets to continue to ask the "famous" person questions (in rotation so that all students have the opportunity to ask questions) as long as he/she answers yes to the questions. If, however, he/she answers no, then the other team gets to ask questions.

Only the person whose turn it is to ask a question may guess who the famous person is by asking a yes/no question (e.g. "Are you Madonna? Are you Jackie Chan? etc.). If they are correct, their team, gets a point and the teacher selects a student from the other group to sit in front of the class to be a new "famous" person.

Encourage students to ask general questions at first and then get more specific as they get more information about the person. You may like to pre-teach these and other questions before starting the activity.

Speech Patterns:

Q: Are you a...(man? woman?)

A: Yes, I am, /No, I'm not,

Q: Are you... (Russian? American? English? etc.)

Q: Do you live in...(Hong Kong? the USA? France? etc.)

Q: Are you a...(movie star? singer? politician? etc.)

Q: Are you... (under 20 years old? in your twenties? In your thirties? over forty? etc.)

Q: Are you good looking? Are you... (blond? dark-haired? red?) **Are you ...** (slim? fat? short? tall?)

Q: Are you Madonna?

Winner: The team with the most points at the end of the activity is the winner.



WHO IS THE BURGLAR?



Time: 15 minutes.

Language Aim: To practise Present Simple Wh-Questions and Answers. Set of 16 character cards (*numbered 1-16 on pages 61-64*).

STORY: Yesterday at 10:00 pm there was a robbery in the Bank in Central Lane. The police was called immediately to investigate the crime scene and found some evidence. It had snowed yesterday (or rained) there were footprints on the floor in the bank...

How to play:

Preparation: Tell the class to read the story about a robbery that has happened. Give each student a character card. If there are about 16 students in the group then there should be 3 burglars among them (for 10 students - 2 burglars, for 6 students - only 1 burglar). Make sure that you choose a card (the cards) to be the burglar(s) before you hand them out. Tell the students to look at their cards and notice the word "Burglar", if any and the names of the accomplices* in crime. The other students have the word "Civilian" on their cards.

accomplices* - сообщники

The students who are burglars should be secretive so that the others don't notice. Tell the students how many burglars there are among them in accordance with the total quantity. The students should interview their fellow ones to find out who the robber is.



The teacher writes on the blackboard some evidence that the police has found at the *crime scene**.

Evidence (for one burglar in the group):

- the footprints in shoe size EUR 45, US 11,5;
- a receipt from California;
- some dog's hair.

Evidence (for two/three burglars in the group):

- the footprints in shoe size EUR 45, US 11,5;
- the footprints in shoe size EUR 38, US 6;
- a receipt from California;
- some dog's hair.

Part 1: Tell your students to go round the class and ask/answer questions about the personal information and take notes. (What's your name? What's your job?

Where are you from? What are your hobbies? Are you married? Do you have any children? Have you got a pet? What size of shoes do you wear?) Don't give students too much time! They should have enough time to ask no more than 3-6 students to keep them intrigued about the others. They will have 5-10 minutes for this activity depending on the group.

Time: 30 minutes

Language Aim: Practice of argumentative discussion. Improving free communication skills.

Preparation: The students sit around the table, fold a paper in half and write down their names. Everyone must put it on the table so that others to see who is who.

The task of the civilians to figure out whose personal information match the evidence on the board. The task of burglars to find their accomplices by asking the names and try *to foul the trail** pointing to the civilians with similar information.

The students tell the information they managed to get and their suspicions. As a rule the civilians have got not enough information to figure out the burglars at ones. Meanwhile the burglars have a chance to join and deceive the civilians. The more students in the group the better.

Speech patterns:

Robert Anderson (Burglar): I'm sure that Steven Robinson (Civilian) is a burglar. He is from California. His shoe size is 45. He's got a dog Misty.

Steven Robinson (Civilian): That's not true! I have got a cat Misty.

Robert Anderson (Burglar): Nobody can prove it.

Nancy Harris (Burglar): I agree he is a burglar. He said that he had got a dog Misty.

It's good if there are 3-5 civilians who asked Steven Robinson. They can defend him and catch two burglars Robert Anderson and Nancy Harris.

Winner: If the civilians cannot figure out the burglar(s), they lose the game.



DRAMA.



Time: 10 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Look at this painting by the American artist, Edward Hopper on the blackboard and answer the questions below:

- 1) What is the relationship between the man and the woman?
- 2) Where are they?
- 3) What are they wearing?
- 4) Why did the artist choose to have the man reading the paper and the woman sitting at the piano?
- 5) Why aren't the two looking at each other?
- 6) What time of day or night is it?
- 7) What has happened?
- 8) What the characters feel at the moment? Give three adjectives for each person.
- 9) Give this picture a name.
- 10) When was the picture painted?



“Room in New-York”, Edward Hopper (1932)

How to play:

Time: 10 minutes.

Language Aim: Reading comprehension practice.

Part 1: Read this extract from the script of the film “Paris by Night”.

STORY: Interior of a Flat: Bedroom. Night. Gerald is sitting in bed, reading a novel. He has half-moon glasses on and has a cardigan on over his pyjamas. Clara comes in, trying to seem casual, then sits down on the piano stool at the end of the bed. He does not look up.

Gerald: Well

Clara: I think we should divorce.

Gerald: Oh yes? (Without looking up from his book.) Why?

Clara: It's obvious, isn't it? Neither of us can live in this atmosphere.

Gerald: Really? We always have. (He is apparently mild-mannered. But as soon as Clara speaks, he interrupts.)

Clara: Look...

Gerald: Oh, yes, I can see it would suit you. I'm an embarrassment. I'm getting old. I've seen you do it to everyone since you were a girl. If they don't shape up, kick them out.

Clara: That's not fair.

Gerald: (Suddenly quiet.) I'll fight you for Simon. Oh, yes. In public. In the courts. In the papers. I've got nothing to lose. But you have, I'll get him.

Clara: You wouldn't.

Gerald: I'll say what sort of mother you were. You didn't come home when he was in hospital. (He looks at her.) Well, did you? It doesn't look good.

Clara: (Suddenly violent.) What do you want?

Gerald: Very little. (He goes back to his book, with a little smile.) If you've got a man, I would like to know.



Part 2: The students should answer the questions:

- 1) What is the relationship between Clara and Gerald?
- 2) Who is Simon?
- 3) What does Gerald threaten to do if Clara insists on a divorce?
- 4) Why do you think Gerald has “nothing to lose” if the case becomes public, while Clara does have something to lose?
- 5) What evidence would Gerald use against Clara in an attempt to get *custody** of their son?

Time: 25 minutes.

Language Aim: To make up and act out the dialogues.

Part 3. Divide the students into pairs. Give them out the cards (*page 65*). Tell them to make up conversation that could happen between Clara or Gerald and the other

characters close to them. They have 5 minutes to prepare similar dialogues.

Card 1. Clara - Her Mother

Clara tells about her new love. She is going to divorce with Gerald. She is worried about Simon and her political carrier. Her mother persuades her not to leave her husband and break up with her lover.

Card 2. Gerald - His Best Friend, Brian

Gerald suspects his wife betrayed him. But he still loves her. His friend tries to comfort Gerald. He is sure that her love affair is not serious. He advises to forgive his wife and keep relationships.

Card 3. Clara - Her Lover, Ted

Clara says that she has told her husband about their love affairs and wants to divorce with Gerald. Ted is confused. He didn't expect her to do it so soon. Actually he was satisfied with the part of the lover.

Card 4. Clara - Simon

Clara says that she's going to divorce with his father. Perhaps they will move to the other city. Simon is very disappointed. He doesn't want to live apart from his father.

Card 5. Gerald - Simon

Gerald says that he loves his son. He wants them to live together as in the past. Gerald is going to get custody of his son. Simon is very disappointed. He wants to live with both parents.

Card 6. Clara - Her Best Friend, Lucy

Clara says that she has told her husband about their love affairs and wants to divorce with Gerald. Lucy is worried her husband to get custody of Simon. Divorce can destroy Clara's political career. Besides, her lover is an unreliable person.

Card 7. Simon - His Schoolboy, Tom

Simon is disappointed. He says that his parents are going to divorce. His mother wants to move to the other city to live far away from his father. Tom's parents have divorced recently. He's got a bitter experience. He misses his father very much.

Card 8. Clara - Gerald's best friend, Brian

Brian says that Gerald still loves her despite her betrayal. He asks her to think about Simon and his future and to make up with her husband. Clara is crying. She feels sorry for everything but she is afraid her husband will never forgive her.

Afterwards the students should give from 5 to 1 points to each group for their performances.

Winner: The pair with the most points at the end of the activity is the winner.



ENVIRONMENTAL PROBLEMS.

Time: 10 minutes.

Language Aim: Vocabulary revision activity.

Brush up the vocabulary: Match the words with the definitions given below.

a poacher pollution evolution rainforest atmosphere extinct
nuclear power station national park smog the greenhouse effect

- The very slow process by which living creatures change and become increasingly suited to the place where they live – (*evolution*).
- No longer in existence anywhere on the Earth – (*extinct*).
- The process by which the Earth is heated when the atmosphere traps heat from the Sun – the (*greenhouse effect*).
- An area of open land set aside by a government specially for the conservation of wildlife – (*national park*).
- An electricity-generating station which uses radioactive fuel to drive the generators – (*nuclear power station*).
- A person who kills wildlife illegally to make money – (*poacher*).
- The contamination of the environment by substances harmful to living creatures – (*pollution*).
- A rich woodland habitat which occurs in regions of warm climate and high rainfall – (*rainforest*).
- Polluted air consisting of a mixture of fog, smoke and sulphur dioxide – (*smog*).
- The mixture of gases which surrounds a planet or a star – (*atmosphere*).



Time: 15 minutes.

Language Aim: To practice analytical thinking and giving own point of view.

Warm-up activity: Look through the list of 10 environmental problems and say which one of them seems to be of a great importance? What should be done to solve these problems? Rank the items below from the most important to the least important.

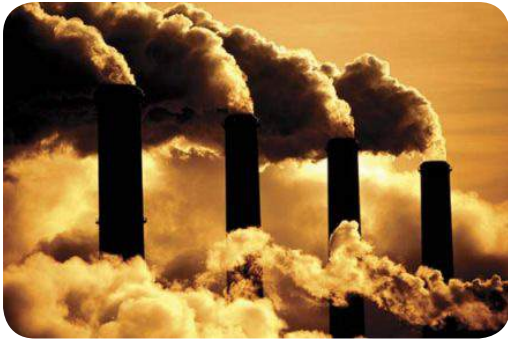
- | | | | |
|--|---|--|---------------------------------------|
| <input type="checkbox"/> Air pollution | <input type="checkbox"/> Global warming | <input type="checkbox"/> Destruction of forests | <input type="checkbox"/> Soil erosion |
| <input type="checkbox"/> Genetically modified foods/crops | <input type="checkbox"/> Overconsumption of natural resources | <input type="checkbox"/> Acid rains | |
| <input type="checkbox"/> Disappearing of animals and birds | <input type="checkbox"/> Water pollution | <input type="checkbox"/> Production of chemicals | |

How to play:

Time: 20 minutes.

Language Aim: Practice of argumentative discussion. Improving free communication skills.

Role play: In this role play the students are going to take part in a meeting to decide what to do about a local pollution problem. First, let them read about the situation and give them out the cards with definite roles (*page 67*).



STORY: "Techtronics" is a large multinational company which produces chemical products. One of its factories is in Blackthorpe, a small town in the north of England. The factory is the biggest employer in the town and has over 1,200 workers. Recently, there have been a number of complaints because the amount of dirt coming from the factory chimneys seems to have gone up. Mrs. Dobson, the mayor of Blackthorpe, has called a meeting of interested parties to find out more about the problem.

There are 10 people below who are invited to take part in the meeting. If there are more than 9 students in the group, give the roles of Blackthorpe citizens who work/don't work at the factory for the rest. The main task is to find a solution to the problem.

1. You are **Mrs. Dobson**, the mayor of Blackthorpe. You are in charge of the meeting and must make sure that everybody has the chance to speak. There is going to be another election soon and you want to solve the problem caused by the factory. You have met the American president of Techtronics and know that he will close the factory down if there is too much criticism. You think that the company should try and improve its image locally.
 2. You are **Mike Smith**, the factory manager. You think the chimneys are dirty rather than dangerous. New filters would cost \$3 million. The American company would close the factory down rather than spend that kind of money. Your boss says you can spend \$3 million on improving the company's image. You know there are fumes coming from pipes near a playing field. You are trying to get them fixed now.
 3. You are **Marion Green** from Spearhead. You are more worried about damage to the environment than the loss of jobs. You are worried about new reports of toxic fumes coming from pipes near a field where children play. You would like to organize a demonstration.
 4. You are **Jennifer Hunter**, a local housewife. Your children, who play in a field near the factory, have been ill recently. Last week your washing was made dirty by the chimney. You have written to Mike Smith but haven't had a reply yet.
 5. You are **Arthur McCarthy**, trade union boss at the factory. You aren't very worried about dirt from the chimneys. You think that jobs are more important. Blackthorpe is in an area of high unemployment.
 6. You are **Luis Jameson**, the scientist who believes that the dirt is dangerous. You want the factory to fit new filters to its chimneys.
 7. You are **David Redmond**, the coach of the local amateur football team. Techtronics is the only sponsor of the team.
 8. You are **Mary Dobson**, the project manager. You are developing a plan to accomplish construction of a new community center for old people. Building works haven't been completed yet.
 9. You are **Victoria Marshal**, the journalist of a local newspaper. You need to prepare a report about the meeting. You've got two children and worried about environmental problem in Blackthorpe.
 10. You are **William Hunter**, Jenifer's husband. You work at the factory. On the one hand you support your wife and worried about your children but on the other hand you can't lose your job.
- Winner:** The student who offers the most reasonable solution to the problem.

BON APPETIT!

Time: 10 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Ask the students to choose a role card (*page 57*), present themselves and answer the questions on behalf of the characters in them:

1. What is your favourite restaurant and why?
2. How often do you go to restaurants?
3. Do you like expensive restaurants?
4. Do you think the ambience is important in restaurants?
5. What kind of cuisine do you prefer?
6. What do you think of fast food restaurants?
7. Is restaurant food the best?
8. Have you ever complained about the food or service in a restaurant?
9. Do you think you should tip the staff in restaurants?
10. Would you like to work as a restaurant critic? What is the job?

How to play:

Time: 10 minutes.

Language Aim: To give definitions of the words/word combinations. Vocabulary revision activity.

Part 1. The students are divided into several groups with 2-3 people in each. Give out the cards (*page 73*) with 3 words and expressions to explain or try to guess what they mean. The students have 5 minutes for preparation. Each group gets 1 point for the right explanation. The wrong answer lets the competitors earn additional point for the right one.

Card 1. *starter* - the first course of a meal

dressing for food - a special sauce, oil or vinegar for adding to food.

table d'note - a complete meal served at a fixed price

Card 2. *appetizer* - something small and attractive dish eaten at the beginning of a meal to increase the desire for food

customer - a person who buys goods or services from a shop, a restaurant, etc.

a'la carte - each dish has a separate price

Card 3. *specialty* - a fine product which is always very good in a particular restaurant

to season some food - to give special taste to a food by adding salt, pepper, a spice

no cover before 9 p.m. - there is no charge to get in before 9 p.m.

Card 4. *beverage* - any drink other than water.

dress code - required manner of dress at an office, club, restaurant, etc.:

happy hour - a special time in a bar when alcoholic drinks are sold at lower prices

Card 5. *dessert* - The sweet course eaten at the end of a meal

recipe - a set of instructions for preparing a particular dish, including a list of the ingredients required.

mouthwatering menu - light seafood dishes and well-seasoned steaks



Time: 10 min.

Language Aim: Reading comprehension practice.

Part 2. The people below all want to choose a place to eat or drink. Each team will be in charge of a definite group of people (numbers 1-5). There are descriptions of eight restaurants and cafes (letters A-H) to look through. The students should tell which place would be the most suitable for their group of people and prove their point of view. Making the right choice the team gets one more point.



1

CUSTOMERS:

1. Mrs. Sheldon and her daughter are going to have a day in town. Their bus arrives there at ten o'clock. They would like to have coffee before they start shopping. (F)

2. Mr. and Mrs. Carringtons are on holiday. They are spending the day sightseeing in town and want to have a meal at a restaurant suitable for small children. They would like to sit outside. (H)

2



3

3. Iris's Italian friend Christina is visiting her for a week. They want to have a snack before going to the cinema in the evening. Maria is keen to try English food. Linda doesn't eat meat. (C)

4. Fred Morrison has invited a Russian businessman to dinner to discuss a contract. He wants to take him to a restaurant near his office in the city centre. The food and service must be excellent. (G)



4



5

5. A group of students from various countries want to go out for a late-night

meal, but they don't have much money, and don't like English food! (E)

RESTAURANTS:

A. The White Horse Inn has a top-class restaurant. It is in an attractive village seven kilometers from town. Head chef Paul Gran has won prizes for his traditional English food which is served in a comfortable setting. Large garden with children's play area. Open 10.00-14.00, 19.00-23.00.

B. Eco Buffet is a small self-service vegetarian cafe. Serves home-cooked food including soup, pizzas, salads and wonderful desserts. Popular with office workers at lunch time. Good value for money.

Open 11.30-14.30 only.



C. Queen's Restaurant is a good choice for quick, inexpensive meals. This restaurant serves a wide range of English food. There is also an interesting vegetarian menu which includes a variety of hot dishes, and salads.

Open 11.00-22.00.

D. The Bridge Coffee Bar serves light snacks, soft drinks and excellent Italian coffee. Its friendly atmosphere is popular with students and young people, and it is a good meeting place for friends. Can be rather noisy!

Open midday to midnight.

E. The Gold Palace Chinese Restaurant serves food from many parts of China at low prices, The atmosphere is warm and friendly, but it can get noisy. Reasonable service. Near the city centre, with a car park.

Open 12.00-14.00, 17.30-02.00.

F. The Tiny Tea Room serves a selection of tea, coffee and good homemade cakes and pastries. Perfect for a refreshing rest and there is a games room for children. Gets very crowded at lunch time.

Open 09.00-16.30

G. Claude Monet is a high-quality French restaurant. It is internationally recognized for its first-class food and service. Claude Monet is close to the city centre and parking is available. Open evenings only, 18.00-23.00

H. La Trattoria Micheli is a restaurant in an attractive part of the city, and has tables in the garden for sunny days. It's known for pizza, fried chicken and hamburgers. La Trattoria Micheli has special prices for children's meals. Excellent food but service can be slow.

Open 12.00-20.00.



APACHE GREYHOUND PARK		MENU
All sandwiches served with your choice of chips, french fries, or Cole slaw.		
Club Sandwich		\$8.99
A Triple Decker: delight made with turkey breast, Paie, chips, bacon, lettuce, tomato and mayo on toasted white or wheat.		
Chicken Salad	Served with your choice of starch, 1/2 lb cheese or BBQ sauce.	\$7.99
Hamburger & Fries		\$5.99
All beef 'n' egg with all year favorite condiments.		
Beef, Cheese and Tomato Sandwich		\$6.25
Coleslaw with fresh lettuce and tomatoes served on your choice of bread or white or wheat toast.		
Fish Sandwich		\$6.25
Crispy breaded fish served on a toasted bun with lettuce, tomatoes, cheese and pickles.		
Club Salad		\$6.75
Crispy lettuce topped with ham, turkey and cheddar cheese. Garnished with green pepper, March onion and a traditional egg. Served with tomatoes and your choice of dressing.		
Wheat Salad		\$6.25
Lettuce, tomato, black olives and cheddar cheese.		
Try Our Specials!		
Deluxe 'Homemade' basket*		\$8.99
Over 100 pieces of hot, piping, home-baked to perfection. Served with lettuce, tomato and onions. Served with your choice of French fries or Cole slaw. Add Bacon for 1.00.		
California Fish Fry		\$8.99
Alaska and Michigan wild fish. Served with fries, Cole slaw and a roll.		

Time: 15 min.

Language Aim: To make up and act out the dialogues.

Part 3. Each team should find appropriate menu for their cafe or restaurant (*page 79*) and make up dialogues ordering some dishes and beverages. Two students of the group will be the characters above mentioned, and the third one will play the role of a waiter/waitress. For example the dialogue between Mr. Brown, Mrs. Brown and a waiter (without children). Afterwards the teacher gives marks to each group from 5 to 1 in accordance with their work.

Winner: The team with the most points at the end of the activity is the winner.

LOST AT SEA... SOS!!!



Time: 20 minutes.

Language Aim: Practice of argumentative discussion. Improving free communication skills.

Role play: In this role play the students will try to survive on a desert island. First, give them out the role cards (page 57) and let them read about the situation.

STORY: Recently you've decided to have a holiday trip of a lifetime across the Atlantic Ocean.

Unfortunately in mid Atlantic a fierce fire broke out in the ship's galley and much of the yacht was destroyed and was slowly sinking. Your location is unclear because vital navigational has been damaged in the fire. You are many hundreds of miles from the nearest landfall. Luckily you have managed to save 15 items, undamaged and intact after the fire.

Part 1. Cut out the cards (page 69) and ask the students to match 15 things which are really necessary to survive and their assignment. Provide everyone with the cards.

- | | |
|---|---|
| <input type="checkbox"/> 1. A sleeping bag or a blanket; (d) | a) to tie things together or make a fishing pole; |
| <input type="checkbox"/> 2. A knife; (j) | b) to change in accordance with the weather; |
| <input type="checkbox"/> 3. A bowl or a bucket; (n) | c) to identify your person; |
| <input type="checkbox"/> 4. Matches or lighter; (g) | d) to trap body heat. At night it may be cold; |
| <input type="checkbox"/> 5. A guide book; (l) | e) to define location; |
| <input type="checkbox"/> 6. Rope or wire; (a) | f) to contact possible rescuers; |
| <input type="checkbox"/> 7. A small pocket mirror; (h) | g) to start a fire; |
| <input type="checkbox"/> 8. Documents; (c) | h) to reflect sunbeam that can even be seen beyond the horizon; |
| <input type="checkbox"/> 9. Medical kit which holds first aid supplies (ex. band-aids, needle/thread, scissors, antiseptic cream, a small spray bottle of distilled water for wounds/eye bath, etc.); (o) | i) to collect fresh water; |
| <input type="checkbox"/> 10. Compass; (e) | j) to cut wood, skin animals, use the many attachments for other stuff; |
| <input type="checkbox"/> 11. A container; (i) | k) to keep good hygiene; |
| <input type="checkbox"/> 12. Flashlight; (m) | l) to get to know about edible plants in that area; |
| <input type="checkbox"/> 13. Assemble clothing (b) | m) to signal for help; |
| <input type="checkbox"/> 14. Sanitation items or soap (k) | n) to boil and sanitize any river or spring water; |
| <input type="checkbox"/> 15. Radio (f) | o) to cure. |

Language Aim: To practice analytical thinking and giving own point of view.

Part 2. The students should classify these 15 things according to their significance for survival. At first each member of the group should tell what 5 things are the most important for himself and then the group should come to a common decision. Afterwards the teacher may analyze the behavior of members of the group during the discussion.

Time: 5 min.

Part 3. Cut out the cards (*page 71*) and lay them face down on the desk. Let the students choose a card with some kind of activity to support living. They should tell about their duties in detail.

The duties in the cards: *to go hunting, to go fishing, to bring fresh water, to cook, to protect from wild animals, to pick up fruit/vegetables, to make crockery for cooking, to hack trees, to watch ships, to chop firewood, to knit fishing net, to make fire, to get building materials, to build huts, to cure people, to bury garbage.*

Speech Pattern: I can shoot quite well. I will go hunting. We need to eat meat to survive.



Time: 10 min.

Language Aim: Writing practice.

Part 4. A Message in a Bottle. Each student should write down a sentence on the blackboard by turn, for example who they are, where they were going when they got stranded, where they left from, and how they were traveling. They should also include information about where they are, such as the climate, what the island is like, what plants and animals they have seen, and how they are surviving.

Time: 5 min.

Part 5. The students should offer as many variants to be rescued as possible with the help of things they have.

Speech Pattern: Every day we must carve SOS as largely as we can on the sand.

Time: 5 min.

Part 6. The tribe should choose a leader of the group. Each student should explain his/her choice. At the end of discussion everyone should elect only one person.

Winner: The person who has got the most votes is the winner.

BOOKS IN OUR LIFE.

Time: 10 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Ask the students to choose a role card (*page 57*), present themselves and answer the questions on behalf of the characters in them:

1. What types of books are you fond of reading?
2. What is the best book you've ever read? What was it about?
3. Have you read any books in English? Which ones?
4. Who is your favourite English or American author?
5. What is the most important in a book to be popular?
6. Which is better the book or the movie?
7. Do you think the Internet will make books disappear?
8. What do you think of the idea of E-books?



9. Which is better, the book or the movie?
10. What stories did you enjoy when you were a child?
11. Do you ever read the last page of a book before you start reading it?
12. If you wrote a book, what would you write about?

How to play:

Time: 5 minutes.

Language Aim: Matching sentence endings.

Part 1. The students are divided into several groups with 2-3 people in each. Give them out the cards (*page 73*) with 2 unfinished proverbs, and 10 variants for ending. The teams get one point for each right answer.

1. The worth of a book... (*is to be measured by what you can carry away from it*).
2. Good friends, good books and a sleepy conscience:... (*this is the ideal life*).
3. There is no friend... (*as faithful as a good book*).
4. A room without books... (*is like a body without a soul*).
5. Choose an author... (*as you choose a friend*).
6. Life without books... (*is like a tree without leaves*).
7. That is a good book which... (*is opened with expectation and closed with profit*).
8. You can't get a cup of tea large enough... (*or a book long enough to suit me*).
9. No entertainment is so cheap as reading... (*nor any pleasure so lasting*).
10. A good book... (*has no ending*).

Time: 10 minutes.

Language Aim: Vocabulary revision activity.

Brush up the vocabulary:

Part 2. Open the Reader's Table (*page 80*). The teams have to make the tasks and name the titles of the books. Afterwards they choose one of the tasks in the table and fulfill it by turn. The more difficult the task the more points they get. The students have 3 minutes for preparation. During the game the teacher will collect the points.

Time: 20 minutes.

Language Aim: To develop imagination skills and improve spoken English.

Part 3. Which book titles from the list below go with these covers? There are two titles the students do not need to use. The students write down the names and let the teacher check their answers. The teams get 1 point for each right answer (from 1 to 6 points).

- a) The Boy Who Could Fly
- b) The Coconut Seller
- c) The Garden Party and Sixpence
- d) The Great Gatsby
- e) The Green Room
- f) The Kingdom of the Snow Leopard
- g) The Canterville Ghost
- h) Danger in the Sun





Part 4. Ask the students to come up with a story for one of the titles. Choose one title for each team to tell about. Make sure that no one of the group has read this book before. Afterwards all the teams give marks from 1 to 5 to each group. The more interesting the plot the better mark they get.

Winner: The team that gets the most points at the end of activity.

CINEMA WILL LIVE FOREVER!

Time: 10 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Ask the students to choose a role card (*page 57*), present themselves and answer the questions on behalf of the characters in them:

1. Do you prefer watching movies at the cinema or on TV?
2. Which country makes the best movies?
3. Who are your favourite movie stars (and why)?
4. Do you think movies make people more violent?
5. What's the best movie you've ever seen?
6. What movie genre do you like best?
7. If you were an actor/actress what kind of roles would you like to play?



8. Would you like a job as a movie critic?
9. What things make a great movie a great movie?
10. If you could make a movie, what would it be about?

How to play:

Time: 10 minutes.

Part 1. The students are divided into several groups with 2-3 people in each. The teams should answer the questions below. Time limit: no more than 30 seconds for each question. If the team answers the question within 15 seconds it will get two points (within 30 seconds only one point) for the right answer. If a team cannot answer the question or gives a wrong answer, the next team by turn should answer it.

CAN YOU NAME A MOVIE...?

- | | |
|-----------------------------------|--|
| 1)... that is a historical? | 11)... that takes place during WWII? |
| 2)... that is a musical? | 12)... set in Asia? |
| 3)... that is a sci-fi? | 13)... set on a train? |
| 4)... that is a horror? | 14)... that takes place in the 1800s? |
| 5)... that is an action movie? | 15)... set in the countryside? |
| 6)... that is a romantic comedy? | 16)... that takes place in Europe? |
| 7)... with George Clooney in it? | 17)... about people who fall in love? |
| 8)... that stars Cameron Diaz? | 18)... about people who take drugs? |
| 9)... starring Sean Connery? | 19)... about police who are corrupt? |
| 10)... that takes place in space? | 20)... about someone who wants to destroy the world? |

Time: 25 minutes.

Language Aim: To practice analytical thinking and giving own point of view.

Part 2. Role play: Imagine that you take part in the Film Conference which is held to award the best feature film of the last 50 years. You give out the cards (*page 73*) with 3 famous feature films for choice. Each team should choose and name only one film that they all know well.

If there are two persons in each group then one of them will present the selected film and its advantages as a filmmaker, and his/her partner will review and criticize the other team's film as a movie critic.

If there are three persons in each group then they will play the roles of a filmmaker (presentation of the film), a film producer to tell about advantages of the film and a movie critic to point out disadvantages of the other team's film. The students have 5 minutes for preparation and discussion in groups.

Procedure: The students of the first team present their film and its advantages. Afterwards the next team starts revealing some disadvantages of presented film and then tell about their own and



so on so forth. At the end the movie critic of the first team gives speech about the film of the last team. The teacher as a chairman of the conference should give marks from 5 to 2 for their work.



GREAT MOVIES FOR DISCUSSION:

- Card 1.** 1. Who Framed Roger Rabbit (1988)
2. King Kong (2005)
3. Groundhog* day (1993)
- Card 2.** 1. Avatar (2009)
2. The Godfather (1972)
3. Notting Hill (1999)
- Card 3.** 1. Spider-Man (2002)
2. Pretty woman (1990)
3. The Matrix (1999)
- Card 4.** 1. Pirates of the Caribbean (2003-2011)
2. The Fifth Element (1997)
3. Nine 1/2 Weeks (1985)
- Card 5.** 1. Forrest Gump (1994)
2. World War Z (2013)
3. The Lord of the Rings (2003-2009)
- Winner:** The team that gets the most points.

LOVE MAKES THE WORLD GO ROUND...



Time: 10 minutes.

Language Aim: To practice analytical thinking and answering unexpected questions.

Warm-up activity: Ask the students to choose a role card (*page 57*), present themselves and answer the questions on behalf of the characters in them:

1. What is love?
2. Do you think it is possible to love everyone?
3. What is the difference between love and being in love?
4. How do people fall in love?
5. How and why do people fall out of love?
6. How does love make you feel?
7. Is it more important to love or be loved?
8. Does real love last forever?
9. Is there a thin line between love and hate?
10. Do you love yourself? Should you do so?
11. Has love changed over the past 10,000 years?
12. What is your favourite love song and why?

Time: 15 minutes. (5 minutes for preparation)

Language Aim: To make up spontaneous dialogues and act them out in pairs.



All these people in the photos have romantic relations. Role-play a dialogue between them (task for 2 students) or a monologue (photo №3 if the group contains an odd number of students).



What's happening or what has happened between the characters?

How to play:

Time: 10 minutes.

Language Aim: To give definitions of the words/word combinations. Vocabulary revision activity.

Part 1. The students are divided into several groups with 2-3 people in each. Give out the cards (*page 75*) with 3 words and expressions to explain or try to guess what they mean. The students have 5 minutes for preparation. Each group gets 1 point for the right explanation. The wrong answer lets the competitors earn additional point for the right one.

Card 1. *by heart* - to know smth. perfectly, to have memorized smth.

follow one's heart - to act according to one's feelings

for my heart - not at any price

Card 2. *break somebody's heart* - to make someone feel sad or hopeless (usually because of love)

from the bottom of one's heart - with great feeling, sincerely

eat one's heart out - to feel much jealousy about smth., to feel bitter about smth.

Card 3. *heart of gold* - to be very kind or generous or helpful

be sick at heart - very sad or upset about something

have heart in one's mouth - one feels very nervous or frightened

Card 4. *young at heart* - doing things that usually younger people enjoy (usually used for an older person)

pour one's heart out (to someone) - to tell all of one's hopes or fears or feelings to someone

heart of oak - to be courageous

Card 5. *win (someone's) heart* - to do nice things for someone to make him or her love you

with heart and hand - with all of one's energy, with all of one's efforts

wear one's heart on one's sleeve - to be incapable to conceal one's feelings

Time: 5 minutes.

Part 2. Each team gets the card (*page 75*) with 2 unfinished proverbs, and 10 variants for ending. The teams get one point for each right answer. The wrong answer lets the competitors earn



additional point for the right one.

- 1) Love is blind... (*but marriage is an eye-opener*).
- 2) How do most men define marriage?... (*A very expensive way to get your laundry done*).
- 3) Do not argue with a spouse (*who is packing your parachute*).
- 4) You don't love someone because they're perfect,... (*you love them in spite of the fact that they're not*).
- 5) Love is like the wind,... (*you can't see it but you can feel it*).
- 6) Before marriage, a man yearns for the woman he loves... (*After marriage, the "y" becomes silent*).

- 7) Before marriage, a man will lie awake all night thinking about something you say... (*After marriage, he will fall asleep before you finish*).
- 8) Love is that condition in which... (*the happiness of another person is essential to your own*).
- 9) What's a man's idea of helping with the housework?... (*Lifting his leg so you can vacuum*).
- 10) Marriage is a three ring circus... (*engagement ring, wedding ring, suffering*).

Time: 5 minutes.

Part 3. The students need to do the logic problem and compose a story about Joan Foster's widening experience in love. The teams get one point for each right answer (from 1 to 9 points).

STORY: New loves. Before finally setting down many a girl (and boy) believes in widening one's experience and changes her boyfriend from time to time. Here three who have recently done just that. What are the full names of the girls and what are the names of the former and new boyfriends of each?

	SURNAME			FORMER			NEW		
NAME	Scott	Foster	Watson	Albert	John	Martin	Brian	Richard	Steve
Joan	✗	✓	✗	✗	✗	✓	✓	✗	✗
Helen	✓	✗	✗	✓	✗	✗	✗	✓	✗
Debra	✗	✗	✓	✗	✓	✗	✗	✗	✓

1. Joan Foster never went out with Albert, whom she considers to a bit wet* Miss Watson used to go around with John.
2. Steve is Debra's new boyfriend and Edgar is Miss Scott's.

GIRL'S NAME	GIRL'S SURNAME	FORMER BOYFRIEND	NEW BOYFRIEND
Joan	Foster	Martin	Brian
Debra	Watson	John	Steve
Helen	Scott	Albert	Richard

Winner: The team that gets the most points at the end of the game.

HOW TO SPEND \$100000?

Time: 10 minutes.

Language Aim: Ask the students to choose a role card (*page 57*), present themselves and answer the questions on behalf of the characters in them:

Warm-up activity: Discuss the following questions:

1. Does money make the world go round?
2. Is money really the root of all evil?
3. Does having a lot of money make someone more attractive?
4. What would life be like without money?
5. How would the world be different if all the money in the world was shared out equally among all people?
6. Have you ever raised money for charity?
7. Have you ever lost a lot of money?
8. Have you ever borrowed money from your friend or relative? Tell about your feelings.
9. Have you ever lent money to your friend or relative. How did you feel?
10. How much pocket money should a 13-year-old get?
11. Do you ever run out of money?
12. What's the best way of making a lot of money?

Time: 35 minutes.

Language Aim: To practise Second Conditional: unreal possibility or dream.

Role play: Give each student a role card (*page 77*) and explain that they are a family who has just won \$100,000 on the lottery. All the characters live together in a big house. If there are more than 10 students in the group, leave out roles starting with the grandfather. Ask the students to study their cards for 5 minutes and prepare themselves for the argument. Ask the students to introduce themselves, without revealing their tasks. "The father" should open the family discussion. The activity ends when they've come to a conclusion how to spend the money.

THE FATHER

You want to buy a car - and perhaps some new garden tools, because you like gardening. You can't stand travelling, but the house could be renovated, too.

THE MOTHER

Here's the chance to travel round the world with the whole family! And, perhaps, to buy some new clothes, too. You are not against gardening. The old family car is in perfect condition - why waste money on a new one?

THE GRANDFATHER

You are pretty old and want to have a quiet life apart. At the same time you can't live far away from your children because they do household and take care of you every day. You are a couch potato*. So you dream of building a guest house.

THE GRANDMOTHER

You are fond of gardening and adore spending time in the open air. You've always dreamt of having your own greenhouse to plant rare flowers. Besides you're sure that you could start up your own business and supply them to the local flower-shops.

THE UNCLE (the father's brother)

Recently you have bought a new car. You're a lawyer and drive to the city rarely. You are fond of



sports. You are thinking about leaving your nervous job and opening a Fitness Centre. You hate gardening. Your wife is pregnant and she insists on changing the gym into the child's room. But this is the only place where you feel happy.

THE UNCLE'S WIFE

You want to renovate the house and to buy new furniture. You're pregnant and you need the house to be refreshed. Of course, you wish to have your own flat or house but you can't afford it for the moment. Actually you like gardening but it's impossible due to your present health condition.

THE 25-YEAR-OLD DAUGHTER

You think that there are too many people living in the house at the moment. If you built an addition to the house, you could have a separate part of it for yourself, and perhaps for your boyfriend. You never help your mother with household and even don't know how to plant a flower. You work as a manicure girl for the beauty shop. So your nails should be always ideal.

THE 20-YEAR-OLD SON

You've been wanting drum equipment for years. You've written your first album and need much money to release and promote it. You wish to form a boy's band and become famous. You also like travelling, and would like to get your hands on the old family car, too. Unfortunately, you hate gardening - your granny always makes you help her.

THE 17-YEAR-OLD DAUGHTER

You dream about studying at Oxford or Cambridge University. You want to move to Great Britain and live independently. It's very expensive however. Besides, you're a real fashion fan. Clothes, clothes, clothes!

THE FAMILY FRIEND(S) (all the rest students)

You are a close friend of the family. Your task is to listen to all the members of the family attentively and give them advice how to spend \$100000. Maybe you can suggest something new that would love all of them.

Ask students to look through the Speech Patterns below and use some phrases on [page 55](#).

Speech Patterns:

I have always dreamt of having ...

I wish I had ...

This is the great chance for us to ...

I'm sure we need to ...

The best decision is to ...

Listen to me...

Rubbish!

That's waste of money for sure!

That won't do!

I'm against!

That's impossible!

What are you talking about?

I can't stand gardening.

Winner: The person who offers the most reasonable solution for spending money.



WORKSHEETS

FOR STUDENTS

BEING FAMOUS IS JOY OR BURDEN?



A celebrity is a person who works hard all his life to become well known, then wears dark glasses to avoid being recognized.

Fred Allen



VOCABULARY LIST.

celebrity [sə'leibrəti]	известность, знаменитый человек
to become famous	становиться знаменитым
by a lucky chance	по счастливой случайности
downside	обратная сторона, недостаток
to admire [əd'maɪə]	восхищаться
gossip ['gɒsɪp]	сплетня, скандал
to miss	пропускать
paparazzi [pə'pærədzi]	папарацци
to interfere in smth. [ɪntə'fɪə]	вмешиваться во что-то
private life ['praɪvɪt]	частная жизнь
incident ['ɪn(t)sɪd(ə)nt]	происшествие, инцидент
to suffer from ['sʌfə]	страдать от
excessive interest [ɪk'sesɪv]	чрезмерный интерес
community [kə'mju:nəti]	общество

Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. Why are so many people want to become famous?
2. Do you think anyone can become a celebrity?
3. Do you think that to be famous everyone needs to work hard or it just happens by a lucky chance?
4. What do you think are the downsides to being a celebrity?
5. Do you think all celebrities are talented?
6. Have you ever met a famous person? What would you do if you saw a celebrity walking along your street?
7. Which celebrity do you admire? Why? Are there any celebrities you hate the sight of? Why?
8. Do you read gossip magazines or watch gossip TV programs?
9. Would you like to be a celebrity? In what sphere would you like to show your skills?
10. Would you see your friends often if you became a world celebrity? What aspects of your present life would you miss if you became a celebrity?
11. What do you think of paparazzi?
12. Is it fair to interfere in private life of a celebrity? Do you know the incidents when the celebrities suffered from excessive interest of community?

**How to play:**

Preparation: The group should be divided into two teams. Place a chair in the front of the class. One student of the group takes the card from the teacher's table, reads the name of a famous person in the card and sit in front of the class. The other students from both teams must try to find out who he/she is. They can only ask that student yes/no questions. In turn, "The Celebrity" can only answer in short yes or no answers (e.g. "Yes, I am." or "No, I'm not.').

A team gets to continue to ask the "famous" person questions (in rotation so that all students have the opportunity to ask questions) as long as he/she answers yes to the questions. If, however, he/she answers no, then the other team gets to ask questions.

If you guess the name of the "famous" person you get a point and a student from the other group will be a new "famous" person.

Ask general questions at first and then get more specific as they get more information about the person.

VOCABULARY LIST.

appearance [ə'piə(ə)n(t)s]

occupation [ɔkjə'peiʃ(ə)n]

good looking

under/over 20 years

in your forties

blond/fair-haired [feə-heəd]

dark-haired/red/grey

slim/stout [staut]/fat

of medium build [ˈmi:diəm]

short/tall

of medium height [hait]

athletic [æθ'letik]

внешность

профессия

привлекательный

до/свыше 20 лет

около сорока (лет)

блондинка/светлые волосы

темные волосы/рыжий/седой

стройный/полный/толстый

среднего телосложения

низкий/высокий

среднего роста

спортивный, мускулистый

Speech Patterns:

Q: Are you a...(man? woman?)

A: Yes, I am./No, I'm not,

Q: Are you... (Russian? American? English? etc.)

Q: Do you live in...(Hong Kong? the USA? France? etc.)

Q: Are you a...(movie star? singer? politician? etc.)

Q: Are you good looking?

Q: Are you... (under 20 years old? in your twenties?

In your thirties? over forty? etc.)

Q: Are you... (blond? dark-haired? red?)

Q: **Are you ...** (slim? fat? short? tall?)

Q: Are you Madonna?

Winner: The team with the most points at the end of the activity.



WHO IS THE BURGLAR?

VOCABULARY LIST.

burglar ['bɜːglə]	грабитель
to rob/robbery ['rɒb(ə)ri]	грабить/ограбление
to investigate the crime scene	исследовать место преступления
to investigate a crime	расследовать преступление
to find some evidence ['evd(ə)n(t)s]	найти некоторые улики
to match the evidence	сопоставить улики
footprints	следы
shoe size [ʃuːsaɪz]	размер ноги
receipt [riːsi:t]	чек, квитанция
accomplice [ə'kɒmplɪs]	сообщник
civilian [sɪ'vɪliən]	гражданское лицо, мирный житель
suspicion [sə'spɪʃ(ə)n]	подозреваемый
to foul the trail [faʊl]	запутать следы
to figure out the burglars ['fɪgə aut]	выявить грабителей
to deceive [di'si:v]	обмануть
to suspect [sə'spekt]	подозревать
to prove [pru:v]	доказывать
to defend [di'fend]	защищать

Read the story about a robbery that has happened in the bank recently.

STORY: Yesterday at 10:00 pm there was a robbery in the Bank in Central Lane. The police was called immediately to investigate the crime scene and found some evidence. It had snowed yesterday (or rained) there were footprints on the floor in the bank...

How to play:

Preparation: You'll get a card from your teacher with some personal information about your character (name, age, job, home, family, hobby, pets and shoe size). The teacher writes on the blackboard some evidence that the police has found at the crime scene: the footprints in shoe size, a receipt from California, some dog's hair

Part 1. Look at your card and notice the word "Burglar", if any and the names of the accomplices* in crime below. The other students have the word "Civilian" in their cards. The teacher will tell how many burglars there are among you: only one, two or three. The profiles of all the characters are similar.

If you are a burglar, be secretive so that the others don't notice. Go round the class and ask/answer questions about the personal information and take notes. Try to find your accomplices and "Civilians". The more characters you'll interview the better. If you are a civilian try to find "Burglars" by evidence you've got.



Speech Patterns:

What's your name?
 What's your job?
 Where are you from?
 What are your hobbies?
 Are you married? Do you have any children?
 Have you got a pet?
 What size of shoes do you wear?



Part 2. The task of the civilians to figure out whose personal information match the evidence on the blackboard. The task of burglars to find their accomplices by asking the names and try to foul the trail pointing to the civilians with similar information.

Preparation: All the students should sit around the table, fold a paper in half and write down their names. Everyone must put it on the table so that others to see who is who. You tell the information you managed to get and your suspicions. As a rule the civilians have got not enough information to figure out the burglars at ones. Meanwhile the burglars have a chance to join and deceive the civilians. The more students in the group the better.

Speech patterns (see expressions for discussion on *page 55*):

Robert Anderson (Burglar): I'm sure that Steven Robinson (Civilian) is a burglar. He is from California. His shoe size is 45. He's got a dog Misty.

Steven Robinson (Civilian): That's not true! I have got a cat Misty.

Robert Anderson (Burglar): Nobody can prove it.

Nancy Harris (Burglar): I agree he is a burglar. He said that he had got a dog Misty.

It's good if there are 3-5 civilians who asked Steven Robinson. They can defend him and catch two burglars Robert Anderson and Nancy Harris.

Winner: If the civilians cannot figure out the burglar(s), they lose the game.

DRAMA.**VOCABULARY LIST.**

relationship [ri'leiʃ(ə)nʃɪp]	отношения
character ['kærəktə]	герой (книги, фильма и т.п.)
sad	печальный
half-moon glasses ['glɑ:sɪz]	очки в форме полумесяца
divorce [di'vɔ:s]	развод, разводиться
obvious ['ɒbvɪəs]	очевидный
apparently [ə'pær(ə)ntli]	видимо, несомненно
to interrupt [ɪntə'rʌpt]	прервать
embarrassment [ɪm'bærəsmənt]	помеха, препятствие
to get old	стареть
to shape up ['ʃeɪp 'ʌp]	приспосабливаться
to kick out [kɪk aʊt]	выгнать с работы, вышвырнуть
fair [feə]	справедливый

to fight for smth./smb. [fait]	бороться за что-то/кого-то
in the court [kɔ:t]	в суде
violent ['vaiəl(ə)nt]	яростный, жестокий
to persuade [pə'sweɪd]	убеждать
to betray [bi'trei]	предавать, изменять
to comfort ['kʌmfət]	утешение, утешать
love affair [ə'feə]	любовная связь, роман
to forgive [fə'gɪv]	простить
to be disappointed [ˌdɪsə'pɔɪntɪd]	быть расстроенным
to make up with smb.	помириться с кем-либо
to get custody	получить опеку

Warm-up activity: Look at this painting by the American artist, Edward Hopper on the blackboard and answer the questions below:

- 1) What is the relationship between the man and the woman?
- 2) Where are they?
- 3) What are they wearing?
- 4) Why did the artist choose to have the man reading the paper and the woman sitting at the piano?
- 5) Why aren't the two looking at each other?
- 6) What time of day or night is it?
- 7) What has happened?
- 8) What the characters feel at the moment? Give three adjectives for each person.
- 9) Give this picture a name.
- 10) When was the picture painted?



How to play:

Part 1. Read this extract from the script of the film "Paris by Night".

STORY: Interior of a Flat: Bedroom. Night. Gerald is sitting in bed, reading a novel. He has half-moon glasses on and has a cardigan on over his pyjamas. Clara comes in, trying to seem casual, then sits down on the piano stool at the end of the bed. He does not look up.

Gerald: Well

Clara: I think we should divorce.

Gerald: Oh yes? (Without looking up from his book.) Why?

Clara: It's obvious, isn't it? Neither of us can live in this atmosphere.

Gerald: Really? We always have. (He is apparently mild-mannered. But as soon as Clara speaks, he interrupts.)

Clara: Look...

Gerald: Oh, yes, I can see it would suit you. I'm an embarrassment. I'm getting old. I've seen you do it to everyone since you were a girl. If they don't shape up, kick them out.

Clara: That's not fair.

Gerald: (Suddenly quiet.) I'll fight you for Simon. Oh, yes. In public. In the courts. In the papers.

I've got nothing to lose. But you have, I'll get him.

Clara: You wouldn't.

Gerald: I'll say what sort of mother you were. You didn't come home when he was in hospital. (He looks at her.) Well, did you? It doesn't look good.

Clara: (Suddenly violent.) What do you want?

Gerald: Very little. (He goes back to his book, with a little smile.) If you've got a man, I would like to know.

Part 2. Answer the questions below:

- 1) What is the relationship between Clara and Gerald?
- 2) Who is Simon?
- 3) What does Gerald threaten to do if Clara insists on a divorce?
- 4) Why do you think Gerald has "nothing to lose" if the case becomes public, while Clara does have something to lose?
- 5) What evidence would Gerald use against Clara in an attempt to get custody of their son?

Part 3. Work in pairs. Make up dialogues that could happen between two characters in the card you've been given by the teacher. You have 5 minutes to prepare.

Afterwards you should give from 5 to 1 points to each group for their performances.

Winner: The pair with the most points at the end of the activity is the winner.



ENVIRONMENTAL PROBLEMS



VOCABULARY LIST.

poacher [ˈpəʊtʃə]	браконьер
pollution [pəˈluʃ(ə)n]	загрязнение
rainforest [ˈreɪn,fɔːrɪst]	тропический лес
nuclear power station [ˈnjuːkliə]	атомная АЭС
extinct [ɪkˈstɪŋkt]	исчезнувший (вид)
the greenhouse effect	парниковый эффект
existence [ɪgˈzɪst(ə)n(t)s]	существование
conservation of wildlife [ˌkɒn(t)səˈveɪʃ(ə)n]	сохранение живой природы
fuel [fjuːəl]	топливо
illegally [ɪˈlɪg(ə)li]	незаконно
contamination [kən,tæmɪˈneɪʃ(ə)n]	загрязнение, заражение
habitat [ˈhæbɪtæt]	среда обитания
sulphur dioxide [ˈsʌlfə daɪˈɒksaɪd]	сернистый газ
destruction [dɪˈstrʌkʃ(ə)n]	уничтожение
soil erosion [ˌsɔɪl ɪˈrəʊʒ(ə)n]	эрозия почвы
genetically modified foods/crops	генно-модифицированные продукты/крупы
overconsumption [ˌəʊvəkənˈsʌm(p)ʃ(ə)n]	чрезмерное потребление
acid rains [ˈæsɪd]	кислотные дожди

Brush up the vocabulary: Match the words with the definitions given below.

a poacher
national park

pollution
smog

rainforest
extinct

atmosphere
evolution

nuclear power station
the greenhouse effect

- The very slow process by which living creatures change and become increasingly suited to the place where they live – _____.
- No longer in existence anywhere on the Earth – _____.
- The process by which the Earth is heated when the atmosphere traps heat from the Sun – _____.
- An area of open land set aside by a government specially for the conservation of wildlife – _____.
- An electricity-generating station which uses radioactive fuel to drive the generators – _____.
- A person who kills wildlife illegally to make money – _____.
- The contamination of the environment by substances harmful to living creatures _____.
- A rich woodland habitat which occurs in regions of warm climate and high rainfall _____.
- Polluted air consisting of a mixture of fog, smoke and sulphur dioxide _____.
- The mixture of gases which surrounds a planet or a star _____.

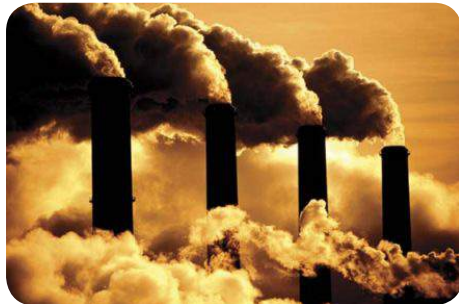


Warm-up activity: Look through the list of 10 environmental problems and say which one of them seems to be of a great importance? What should be done to solve these problems? Rank the items below from the most important to the least important.

- Air pollution Global warming Destruction of forests Soil erosion
- Genetically modified foods/crops Overconsumption of natural resources Acid rains
- Disappearing of animals and birds Water pollution Production of chemicals

How to play:

Role play: Imagine that you are invited to take part in a meeting to decide what to do about a local pollution problem in a small town. Read about the situation, get the role of a Blackthorpe citizen and act out the conference. The main task is to find a solution to the environmental problem.



STORY: "Techtronics" is a large multinational company which produces chemical products. One of its factories is in Blackthorpe, a small town in the north of England. The factory is the biggest employer in the town and has over 1,200 workers. Recently, there have been a number of complaints because the amount of dirt coming from the factory chimneys seems to have gone up. Mrs. Dobson, the mayor of Blackthorpe, has called a meeting of interested parties to find out more about the problem.

Winner: The student who offers the most reasonable solution to the problem.

BON APPETIT!



VOCABULARY LIST.

ambience [ˈæmbiən(t)s]	обстановка
cuisine [kwiˈzi:n]	кухня
to complain [kəmˈpleɪn]	жаловаться
to tip the staff	давать на чай персоналу
to have a meal [mi:l]	принимать пищу, обедать
to have a snack [snæk]	перекусить
attractive [əˈtræktɪv]	привлекательный
Good value for money. [ˈvælju:]	Прекрасное соотношение цены и качества
self-service	самообслуживание
home-cooked/homemade food	домашняя еда
wide range of smth. [reɪndʒ]	широкий выбор чего-либо
variety [vəˈraɪəti]	разнообразие
internationally recognized	всемирно признан
pastry [ˈpeɪstri]	выпечка, кондитерские изделия
beverage [ˈbevərɪdʒ]	напиток

Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. What is your favourite restaurant and why?
2. How often do you go to restaurants?
3. Do you like expensive restaurants?
4. Do you think the ambience is important in restaurants?
5. What kind of cuisine do you prefer?
6. What do you think of fast food restaurants?
7. Is restaurant food the best?
8. Have you ever complained about the food or service in a restaurant?
9. Do you think you should tip the staff in restaurants?
10. Would you like to work as a restaurant critic? What is the job?

How to play:

Part 1. The students are divided into several groups with 2-3 people in each. The teams will get cards with 3 words and expressions to explain or try to guess what they mean. You have 5 minutes for preparation. Each group gets 1 point for the right explanation. The wrong answer lets the competitors earn additional point for the right one.

Part 2. The people below all want to choose a place to eat or drink. Each team will be in charge of a definite group of people (numbers 1-5). There are descriptions of eight restaurants and cafes (letters A-H) to look through. Afterwards you should tell which place would be the most suitable for your group of people and prove your point of view. Making the right choice you get one more point.



CUSTOMERS:



1. Mrs. Sheldon and her daughter are going to have a day in town. Their bus arrives there at ten o'clock. They would like to have coffee before they start shopping.



2. Mr. and Mrs. Carringtons are on holiday. They are spending the day sightseeing in town and want to have a meal at a restaurant suitable for small children. They would like to sit outside.



3. Iris's Italian friend Christina is visiting her for a week. They want to have a snack before going to the cinema in the evening. Maria is keen to try English food. Linda doesn't eat meat.



4. Fred Morrison has invited a Russian businessman to dinner to discuss a contract. He wants to take him to a restaurant near his office in the city centre. The food and service must be excellent.



5. A group of students from various countries want to go out for a late-night meal, but they don't have much money,

and don't like English food!

RESTAURANTS:

A. The White Horse Inn has a top-class restaurant. It is in an attractive village seven kilometers from town. Head chef Paul Gran has won prizes for his traditional English food which is served in a comfortable setting. Large garden with children's play area.

Open 10.00-14.00, 19.00-23.00.

B. Eco Buffet is a small self-service vegetarian cafe. Serves home-cooked food including soup, pizzas, salads and wonderful desserts. Popular with office workers at lunch time. Good value for money.

Open 11.30-14.30 only.

C. Queen's Restaurant is a good choice for quick, inexpensive meals. This restaurant serves a wide range of English food. There is also an interesting vegetarian menu which includes a variety of hot



dishes, and salads.

Open 11.00-22.00.

D. The Bridge Coffee Bar serves light snacks, soft drinks and excellent Italian coffee. Its friendly atmosphere is popular with students and young people, and it is a good meeting place for friends. Can be rather noisy!

Open midday to midnight.

E. The Gold Palace Chinese Restaurant serves food from many parts of China at low prices, The atmosphere is warm and friendly, but it can get noisy. Reasonable service. Near the city centre, with a car park.

Open 12.00-14.00, 17.30-02.00.

F. The Tiny Tea Room serves a selection of tea, coffee and good homemade cakes and pastries. Perfect for a refreshing rest and there is a games room for children. Gets very crowded at lunch time.

Open 09.00-16.30

G. Claude Monet is a high-quality French restaurant. It is internationally recognized for its first-class food and service. Claude Monet is close to the city centre and parking is available.

Open evenings only, 18.00-23.00

H. La Trattoria Micheli is a restaurant in an attractive part of the city, and has tables in the garden for sunny days. It's known for pizza, fried chicken and hamburgers. La Trattoria Micheli has special prices for children's meals. Excellent food but service can be slow.

Open 12.00-20.00.



APACHE GREYHOUND PARK		MENU
All sandwiches served with your choice of chips, french fries, or Cole slaw.		
Club Sandwich	A choice chicken, slight mayo with turkey breast, ham, crispy bacon, lettuce, tomato and mayo on toasted white or wheat.	\$8.00
Chicken Strips	Breaded and deep fried. Served with your choice of ranch, blue cheese or BBQ sauce.	\$7.75
Double Hot Dog	Hot dog bun with all your favorite condiments.	\$5.50
Bacon Lettuce and Tomato Sandwich	Crispy bacon with fresh lettuce and tomatoes served on your choice of toasted white or wheat bread.	\$6.75
Fish Sandwich	Crispy breaded fish served on a toasted bun with lettuce, tomatoes, cheese and pickles.	\$6.75
Chef Salad	Crispy lettuce topped with ham, turkey and cheddar cheese. Garnished with green onions, black olives and a hardboiled egg. Served with croutons and your choice of dressing.	\$8.75
Dinner Salad	lettuce tomato, black olives and cheddar cheese.	\$8.75
Try Our Specials!		
Dinner Charolais® Ribeye	One 12oz portion of best cuts from here perfect in perfection. Garnished with house vinaigrette sauce. Served with your choice of French fries or Cole slaw. Add taxes for 1.00.	\$4.00
Signature Fish Fry	Chickadee and haddock and fries. Served with fries, Cole slaw and a drink.	\$3.50

Part 3. Imagine that your characters have come to the cafe or restaurant you have chosen

before. There different types of menu ([page 79](#)). You should select appropriate one to order some dishes and beverages. Two students of your team will be the characters above mentioned, and the third one will play the role of a waiter/waitress. For example the dialogue between Mr. Brown, Mrs. Brown and a waiter (without children).

Afterwards the teacher will give marks to each group from 5 to 1 in accordance with their work.

Winner: The team with the most points at the end of the activity is the winner.

LOST AT SEA... SOS!!!



VOCABULARY LIST.

desert island ['dezət]	необитаемый остров
yacht [jɒt]	яхта
to sink	тонуть
undamaged/intact [ʌn'dæmɪdʒd] [ɪn'tækt]	неповрежденный
to rescue ['reskjʊ:]	спасать
sleeping bag	спальный мешок
bowl/bucket [bəʊl]/ ['bʌkɪt]	емкость/ведро
matches/lighter [mætʃɪs]/ ['laɪtə]	спички/зажигалка
rope/wire ['waɪə]	веревка/провода
medical kit	аптечка
flashlight ['flæʃlaɪt]	сигнальный огонь
assemble clothing	сменная одежда
sanitation items ['aɪtəmz]	гигиенические принадлежности
edible plants ['edɪbl]	съедобные растения
to cure [kjʊə]	лечить
to protect from smb.	защищать от кого-либо
to pick up	собирать, рвать
to make crockery ['krɒk(ə)rɪ]	делать посуду
to hack trees	рубить деревья
to chop firewood	колоть дрова
to build huts	строить хижины
to bury garbage ['berɪ 'gɑ:bɪdʒ]	закапывать мусор

Role play: Choose the role card and imagine that you've found yourself on a desert island among the strangers. You should get acquainted with the other people and try to survive together. First, read about the situation below.

STORY: Recently you've decided to have a holiday trip of a lifetime across the Atlantic Ocean. Unfortunately in mid Atlantic a fierce fire broke out in the ship's galley and much of the yacht was destroyed and was slowly sinking. Your location is unclear because vital navigational has been damaged in the fire. You are many hundreds of miles from the nearest landfall. Luckily you have managed to save 15 items, undamaged and intact after the fire.



Part 1. The teacher gives your group cards with 15 things which are really necessary to survive. You should match the things to their assignment. You have 5 minutes for preparation.

Part 2. Rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items. You have 5 minutes for preparation.

Part 3. The teacher gives out cards with different kind of activities to support living. The students should read information and tell about their duties.



Speech Pattern: I can shoot quite well. I will go hunting. We need to eat meat to survive.

Part 4. A Message in a Bottle. You should write down a sentence on the blackboard by turn, for example who you are, where you were going when you got stranded, where you left from, and how you were traveling. You should also include information about where you are, such as the climate, what the island is like, what plants and animals you have seen, and how you are surviving.

Part 5. Offer as many variants to be rescued as possible with the help of things you have.

Speech Pattern: Every day we must carve SOS as largely as we can on the sand.

Part 6. It's time to choose a leader of the group. You should explain your choice. At the end of discussion everyone should elect only one person.

Winner: The person who has got the most votes is the winner.

BOOKS IN OUR LIFE.

VOCABULARY LIST.

to be fond of reading	увлекаться чтением
author ['ɔθə]	автор, писатель
movie ['mu:vi]	кино
to disappear [,disə'piə]	исчезать
to carry away	выносить, вынести
e-book	электронная книга
worth [wɜθ]	ценность
faithful ['feɪθf(ə)l]	верный, преданный
conscience ['kɒn(t)ʃ(ə)n(t)s]	совесть
soul [səʊl]	душа
expectation [,ekspek'teɪʃ(ə)n]	ожидание
profit ['prɒfɪt]	выгода, прибыль
to suit [s(j)u:t]	подходить, быть по вкусу
entertainment [,entə'teɪnmənt]	развлечение
title ['taɪtl]	название
cover ['kʌvə]	обложка
kingdom ['kɪŋdəm]	королевство
ghost [gəʊst]	приведение



Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. What types of books are you fond of reading?
2. What is the best book you've ever read? What was it about?
3. Have you read any books in English? Which ones?
4. Who is your favourite English or American author?
5. What is the most important in a book to be popular?
6. Which is better the book or the movie?
7. Do you think the Internet will make books disappear?
8. What do you think of the idea of E-books?
9. Which is better, the book or the movie?
10. What stories did you enjoy when you were a child?
11. Do you ever read the last page of a book before you start reading it?
12. If you wrote a book, what would you write about?



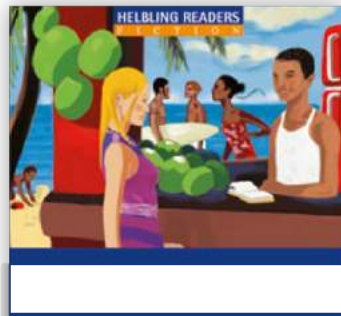
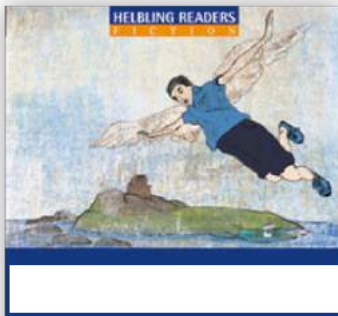
Part 1. The students are divided into several groups with 2-3 people in each. The teams will get cards with 2 unfinished proverbs, and 10 variants for ending. The teams will get one point for each right answer. You have 5 minutes for preparation.

- 1)... *as faithful as a good book.*
- 2)... *nor any pleasure so lasting.*
- 3)... *is opened with expectation and closed with profit.*
- 4)... *has no ending.*
- 5)... *as you choose a friend.*
- 6)... *is like a body without a soul.*
- 7)... *this is the ideal life*
- 8)... *is like a tree without leaves.*
- 9)... *or a book long enough to suit me.*
- 10)... *is to be measured by what you can carry away from it.*

Part 2. Open the Reader's table (*page 80*). The teams have to make the tasks and name the titles of the books. Afterwards they choose one of the tasks in the table and fulfill it by turn. The more difficult the task the more points they get. The students have 3 minutes for preparation. During the game the teacher will collect the points.

Part 3. Which book titles from the list below go with these covers? There are two titles you do not need to use. Write down the names and let the teacher check your answers. You team can get 1 point for each right answer (from 1 to 6 points).

- a) The Boy Who Could Fly
- b) The Coconut Seller
- c) The Garden Party and Sixpence
- d) The Great Gatsby
- e) The Green Room
- f) The Kingdom of the Snow Leopard
- g) The Canterville Ghost
- h) Danger in the Sun



Part 4. Your team should come up with a story for one of the books above mentioned. The teacher will tell the name of the book you will tell about. The main thing is that noone of your group have read it before. Afterwards all the teams give marks from 1 to 5 to each group. The more interesting the plot the better mark they get. Please, use expressions for description of a story on [page 54](#).

Winner: The team that gets the most points at the end of activity.

CINEMA WILL LIVE FOREVER!

VOCABULARY LIST.



genre [ʒəŋrə]	жанр
to hold a conference ['kɒnf(ə)r(ə)n(t)s]	проводить конференцию
science fiction (сокр. sci-fi) ['saɪənt)s 'fɪkʃ(ə)n]	научная фантастика
horror film ['hɒrə]	фильм ужасов
action movie ['æksj(ə)n]	боевик
to take drugs	принимать наркотики
award/to award [ə'wɔ:d]	награда, премия/награждать
feature film ['fi:tʃə]	художественный фильм
advantages [əd'vɑ:ntɪdʒɪz]	достоинства, сильные стороны
disadvantages [,dɪsəd'vɑ:ntɪdʒɪz]	недостатки, слабые стороны

filmmaker	кинорежиссер
to criticize ['kritisaiʒ]	критиковать
groundhog [ˈgraʊndhɒɡ]	сурок
godfather [ˈɡɒdfɑːðə]	крестный отец
to identify [ai'dentifai]	определить, выявить
plot	сюжет
leading roles	ведущие роли
cast [ka:st]	подбор актеров на роль, кастинг
scene [si:n]	сцена

Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. Do you prefer watching movies at the cinema or on TV?
2. Which country makes the best movies?
3. Who are your favourite movie stars (and why)?
4. Do you think movies make people more violent?
5. What's the best movie you've ever seen?
6. What movie genre do you like best?
7. If you were an actor/actress what kind of roles would you like to play?
8. Would you like a job as a movie critic?
9. What things make a great movie a great movie?
10. If you could make a movie, what would it be about?



How to play:

Part 1. The students are divided into several groups with 2-3 people in each. The teams should answer the questions below. Time limit: no more than 30 seconds for each question. If your team answers the question within 15 seconds you'll get two points (within 30 seconds only one point) for the right answer. If your team cannot answer the question or gives a wrong answer, the next team by turn should answer it.

CAN YOU NAME A MOVIE...?

- | | |
|-----------------------------------|--|
| 1)... that is a historical? | 11)... that takes place during WWII? |
| 2)... that is a musical? | 12)... set in Asia? |
| 3)... that is a sci-fi? | 13)... set on a train? |
| 4)... that is a horror? | 14)... that takes place in the 1800s? |
| 5)... that is an action movie? | 15)... set in the countryside? |
| 6)... that is a romantic comedy? | 16)... that takes place in Europe? |
| 7)... with George Clooney in it? | 17)... about people who fall in love? |
| 8)... that stars Cameron Diaz? | 18)... about people who take drugs? |
| 9)... starring Sean Connery? | 19)... about police who are corrupt? |
| 10)... that takes place in space? | 20)... about someone who wants to destroy the world? |

Part 2. Role play: Imagine that you take part in the Film Conference which is held to award the best feature film of the last 50 years.

Your team gets the card with 3 famous feature films for choice. Your team should choose and name only one film that all of you know well.

If there are two persons in your group then one of you will present the selected film and its advantages as a filmmaker, and your partner will review and criticize the other team's film as a movie critic.



If there are three persons in your group then you will play the roles of a filmmaker (presentation of the film), a film producer to tell about advantages of the film and a movie critic to point out disadvantages of the other team's film. You have 5 minutes for preparation and discussion in groups.

Procedure: The students of the first team present their film and its advantages. Afterwards the next team starts revealing some disadvantages of presented film and then tell about their own and so on so forth. At the end the movie critic of the first team gives speech about the film of the last team.

The teacher is a chairman of the conference should give marks from 5 to 2 for their work.



GREAT MOVIES FOR DISCUSSION:

- Card 1.**
1. Who Framed Roger Rabbit (1988)
 2. King Kong (2005)
 3. Groundhog* day (1993)
- Card 2.**
1. Avatar (2009)
 2. The Godfather (1972)
 3. Notting Hill (1999)
- Card 3.**
1. Spider-Man (2002)
 2. Pretty woman (1990)
 3. The Matrix (1999)
- Card 4.**
1. Pirates of the Caribbean (2003-2011)
 2. The Fifth Element (1997)
 3. Nine 1/2 Weeks (1985)
- Card 5.**
1. Forrest Gump (1994)
 2. World War Z (2013)
 3. The Lord of the Rings (2003-2009)

Speech patterns (see expressions for discussion on *page 55*):

With great pleasure I'd like to present...

(Identify the genre. Tell about the plot, leading roles, cast, the best scene, dialogues, music, costumes, etc.) is/are or was/were...

I really liked it.

Brilliant! Absolutely fantastic! Amusing! Quite funny!

Nothing special! Silly! Really bad!

Winner: The team that gets the most points.



LOVE MAKES THE WORLD GO ROUND...

VOCABULARY LIST.

to fall in love/to fall out of love	влюбиться/разлюбить
to get married	жениться/выйти замуж
to be pregnant ['pregnənt]	быть беременной
date/to date	свидание/встречаться
to kiss and make up	помириться
to get back at smb.	отомстить кому-то, наказать кого-то
ideal couple ['kʌpl]	идеальная пара
unrequited love [ˌʌnrɪ'kwaɪtɪd]	безответная любовь
to go out with smb.	встречаться с кем-либо
to ask out smb. to dinner	пригласить кого-то в ресторан
blind [blaɪnd]	слепой
to argue ['ɑ:gju:]	ссориться, спорить
spouse [spauz]	супруг/супруга
to yearn for smb./smth.	страстно желать кого-то/чего-то
essential [ɪ'sen(t)ʃ(ə)l]	необходимый, важнейший
honeymoon [ˈhʌnɪmu:n]	медовый месяц
wedding ['wedɪŋ]	свадьба
engagement ring [ɪn'geɪdʒmənt]	кольцо для помолвки

Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. What is love?
2. Do you think it is possible to love everyone?
3. What is the difference between love and being in love?
4. How do people fall in love?
5. How and why do people fall out of love?
6. How does love make you feel?



7. Is it more important to love or be loved?
8. Does real love last forever?
9. Is there a thin line between love and hate?
10. Do you love yourself? Should you do so?
11. Has love changed over the past 10,000 years?
12. What is your favourite love song and why?

Speaking practice: Make up spontaneous dialogues and act them out in pairs. All these people in the photos have romantic relations. Role-play a dialogue between them (task for 2 students) or a monologue (photo №3 if the group contains an odd number of students). You have 5 minutes for preparation.

What's happening or what has happened between the characters?

How to play:



Part 1. The students are divided into several groups with 2-3 people in each. The teams will get cards with 3 words and expressions to explain or try to guess what they mean. You have 5 minutes for preparation. Each group gets 1 point for the right explanation. The wrong answer lets the competitors earn additional point for the right one.

Part 2. Each team gets the card with 2 unfinished proverbs, and 10 variants for ending. The teams will get one point for each right answer. The wrong answer lets the competitors earn additional point for the right one.

- 1) ... *but marriage is an eye-opener.*
- 2) ... *A very expensive way to get your laundry done.*
- 3) ... *who is packing your parachute.*
- 4) ... *you love them in spite of the fact that they're not.*
- 5) ... *you can't see it but you can feel it.*
- 6) ... *After marriage, the "y" becomes silent.*
- 7) ... *After marriage, he will fall asleep before you finish.*
- 8) ... *the happiness of another person is essential to your own.*
- 9) ... *Lifting his leg so you can vacuum.*
- 10) ... *engagement ring, wedding ring, suffering.*

Part 3. You team need to do the logic problem and compose a story about Joan Foster's widening experience in love. You have 5 minutes to solve this task. The teams will get one point for each right answer (from 1 to 9 points).

STORY: New loves. Before finally setting down many a girl (and boy) believes in widening one's experience and changes her boyfriend from time to time. Here three who have recently done just that. What are the full names of the girls and what are the names of the former and new boyfriends of each?

1. Joan Foster never went out with Albert, whom she considers to a bit wet* Miss Watson used to go around with John.

2. Steve is Debra's new boyfriend and Edgar is Miss Scott's.

	SURNAME			FORMER			NEW		
NAME	Scott	Foster	Watson	Albert	John	Martin	Brian	Richard	Steve
Joan	✗	✓	✗						
Helen									
Debra									

GIRL'S NAME	GIRL'S SURNAME	FORMER BOYFRIEND	NEW BOYFRIEND

Winner: The team that gets the most points at the end of the game.

HOW TO SPEND \$100000?



VOCABULARY LIST.

the root of all evil ['i:v(ə)l]	корень зла
to share out equally [ʃeə] ['i:kwəli]	разделить поровну
to raise money for charity ['tʃærɪti]	сбирать деньги на благотворительность
pocket money ['pɒkɪt]	карманные деньги
to run out of money	испытывать нехватку денег
to borrow money from smb. ['bɒrəʊ]	брать займы деньги у кого-либо
to lend money to smb.	давать займы деньги кому-то
to earn money [z:n]	зарабатывать деньги
to waste money [weɪst]	тратить деньги впустую
to come to conclusion [kən'klu:ʒ(ə)n]	прийти к заключению, договориться
can't stand (doing) smth.	ненавидеть (делать) что-то
to renovate the house ['renəveɪt]	ремонттировать дом
We can't afford it. [ə'fɔ:d]	Мы не можем позволить себе это.
to give advice [əd'vaɪs]	давать совет
to start up business	начать новый бизнес

wet* - slang for indecisive and unable to act firmly

Warm-up activity: Choose the role card, present yourself and discuss the questions on behalf of your character:

1. Does money make the world go round?
2. Is money really the root of all evil?
3. Does having a lot of money make someone more attractive?
4. What would life be like without money?
5. How would the world be different if all the money in the world was shared out equally among all people?
6. Have you ever raised money for charity?
7. Have you ever lost a lot of money?
8. Have you ever borrowed money from your friend or relative? Tell about your feelings.
9. Have you ever lent money to your friend or relative. How did you feel?
10. How much pocket money should a 13-year-old get?
11. Do you ever run out of money?
12. What's the best way of making a lot of money?



Role play: Imagine that your group is a family who has just won \$100,000 on the lottery. All the characters live together in a big house. The teacher will leave out roles for everyone. The characters of the Addingtons are: The Father, The Mother, The Grandfather, The Grandmother, The Uncle, The Uncle's Wife, The 25-year-old Daughter, The 20-year-old Son, The 25-year-old Daughter, The 17-year-old Daughter, The Family Friend. All these people have some ideas how to spend the money.

Study attentively your card and prepare yourself for the argument. You should introduce yourself, without revealing your task. You can add some ideas of your own. You have 5 minutes to be ready.

"The Father" should open the family discussion. The activity ends when they've come to a conclusion how to spend the money. Look through the Speech Patterns below, you also can use some phrases on [page 55](#).

Speech Patterns:

- I have always dreamt of having ...
- I wish I had ...
- This is the great chance for us to ...
- I'm sure we need to ...
- The best decision is to ...
- Listen to me...
- Rubbish!
- That's waste of money for sure!
- That won't do!
- I'm against!
- That's impossible!
- What are you talking about?
- I can't stand gardening.



Winner: The person who offers the most reasonable solution for spending money.

**CLASSROOM
ENGLISH**

TEACHERS SPEAKING IN CLASS.

Greetings:

Good afternoon, everybody! Good morning, Bill! Hello, everyone!

Dear students!

How are you? How are you doing? How are you feeling today, Bill?

The beginning of class:

There's the buzzer (bell). Settle down now so we can start. It's time to start. We can begin work. Now let's begin.

I'm waiting for you to be quiet. Stop speaking. Put your mobile phones away.

Could you please pass me the class list?

Who is absent today? Who is missing? What's wrong with Bill today? What's the matter with Jim today?

Why were you absent last Friday, Tony? Have you been ill? I'm sorry (about that).

Where have you been? We started ten minutes ago. What have you been doing? Did you oversleep / miss your bus? Don't let it happen again.

In class:

At/in the last lesson.

Pay attention, everybody.

Can you all see the board?

Turn the lights off/out. Put the plug in the socket. Pull the plug out.

Put your books away. Open your books to page 56. The exercise is on page 56. I want you to turn to page 10. Turn over the page.

Read the first line from the top bottom. Study the story on your own.

Go on, please. Just think a little. It's your turn to answer the question. Speak louder!

Stop talking. Listen to what ... is saying. Listen to this tape.

Repeat after me.

Come to the front of the class.

Explain it in your own words.

Fill in the missing words. Fill in the gaps.

Mark the right alternative.

Put the pictures in the correct order.

Make up a dialogue. Act out a dialogue.

Look through the text. Complete the sentences.

Everybody work individually. Work by yourself. Work independently.

Ask your neighbour for help. Work on the task together.

Work together with your friend. Find a partner. Work in pairs/threes/fours/fives.

Whose turn is it to read? Who is the next?

You have five minutes to do this. Your time is up. Have you finished?

Who hasn't answered yet?



Wait a minute! Hold on a minute.

What answer do you have for number 5? Let's check the answers.

Right. Now we will go on to the next exercise. Let me explain what I want you to do next. The idea of this exercise is for you to ... Move on to the next activity.

Encouragement:

Nice! Beautiful! Perfect! Splendid! Good! Marvellous! Brilliant! Magnificent! Well done. Excellent! Very well! Terrific! Nice job! That's right! That's quite correct! That's better! There's no difficulty about that!

You did a great job. I like that.

You're getting better at it all the time. You've improved no end.

He is good at speaking about... He has no equal! Very gifted pupil! He has the flash of wit! You are very brainy! You have a good memory! What a capable person! What a witty pupil! Very interesting! You didn't make a single mistake!

You have good pronunciation. Your pronunciation is very good. You speak very fluently.

Correction:

You have made a mistake. Say it correctly, please. I'm afraid that's not quite right.

Listen carefully.

Not really. Unfortunately not. Almost. Try again. You're on the right lines. Good try, but not quite right. Have another try. Go on. Have a try.

What did you say? One more time, please. Say it again, please.

There's no need to rush. There's no hurry. We have plenty of time

Have a guess. Do you want a clue (hint)?

You can't say that, I'm afraid. You can't use that word here. Erase this.

Can anybody correct this sentence?

End of class:

Any questions before I go? (I guess) I haven't explained that very well, so...

We have an extra five minutes. We still have a couple of minutes left. Let me sum up.

Sit quietly until the bell goes. The bell hasn't gone yet.

One more thing before you go. Back to your places.

We've run out of time, so we'll continue next lesson. We'll finish this exercise next time. We'll do the rest of this chapter next time.

There is no homework today. This is your homework for the next lesson. Prepare as far as/ down to / up to page 75. Complete the exercise at home. Prepare the next chapter for Monday.

The time's up. The lesson is over. I'm afraid it's time to finish now.

Don't forget to bring your ... tomorrow.

See you in room 7 after the break.

Good bye! Enjoy your weekend! Have a good weekend! See you tomorrow! See you on Monday!

Leaving the room:

Excuse me for a moment. I'll be back in a moment.

Carry on with the exercise while I'm away. I've got to go next door for a moment.

Get into a queue. Form a queue and wait for the bell.

Everybody outside! All of you get outside now! Hurry up and get out!

Try not to make any noise as you leave. Be quiet as you leave. Other classes are still working.

GAME LANGUAGE FOR TEACHERS

**Starting and setting up games.**

It's time for a game. Let's play a game!

Tell me/decide on your team name. What are your team names? Write your team names here. Choose a team name from this list.

Any (more) questions about how to play'? No? Okay, start/play the game!

Giving Instructions

Everybody work individually. Work by yourself. Work independently.

Ask your neighbour for help. Work on the task together.

Make groups of four. There are too many in this

group. Can you join the other group? Only three people in each group. I asked for four people to a group.

Move your desks into groups of four people. Turn your desks around. Make a horseshoe shape with your desks. Make a circle with your desks. Make a line of desks facing each other. Make groups of four desks facing each other. Sit back to back.

Who would like to demonstrate the game (with me)?

Does anyone already know this game?

Who'd like to start?/(Are there) any volunteers (to go first)? Are you ready?

Come to the front of the class.

Take one (worksheet / dice / counter) and pass them back/pass them along.

One (photocopy/piece of paper/counter) each. One (dice/playing board/pack of cards) for each group.

Choose something that you can use as a counter (for this game, for example a coin, eraser or pen lid).

Pass (me / your partner / the next person) the ball. Ask me (nicely / politely / in English) for the pack of cards / dice / ball/

Work together with your friend. Find a partner. Work in pairs/threes/fours/fives. Work in groups of two/three/four. I want you to form groups. Form groups of three. Here are some tasks for you to work on in groups of four.

Wait for it, wait for it, go! Ready, steady, go! On your marks, get set, go! Here you are! Here you go!

The teams start guessing in turns. Whose turn is it to read?

The first question is for the... team.

I would remind you that there are only 30 seconds to answer the question. You have five minutes to do this.

Your time is up. Have you finished?

Which topic will your group report on?

Who hasn't answered yet? It's your turn. You're next. You're up. Whose turn is it? Who's next? Try (it) again

Let's check the answers.

Playing board games.

You need a board, a dice and a counter each. What color counter would you like?

Throw/Roll the dice!

Place your counter on start/the first square.

The player with the highest number goes first.

If you land on this square go back three squares.

Take a card. Do the thing that is written there.

Do the challenge that your partners set you.

Take in turns to throw the dice.

Move forward three squares.

If you throw a 6, have another go/throw again.

Play moves clockwise / anticlockwise.

Make sure there is/are in your set.



Playing Card Games.

Face down (on the table), so you can't see them. Face up, so that you can see them.

Spread across the table / floor. Deal out all the cards.

Give (three / four / five / an equal number of) cards each player (and put the rest in a pack in the middle).

Shuffle (thoroughly).

Take a card from the pack when it's your turn/if you can't go.

Pick a card from this pack. Take a card from a top of the pack.

Take five cards, but don't look at them (yet). You can look at the cards, but don't show your partner.

You have to agree on an answer in your team / group.

Quizzes.

You can only have one guess. Do you need a hint / a clue / more time?

If you guess wrongly play passes to the next team/you lose one point.

Twenty seconds to answer. (Is that your) final answer?

Finishing Games.

(Go) back to your seats

That was fun, wasn't it? Did you have fun?

Time's running out! Only 10 seconds left. Ten, nine ... Hurry up!

Time's up. Three, two, one, zero! Game over! The game is over.

(There will be) just one more question. One more round. Stop there!

The winner.

How many points did you get? Add up your scores. Count up your points / cards.

The person who has most / least points / cards is the winner.

This team is the winner! ...and the prize is...

It's a draw. Everyone wins. Everyone's a winner.

How to end a lesson? Speech Example:

"Dear students! You have demonstrated your abilities in English, your knowledge, your great industry in your work together. In my opinion, the captains are good leaders. I think our meeting-game has been a fruitful one. I believe we can go home sure of a job well done. Thank you!"

STUDENTS SPEAKING IN CLASS

In class.

Should I start?

Should I go on?

Should I read? Can I say?

Where were we? What page is it? What page are we on?

We're done. What should we do now? What must we do next?

What are we supposed to do? I didn't hear.

I'm not quite ready.

I don't know the answer. I can't guess. I give up!

I think the right answer is "C", because it says here in the fourth paragraph, "When the women had finished..."

After you. Hmm. Let me think.

Can you help me? Let's ask the teacher.

Step aside, please. I can't see the picture.

When is our homework due?

Do we have to write this down?

Comprehension language:

Did I do this correctly? Is this correct?

May I ask a question, please? I've got a question.

What is this called in English? Is there another way of saying it? What's a better way to say this?

What did you say? Could you repeat the question/sentence?

I don't understand this word/sentence.

What are the rules? What is this for? What does it mean? I

don't understand the task.

How do you pronounce this word?

Can you write it on the board? Can you say it slowly?

Could you give us an example, please?

Can you explain it once more?

I need some extra help. This is really difficult for me.

I tried hard, but I just couldn't figure it out.

Will we be tested on this material?

This was really easy.

Presentation:

For those of you who don't know me already,...

I should probably start by introducing myself. I...

I think most of you know me, but I'll introduce myself anyway.

By the end of my presentation, I want to show you that...

I aim to prove to you that...

I intend to change your mind about...

The purpose/ aim of today's presentation is...



My purpose in presenting this to you is...

I think this is an important/ interesting topic because.../ You should all be interested in this topic because...

Apologies.

I'm sorry (about that). I'm terribly sorry.

I'm sorry, I'm late. Sorry for being late. I missed the bus. I couldn't get up. I overslept.

Excuse me. May I come in? May I leave the class? May I go to the bathroom? May I open / close the door?

Sorry, I couldn't do my homework because...

Sorry, I've left my pen at home. May I borrow your pen?

Sorry, that was my fault.

I'm afraid I can't speak any louder. I seem to be losing my voice.

I have a sore throat. I have a headache.

I'm feeling under the weather.

Do you mind if I sit down?

For description of a story or book.

The book is written by...

The title of the book is...

The book is devoted to...

The book describes...

The main character of the book is...who...

Other characters are...

The plot (the action) takes place in

In the beginning of the story (book) the author describes (explains, introduces...)

After that the author goes on to say that...

From the (next paragraph/dialogue between...) we learn that...

The book ends with...

The book is worth reading...

The language of the book is simple/colourful/primitive/ complicated/expressive, etc.

The style is impressive/poor/unforgettable/vivid/realistic. etc.

As I said earlier, ...

Let me sum up.

For description of a picture or photo.

This is a picture of a typically English castle.

In the background you can see ... In the foreground we see ...

We can see ... on the left / on the right.

The man is standing at the door (by the wall, near the window, etc.)

He is dressed in ...

The woman in the picture looks quite sad.

Evidently he is tired. Perhaps ...

The picture shows ...



For discussion.**a) to ask question/to have a request/to address to smb.:**

Are you sure that...?

Could I ask you about...? May I ask you ...? Do you mind if I ask you...?

Do you think that...? What do you think of...? What is your opinion on...? What is your impression of...? How do you think...?

It's interesting to know...?

Would you tell us (me) about. ...?

Do you agree with» me...?

Do you mind my adding smth...?

b) to express agreement:

It's right. It is correct. It's quite right.

Right you are! I think that you are right. I (fully) agree with you.

I am of the same opinion. That's just what I was going to say.

*I thought as much!**

*Up to the point.*** Beyond all doubt.

Sure. Certainly. Of course.

c) to express disagreement:

It's not right/It's wrong. It's not quite right. Don't you see that... You are wrong. I think it's wrong.

I am against it. I object against (to) it.

I don't think so. I don't agree with it. I can't agree with you. I disagree with you (on that point).

I differ from you. (I'm afraid) you are wrong (mistaken).

It makes no sense!

Of course not! Certainly (surely) not.

By no means. On no account. Nothing of the kind! Not in the least.

On the contrary. Just the other way round (just the reverse).

Far from it. Stuff and nonsense! Rubbish! Impossible!

d) to express doubt/uncertainty:

Is it true? Really?

Yes, it is, isn't it? (Yes, he does, doesn't he, etc).

I doubt that... It's unlikely that... Unlikely!

I (rather) doubt it. I don't think so. I shouldn't say so.

To some extent (degree)... In a way, yes. It looks very much like it. I suppose so. Very likely.

If I am not mistaken... I dare say it (he, etc), is.

There's something in what you say, but ...

I wonder what makes you say (think) so?

On the one hand... and on the other...

On the other hand...

e) to express your opinion:

By the way... You see... Let me see...

I think that... I suppose that... I should like to... It seems to me that...

As I see it... The way I see it is... I see really... It's my feeling... Personally I feel...

In my opinion...To my mind... I am sure that... I'm convinced that...

As far as I know... As far as I can see... As far as I can judge...

In conclusion I'd like to say that...



GAME

CARDS

CARD 1

Name: George Milton
Age: 46
Job: millionaire

CARD 2

Name: Paul Humphrey
Age: 56
Job: surgeon

CARD 3

Name: Debra Watson
Age: 67
Job: pensioner, former teacher

CARD 4

Name: Helen Russel
Age: 31
Job: artist

CARD 5

Name: Edward Bradberry
Age: 38
Job: military man

CARD 6

Name: Mark Warren
Age: 62
Job: priest

CARD 7

Name: Betsy Collins
Age: 35
Job: housewife, mother of 5 kids

CARD 8

Name: William Thomson
Age: 48
Job: politician

CARD 9

Name: Gloria Richards
Age: 28
Job: actress

CARD 10

Name: Rosy Gibbs
Age: 21
Job: top-model

CARD 11

Name: James Marlow
Age: 53
Job: scientist, nuclear physicist

CARD 12

Name: Diana Eddington
Age: 44
Job: lawyer

CARD 13

Name: Margaret Farrell
Age: 41
Job: journalist

CARD 14

Name: Lucy Young
Age: 16
Job: teenager

CARD 15

Name: Richard Taft
Age: 25
Job: computer genius

CARD 16

Name: Tim Roger
Age: 32
Job: traveller, unemployed

WARMING-UP

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!
GAME CARDS

WARMING-UP

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!
GAME CARDS

WARMING-UP

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!
GAME CARDS

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GAME CARDS

WARMING-UP

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!
GAME CARDS

CARD 1

Celebrity: Nicole Kidman
Born: 20 June 1967
Nationality: American/Australian
Home: Los Angeles
Occupation: movie star
Appearance:
Hair: red
Height: 180 cm
Build: slim

CARD 2

Celebrity: Paulo Coelho
Born: 24 August 1947
Nationality: Brazilian
Home: Rio de Janeiro
Occupation: novelist, writer
Appearance:
Hair: grey
Height: 169 cm
Build: medium

CARD 3

Celebrity: Montserrat Caballe
Born: 12 April 1933
Nationality: Spanish
Home: Spain
Occupation: opera singer
Appearance:
Hair: dark
Height: 161 cm
Build: fat

CARD 4

Celebrity: Ivan Urgant
Born: 16 April 1978
Nationality: Russian
Home: Moscow
Occupation: TV host, showman
Appearance:
Hair: dark
Height: 195 cm
Build: medium

CARD 5

Celebrity: Luc Besson
Born: 18 March 1959
Nationality: French
Home: Paris
Occupation: film director, producer
Appearance:
Hair: grey
Height: 173 cm
Build: stout

CARD 6

Celebrity: Angela Merkel
Born: 17 July 1954
Nationality: German
Home: Berlin
Occupation: president, politician
Appearance:
Hair: blond
Height: 165 cm
Build: stout

CARD 7

Celebrity: Vanessa Mae
Born: 27 October 1978
Nationality: Thai/Chinese/British
Home: London
Occupation: musician
Appearance:
Hair: dark
Height: 158 cm
Build: slim

CARD 8

Celebrity: David Beckham
Born: 2 May 1975
Nationality: British (English)
Home: London
Occupation: sportsman, ex-footballer
Appearance:
Hair: blond
Height: 183 cm
Build: athletic, slim

GAME №1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №1

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GAME CARDS

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GAME CARDS

GAME №1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

BURGLAR

Name: Robert Anderson
Age: 30
Job: builder
Home: California
Hobby: watching movies
Family: single, no kids
Pet: dog Sam
Shoe size: EUR 45, US 11,5

Accomplices: Nancy Harris, Chris Thompson

CIVILIAN

Name: William White
Age: 22
Job: professional hockey player
Home: California
Hobby: go skiing
Family: single, no kids
Pet: no
Shoe size: EUR 42, US 8,5

BURGLAR

Name: Nancy Harris
Age: 36
Job: housewife
Home: California
Hobby: go dancing
Family: married, 2 sons
Pet: dog Simba
Shoe size: EUR 38, US 6

Accomplices: Robert Anderson, Chris Thompson

BURGLAR

Name: Chris Thompson
Age: 41
Job: journalist
Home: California
Hobby: reading novels
Family: divorced, no kids
Pet: dog Gizmo
Shoe size: EUR 45, US 11,5

Accomplices: Robert Anderson, Nancy Harris

CIVILIAN

Name: Paul Martin
Age: 55
Job: musician
Home: Florida
Hobby: go hiking
Family: divorced, no kids
Pet: no
Shoe size: EUR 45, US 11,5

CIVILIAN

Name: Steven Robinson
Age: 36
Job: artist
Home: California
Hobby: listening to music
Family: married, no kids
Pet: cat Misty
Shoe size: EUR 45, US 11,5

CIVILIAN

Name: Scott Phillips
Age: 22
Job: unemployed
Home: California
Hobby: go swimming
Family: girlfriend, no kids
Pet: no
Shoe size: EUR 42, US 8,5

CIVILIAN

Name: Kevin Parker
Age: 55
Job: scientist
Home: California
Hobby: playing golf
Family: married, no kids
Pet: white mouse Skippy
Shoe size: EUR 45, US 11,5

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

CIVILIAN



Name: Mary Johnson
Age: 22
Job: restaurant chef
Home: Arizona
Hobby: reading novels
Family: engaged, no kids
Pet: dog Buster
Shoe size: EUR 38, US 6

CIVILIAN



Name: James Williams
Age: 30
Job: business man
Home: California
Hobby: go skiing
Family: married, 1 son
Pet: dog Molly
Shoe size: EUR 45, US 11,5

CIVILIAN



Name: Trisha Jones
Age: 36
Job: doctor
Home: California
Hobby: listening to music
Family: married, 2 daughters
Pet: dog Max
Shoe size: EUR 40, US 7,5

CIVILIAN



Name: Lilly Green
Age: 22
Job: marketing manager
Home: Texas
Hobby: go skiing
Family: engaged, no kids
Pet: cat Princess
Shoe size: EUR 40, US 7,5

CIVILIAN



Name: Ryan Clark
Age: 22
Job: college student
Home: California
Hobby: watching movies
Family: single, no kids
Pet: no
Shoe size: EUR 42, US 8,5

CIVILIAN



Name: Susan Moore
Age: 22
Job: teacher
Home: California
Hobby: playing scrabble
Family: married, 1 daughter
Pet: hamster Fiffy
Shoe size: EUR 38, US 6

CIVILIAN



Name: Larry Baker
Age: 59
Job: actor
Home: Arizona
Hobby: playing scrabble
Family: married, 2 sons
Pet: dogs Duke and Codey
Shoe size: EUR 45, US 11,5

CIVILIAN



Name: Shirley Adams
Age: 30
Job: accountant
Home: California
Hobby: go dancing
Family: married, 1 son
Pet: hamster Jonny
Shoe size: EUR 40, US 7,5

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

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GAME CARDS

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ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №2

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

CARD 1**CLARA - HER MOTHER**

Clara tells about her new love. She is going to divorce with Gerald. She is worried about Simon and her political carrier. Her mother persuades her not to leave her husband and break up with her lover.

CARD 2**GERALD - HIS BEST FRIEND, BRIAN**

Gerald suspects his wife betrayed him. But he still loves her. His friend tries to comfort Gerald. He is sure that her love affair is not serious. He advises to forgive his wife and keep relationships.

CARD 3**CLARA - HER LOVER, TED**

Clara says that she has told her husband about their love affairs and wants to divorce with Gerald. Ted is confused. He didn't expect her to do it so soon. Actually he was satisfied with the part of the lover.

CARD 4**CLARA - SIMON**

Clara says that she's going to divorce with his father. Perhaps they will move to the other city. Simon is very disappointed. He doesn't want to live apart from his father.

CARD 5**GERALD - SIMON**

Gerald says that he loves his son. He wants them to live together as in the past. Gerald is going to get custody of his son. Simon is very disappointed. He wants to live with both parents.

CARD 6**CLARA - HER BEST FRIEND, LUCY**

Clara says that she has told her husband about their love affairs and wants to divorce with Gerald. Lucy is worried her husband to get custody of Simon. Divorce can destroy Clara's political career. Besides, her lover is an unreliable person.

CARD 7**SIMON - HIS SCHOOLBOY, TOM**

Simon is disappointed. He says that his parents are going to divorce. His mother wants to move to the other city to live far away from his father. Tom's parents have divorced recently. He's got a bitter experience. He misses his father much.

CARD 8**CLARA - GERALD'S FRIEND, BRIAN**

Brian says that Gerald still loves her instead of her betrayal. He asks her to think about Simon and his future and to make up with her husband. Clara is crying. She feels sorry for everything but she is afraid her husband will never forgive her.

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №3

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

CARD 1

You are **Mrs. Dobson**, the mayor of Blackthorpe. You are in charge of the meeting and must make sure that everybody has the chance to speak. There is going to be another election soon and you want to solve the problem caused by the factory. You have met the American president of Techtronics and know that he will close the factory down if there is too much criticism. You think that the company should try and improve its image locally.

CARD 2

You are **Mike Smith**, the factory manager. You think the chimneys are dirty rather than dangerous. New filters would cost \$3 million. The American company would close the factory down rather than spend that kind of money. Your boss says you can spend \$3 million on improving the company's image. You know there are fumes coming from pipes near a playing field. You are trying to get them fixed now.

CARD 3

You are **Marion Green** from Spearhead. You are more worried about damage to the environment than the loss of jobs. You are worried about new reports of toxic fumes coming from pipes near a field where children play. You would like to organize a demonstration.

CARD 4

You are **Jennifer Hunter**, a local housewife. Your children, who play in a field near the factory, have been ill recently. Last week your washing was made dirty by the chimney. You have written to Mike Smith but haven't had a reply yet.

CARD 5

You are **Arthur McCarthy**, trade union boss at the factory. You aren't very worried about dirt from the chimneys. You think that jobs are more important. Blackthorpe is in an area of high unemployment.

CARD 6

You are **Luis Jameson**, the scientist who believes that the dirt is dangerous. You want the factory to fit new filters to its chimneys.

CARD 7

You are **David Redmond**, the coach of the local amateur football team. Techtronics is the only sponsor of the team.

CARD 8

You are **Mary Dobson**, the project manager. You are developing a plan to accomplish construction of a new community center for old people. Building works haven't been completed yet.

CARD 7

You are **Victoria Marshal**, the journalist of a local newspaper. You need to prepare a report about the meeting. You've got two children and worried about environmental problem in Blackthorpe.

CARD 8

You are **William Hunter**, Jennifer's husband. You work at the factory. On the one hand you support your wife and worried about your children but on the other hand you can't lose your job.

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

GAME №4

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

GAME CARDS

1. A sleeping bag or a blanket;	a) to tie things together or make a fishing pole;
2. A knife;	b) to change in accordance with the weather;
3. A bowl or a bucket;	c) to identify your person;
4. Matches or lighter;	d) to trap body heat. At night it may be cold;
5. A guide book;	e) to define location;
6. Rope or wire;	f) to contact possible rescuers;
7. A small pocket mirror;	g) to start a fire;
8. Documents;	h) to reflect sunbeam that can even be seen beyond the horizon;
9. Medical kit which holds first aid supplies	i) to collect fresh water;
10. Compass;	j) to cut wood, skin animals, use the many attachments for other stuff;
11. A container;	k) to keep good hygiene;
12. Flashlight;	l) to get to know about edible plants in that area;
13. Assemble clothing;	m) to signal for help;
14. Sanitation items soap;	n) to boil and sanitize any river or spring water;
15. Radio.	o) to cure.

CARD 1 to go fishing	CARD 6 to make crockery for cooking	CARD 11 to make fire
CARD 2 to bring fresh water	CARD 7 to hack trees	CARD 12 to get building materials
CARD 3 to cook	CARD 8 to watch ships	CARD 13 to build huts
CARD 4 to protect from wild animals	CARD 9 to chop firewood	CARD 14 to cure people
CARD 5 to pick up fruit and vegetables	CARD 10 to knit fishing net	CARD 15 to bury garbage

GAME №5

<p>CARD 1</p> <ol style="list-style-type: none"> 1) <i>starter</i> 2) <i>dressing for food</i> 3) <i>table d'note</i> 	<p>CARD 2</p> <ol style="list-style-type: none"> 1) <i>appetizer</i> 2) <i>customer</i> 3) <i>a'la carte</i> 	<p>CARD 3</p> <ol style="list-style-type: none"> 1) <i>specialty</i> 2) <i>to season some food</i> 3) <i>no cover before 9 p.m.</i> 	<p>CARD 4</p> <ol style="list-style-type: none"> 1) <i>beverage</i> 2) <i>dress code</i> 3) <i>happy hour</i> 	<p>CARD 5</p> <ol style="list-style-type: none"> 1) <i>dessert</i> 2) <i>recipe</i> 3) <i>mouthwatering menu</i>
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GAME №7

<p>CARD 1</p> <ol style="list-style-type: none"> 1) <i>The worth of a book...</i> 2) <i>Good friends, good books and a sleepy conscience...</i> 	<p>CARD 2</p> <ol style="list-style-type: none"> 1) <i>No entertainment is so cheap as reading...</i> 2) <i>A good book...</i> 	<p>CARD 3</p> <ol style="list-style-type: none"> 1) <i>There is no friend...</i> 2) <i>A room without books...</i> 	<p>CARD 4</p> <ol style="list-style-type: none"> 1) <i>That is a good book which...</i> 2) <i>You can't get a cup of tea large enough...</i> 	<p>CARD 5</p> <ol style="list-style-type: none"> 1) <i>Choose an author...</i> 2) <i>Life without books...</i>
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GAME №8

<p>CARD 1</p> <ol style="list-style-type: none"> 1) <i>Who Framed Roger Rabbit (1988)</i> 2) <i>King Kong (2005)</i> 3) <i>Groundhog* day (1993)</i> 	<p>CARD 2</p> <ol style="list-style-type: none"> 1) <i>Avatar (2009)</i> 2) <i>The Godfather (1972)</i> 3) <i>Notting Hill (1999)</i> 	<p>CARD 3</p> <ol style="list-style-type: none"> 1) <i>Spider-Man (2002)</i> 2) <i>Pretty woman (1990)</i> 3) <i>The Matrix (1999)</i> 	<p>CARD 4</p> <ol style="list-style-type: none"> 1) <i>Pirates of the Caribbean (2003-2011)</i> 2) <i>The Fifth Element (1997)</i> 3) <i>Nine 1/2 Weeks (1985)</i> 	<p>CARD 5</p> <ol style="list-style-type: none"> 1) <i>Forrest Gump (1994)</i> 2) <i>World War Z (2013)</i> 3) <i>The Lord of the Rings (2003-2009)</i>
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GAME №5

GAME №5

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №5

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №5

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №5

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №5

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №7

GAME №7

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №7

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №7

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №7

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №7

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

GAME №8

GAME №8

ИГРАЙ И ИЗУЧАЙ
АНГЛИЙСКИЙ!
GAME CARDS

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CARD 1

- 1) *by heart*
- 2) *follow one's heart*
- 3) *for my heart*

CARD 1

- 1) *Love is blind...*
- 2) *How do most men define marriage?...*

CARD 2

- 1) *break somebody's heart*
- 2) *from the bottom of one's heart*
- 3) *eat one's heart out*

CARD 2

- 1) *Do not argue with a spouse...*
- 2) *You don't love someone because they're perfect,...*

CARD 3

- 1) *heart of gold*
- 2) *be sick at heart*
- 3) *have heart in one's mouth*

CARD 3

- 1) *Love is like the wind,...*
- 2) *Before marriage, a man yearns for the woman he loves...*

CARD 4

- 1) *young at heart*
- 2) *pour one's heart out (to someone)*
- 3) *heart of oak*

CARD 4

- 1) *Before marriage, a man will lie awake all night thinking about something you say...*
- 2) *Love is that condition in which...*

CARD 5

- 1) *win (someone's) heart*
- 2) *with heart and hand*
- 3) *wear one's heart on one's sleeve*

CARD 5

- 1) *What's a man's idea of helping with the housework?...*
- 2) *Marriage is a three ring circus:...*

GAME №9-1

ИГРАЙ И ИЗУЧАЙ АНГЛИЙСКИЙ!

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GAME №9-2

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GAME CARDS

CARD 1

THE FATHER

You want to buy a car - and perhaps some new garden tools, because you like gardening. You can't stand travelling, but the house could be renovated, too.

CARD 2

THE MOTHER

Here's the chance to travel round the world with the whole family! And, perhaps, to buy some new clothes, too. You are not against gardening. The old family car is in perfect condition - why waste money on a new one?

CARD 3

THE GRANDFATHER

You are pretty old and want to have a quiet life apart. At the same time you can't live far away from your children because they do household and take care of you every day. You are a couch potato (домосед). So you dream of building a guest house.

CARD 4

THE GRANDMOTHER

You are fond of gardening and adore spending time in the open air. You've always dreamt of having your own greenhouse to plant rare flowers. Besides you're sure that you could start up your own business and supply them to the local flower-shops.

CARD 5

THE UNCLE (the father's brother)

Recently you have bought a new car. You're a lawyer and drive to the city rarely. You are fond of sports. You are thinking about leaving your nervous job and opening a Fitness Centre. You hate gardening. Your wife is pregnant and she insists on changing the gym into the child's room. But this is the only place where you feel happy.

CARD 6

THE UNCLE'S WIFE

You want to renovate the house and to buy new furniture. You're pregnant and you need the house to be refreshed. Of course, you wish to have your own flat or house but you can't afford it for the moment. Actually you like gardening but it's impossible due to your present health condition.

CARD 7

THE 25-YEAR-OLD DAUGHTER

You think that there are too many people living in the house at the moment. If you built an addition to the house, you could have a separate part of it for yourself, and perhaps for your boyfriend. You never help your mother with household and even don't know how to plant a flower. You work as a manicure girl for the beauty shop. So your nails should be always ideal.

CARD 8

THE 20-YEAR-OLD SON

You've been wanting drum equipment for years. You've written your first album and need much money to release and promote it. You wish to form a boy's band and become famous. You also like travelling, and would like to get your hands on the old family car, too. Unfortunately, you hate gardening - your granny always makes you help her.

CARD 7

THE 17-YEAR-OLD DAUGHTER

You dream about studying at Oxford or Cambridge University. You want to move to Great Britain and live independently. It's very expensive however. Besides, you're a real fashion fan. Clothes, clothes, clothes!

CARD 8

THE FAMILY FRIEND

You are a close friend of the family. Your task is to listen to all the members of the family attentively and give them advice how to spend \$100000. Maybe you can suggest something new that would love all of them.

GAME №10

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GAME CARDS

DUCK

Quarter Duck with 4oz Sauce.....	£6.70
Half Duck with 2 x 4oz Sauce.....	£12.00
Duck in Orange Sauce.....	£4.90
<i>(Duck Slightly Battered with a Cup of Orange Sauce)</i>	
Duck in Lemon Sauce.....	£4.90
Duck with Mushroom.....	£4.90
Duck in Plum Sauce.....	£5.10
<i>(Duck, Pineapple & Plum Sauce)</i>	
Duck with Ginger & Spring Onion.....	£5.10
Duck with Green Pepper & Black Bean Sauce.....	£5.10
Duck with Pineapple.....	£5.10
Roast Duck Chinese Style.....	£5.10
Duck in Oyster Sauce.....	£5.10
Duck with Mixed Vegetables.....	£5.10
Chi Lu Duck.....	£5.10

SEAFOOD

King Prawn in Oyster Sauce.....	£5.10
King Prawn in Satay Sauce.....	£5.10
Kung Po King Prawn.....	£5.10
King Prawn with Mixed Vegetables.....	£5.10
King Prawn in Orange Sauce.....	£5.10
<i>(Cup of Pineapple in Orange Sauce Comes Separately)</i>	
King Prawn with Mushroom.....	£5.10
King Prawn Salt & Pepper.....	£5.10
King Prawn with Cashew Nuts.....	£5.20
King Prawn with Ginger & Spring Onion.....	£5.20
King Prawn in Green Pepper in Black Bean Sauce.....	£5.20
Squid with Mixed Vegetables.....	£4.90
Squid in Satay Sauce.....	£4.90
Squid in Oyster Sauce.....	£4.90
Szechuan Spicy Squid.....	£4.90
Kung Po Squid.....	£5.10
Salt & Pepper Squid.....	£5.10
Squid with Ginger & Spring Onion.....	£5.10
Squid with Green Pepper & Black Bean Sauce.....	£5.10
Mussel with Ginger & Spring Onion.....	£5.50
Mussel with Green Pepper & Black Bean Sauce.....	£5.50
Sweet & Sour Cod Hong Kong Style.....	£4.20
Cod in Chilli Vinegar Sauce.....	£4.20
Cod in Honey Soy Sauce.....	£4.20

Special Lunch Menu

Spaghetti, Penne or Linguini with:	
Red Clam Sauce.....	7.00
White Clam Sauce.....	7.00
Tomato Sauce.....	5.25
Marinara Sauce.....	5.25
Meat Sauce.....	5.75
Mushrooms Sauce.....	5.75
Shrimp Parmigiana.....	8.25
Shrimp & Broccoli.....	8.25
Broccoli.....	5.25
Garlic, Oil & Anchovies.....	5.25
Meatballs.....	5.25
Sausage.....	5.25
Ravioli.....	5.25
Ravioli Parmigiana.....	5.75
Stuffed Shells.....	5.75
Manicotti.....	5.75
Tortellini.....	5.25
Baked Penne.....	5.25
Baked Penne Sicilian.....	5.75
Baked Penne Bolognese.....	5.75
Veal Parmigiana with Penne.....	8.00
Chicken Parmigiana with Penne.....	7.25

Children's Menu

Spaghetti with Tomato Sauce.....	\$4.50
Spaghetti with Meatball or Sausage.....	4.75
Ravioli.....	4.75
Stuffed Shells.....	4.75
Baked Penne.....	4.75
Penne with Broccoli.....	4.75

Round Pizza

	Large	Med.
Chicken Marsala.....	\$17.25	\$14.50
Margarita.....	17.25	14.50
Plain.....	11.00	\$9.25
Extra Cheese.....	13.00	11.25
Pepperoni.....	13.00	11.25
Sausage.....	13.00	11.25
Meatball.....	13.00	11.25
Mushrooms.....	13.00	11.25
Anchovies.....	13.00	11.25
Green Peppers.....	13.00	11.25
Fresh Garlic.....	13.00	11.25
Onions.....	13.00	11.25
Frank's Special.....	17.25	14.50
Stuffed Pizza.....	20.50	16.50
White with Broccoli.....	14.50	13.00
White with Fresh Tomato.....	14.50	13.00
Chicken Parmesan Pizza.....	17.25	14.50
Bacon Pizza.....	14.50	13.00
Cheesesteak Pizza.....	14.50	13.00
Hawaiian Pizza.....	17.25	14.50

Coffees

	Normal	Grande	Take Away
Cappuccino	£1.50	£1.95	£1.25
Friony coffee			
Caffe Latte	£1.50	£1.95	£1.25
Steamed milky coffee			
Not so strong as cappuccino			
Caffe Mocha	£1.75	£2.20	£1.50
As cappuccino but with added chocolate syrup			
Mocachoc	£1.95	£2.40	£1.70
As above but with fresh cream and chocolate flake			

Coffee Alternatives

	Normal	Grande	Take Away
Breakfast Tea	£1.00	£1.40	£0.75
Specialty Tea	£1.10	£1.50	£0.95
A large selection of decaf, organic and fruit fusions			

Soft Drinks

	Take Away	Drink In
Bottled Drinks	£0.95	£1.25
Mineral Water	£0.95	£1.25
Orange Juice	£0.95	£1.25
Cranberry Juice	£0.95	£1.25
Smoothies	£2.00	£2.25

Cakes

	Take Away	Eat In
Homemade Jumbo Muffins	£0.95	£1.25
Homemade Apple & Walnut	£0.95	£1.25
Homemade Chocolate & Banana	£0.95	£1.25
Homemade Victoria Sponge	£0.95	£1.25
Homemade Carrot Cake	£0.95	£1.25
Biscotti	£0.95	£0.95

THE READER'S TABLE.

1 POINT / TITLE	A BOOK ABOUT A DOG'S JOURNEY	A BOOK ABOUT AN ORPHAN GIRL	A BOOK ABOUT TWO SISTERS	A BOOK ABOUT A SUMMER HOLIDAY	A BOOK ABOUT A HORSE
2 POINTS / TITLE	A BOOK ABOUT LOVE	A BOOK SET IN THE PAST	A BOOK ABOUT A SAILOR	A BOOK ABOUT A FAMOUS DETECTIVE	A BOOK SET IN THE JUNGLE
3 POINTS / TITLE	A BOOK ABOUT A FUNNY BOOK	A BOOK ABOUT A SAD BOOK	A BOOK ABOUT A SAD LOVE STORY	A BOOK THAT IS ALSO A FILM	A BOOK ABOUT FRIENDS
4 POINTS / TITLE	A BOOK ABOUT AN ACCIDENT	A BOOK ABOUT A MYSTERY INVESTIGATION	A BOOK ABOUT A GHOST	A BOOK SET IN LONDON	A BOOK SET IN PARIS
5 POINTS / TITLE	A BOOK ABOUT TIME TRAVEL	A BOOK ABOUT MAGIC	A BOOK ABOUT THE FINAL DAYS OF A FAMILY	A BOOK ABOUT PIRATES	A BOOK ABOUT SPACE