

Владимирский государственный университет

Т. С. РУБЦОВА

**ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ:
ВЕК ЖИВИ, ВЕК УЧИТЬСЯ**

**EVERYDAY ENGLISH:
LIVE AND LEARN**

Учебно-практическое пособие



Владимир 2024

Министерство науки и высшего образования Российской Федерации
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«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Электронное издание



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Цель учебного пособия – развитие навыков говорения, чтения и письма у студентов неязыковых специальностей. Содержит диалоги, тексты и задания, обучающие навыкам и умениям чтения, перевода, составления монологических и диалогических высказываний на повседневные темы, формирует базовые знания английского языка по курсу «Иностранный язык», достаточные для дальнейшего совершенствования в профессионально-ориентированной сфере.

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ПРЕДИСЛОВИЕ

В пособии представлены 14 тем: Baby, Birthday, Clothes, Cooking, Describing People, Family Members, Halloween, Houses, School, Shopping, Supermarket, Travel, University, Weather.

Упражнения поделены на следующие группы:

- Vocabulary Exercises,
- Reading,
- Conversation Exercises,
- Writing Exercises.

Упражнения могут выполняться последовательно, формируя разные умения на английском языке, или преподаватель может выбрать отдельные упражнения для развития того или иного умения в зависимости от цели занятия и уровня владения студентами английским языком. Студенты могут выполнять упражнения фронтально, в малых группах или индивидуально по выбору преподавателя.

Различные по объёму и степени адаптации тексты и диалоги позволяют использовать пособие в группах разного уровня подготовки по английскому языку, способствуя дифференциации и индивидуализации обучения на неязыковых факультетах. Тексты могут быть переведены на русский язык для закрепления языкового и страноведческого материала после выполнения всех упражнений, а также могут быть использованы при изучении разговорных тем для повседневного общения и тем, посвящённых Великобритании: государственное устройство, история, климат, достопримечательности.

Издание предназначено как для аудиторной, так и самостоятельной работы студентов.

Unit 1. BABY

There is a baby vocabulary list on this page that you can use to learn words all about babies and small children. You will be able to use these words when you need to talk to someone about their children or tell people about your own children.

Baby Vocabulary List with Definitions

The page is presented in two parts. The first part has the vocabulary list and the second has the baby vocabulary exercises. The first part has the vocabulary list with definitions of each word and the part of speech for that word. This can be used as either a list to learn all the words or a reference that you can look at when you find a word you do not know.

For the second half of the baby vocabulary page you have some tasks to do that will test your understanding of the words you have learnt.

Anxiety: An uncertain feeling, worry. (noun)

Asleep: A state of not being conscious. (adjective)

Baby: A small human being. (noun)

Baby bath: A small container for holding water to clean a baby in.
(noun)

Baby food: The special food that is a paste for babies to eat. (noun)

Baby lotion: A liquid that is put on a baby's skin to keep it moist.
(noun)

Baby powder: A fine dry substance that is used to dry a baby's skin so the nappy does not rub. (noun)

Baby wipes: Damp tissues that are used to clean babies. (noun)

Bath: A container to hold water, usually warm for bathing. (noun)

Bedroom: A room set aside for sleep. (noun)

Bib: A plastic or fabric item to catch food that a baby drops. (noun)

Birth certificate: The official record of a baby being born. (noun)

Blanket: A warm cover, usually made from wool. (noun)

Blocks: Solid square or rectangular shapes that children play with.
(noun)

Booster seat: An object that can be placed on another chair or in a car so a small child can sit higher. (noun)

Booties: The small soft shoes that a baby wears. (noun)

Bottle: A container from which a baby drinks milk. (noun)

Bounce: An up and down body movement. (verb)

Bowl: A food container. (noun)

Breastmilk: The milk that is produced by a human mother. (noun)

Buggy: A device with wheels in which a child sits and is pushed around (similar to pushchair). (noun)

Cake: A sweet cooked food. (noun)

Car seat: A protective seat that stops a baby or small child from moving when they are in a car. (noun)

Change: To take a dirty nappy off a baby and put a clean one back on. (verb)

Changing table: A table that is used to change a baby's nappy. (noun)

Clinic: Part of a hospital or surgery where experts give advice. (noun)

Comfort: To soothe, reassure. (verb)

Cot: A safe bed where a baby sleeps (British English, same as crib). (noun)

Cradle: A safe bed where a small baby sleeps. (noun)

Crib: A safe bed where a baby sleeps (American English, same as cot). (noun)

Cry: A noise made when upset or surprised. (noun) To make tears because of sadness or anger. (verb)

Cuddle: To pick up and hold in a kind caring way. (verb)

Diaper: A garment put on a baby to collect liquid and excrement (American English, same as nappy). (noun)

Dig: The action of making a space or hole. (verb)

Distress: An unhappy emotion shown by crying. (noun)

Drink: A liquid which re-hydrates the body. (noun)

Dummy: A device that a baby sucks and bites to sooth them (British English, same as pacifier). (noun)

Fist: A tightly closed hand. (noun)

Formula milk: An artificial milk that is an alternative to breast milk.
(noun)

Gap: A space between objects. (noun)

Garden: An outdoor area where plants and trees grow. (noun)

Gurgle: A happy noise coming from the throat. (noun)

Health Visitor: A qualified person with knowledge of children's development. (noun)

Highchair: A chair with long legs and small seat so a baby or child can eat at a table. (noun)

Hold: A grasping motion using the hands. (noun)

Hospital: A building where experts in health matters can advise and treat patients. (noun)

Infant: A small baby that is less than one-year-old. (noun)

Milk: A white liquid that contains calcium. (noun)

Mittens: A warm garment, usually made from wool that covers the hands. (noun)

Mobile: An object that gently moves in the air. (noun)

Name: A special label given to each person at birth. (noun)

Nappy: A garment put on a baby to collect liquid and excrement (British English, same as dipper). (noun)

Newborn: A baby that has just been born and is less than one month old. (noun)

Night: A period of the day when darkness descends. (noun)

Nightlight: A faint light that can be left on all night to help a baby or small child sleep. (noun)

Nipple: The part of the breast that the milk comes out of. (noun)

Noise: An unpleasant, loud sound. (noun)

Nurse: A person qualified to look after sick and healthy people. (noun)

Onesie: A piece of clothing that covers all of a baby's body. (noun)

Pacifier: A device that a baby sucks and bites to sooth them (American English, same as dummy). (noun)

Pediatrician: A highly experienced doctor with knowledge of children's health problems. (noun)

Pedal: A place to put your foot. (noun)

Personality: A way of showing each person as a distinctive individual.
(noun)

Placid: calm and quiet. (adjective)

Play pen: An area fenced off with soft material that a baby can play in.
(noun)

Point: The end of an object or a direction with a finger. (noun)

Potty: A container that a small child can use as a toilet. (noun)

Pram: A device with wheels in which a baby lies on its back and is pushed around (similar to stroller). (noun)

Professional: A person who is well qualified in a specific area of study.
(noun)

Pushchair: A device with wheels in which a child sits and is pushed around (similar to buggy). (noun)

Rattle: A toy for a baby that makes a noise when shaken. (noun)

Rock: To move something in a sideways gentle soothing motion.
(verb)

Routine: A repeated pattern of actions. (noun)

Scooter: A child's toy propelled by kicking the ground. (noun)

Scratch: To make a movement which removes skin. (verb)

Shadows: Patterns created from reflected light. (noun)

Sink: An area in a kitchen that can contain water. (noun)

Sleep: To rest with closed eyes. (verb)

Slide: To move down smoothly. (verb)

Solid: To be hard, the opposite of soft. (adjective)

Soft: To be change shape when pushed, opposite of solid. (adjective)

Stagger: To move in an unsteady way. (verb)

Stool: A seat without any support for the back or arms (noun)

Stranger: An unknown person. (noun)

Stroller: A device with wheels in which a baby lies on its back and is pushed around (similar to pram). (noun)

Stuffed animals: Soft toys that look like animals. (noun)

Supplements: A substance that can be added to make food or drink better. (noun)

Swing: To move backwards and forward. (verb)

Tools: Instruments that are helpful in creating an object. (noun)

Toy box: A container for a child's toys. (noun)

Toys: The objects that a baby or child plays with. (noun)

Tractor: A vehicle with wheels that can move across uneven ground.
(noun)

Wake: To not be sleeping, aware of things that are happening around us. (verb)

Water play: The act of having fun using water. (noun)

Weigh: To find out how heavy something is. (verb)

Wheels: The circular support fixed to different vehicles to enable smooth movement. (noun)

Baby Vocabulary Exercises

Exercise 1 – Correct Definition

In this baby vocabulary exercise you need to decide which option (A-D) in each question has the definition that matches the word given in the question. When you have answered all the questions you can use the get score button to see how many you got correct.

Choose the correct definition for the baby vocabulary in this quiz.

1) What is the definition of Baby powder?

A) An uncertain feeling, worry.

B) A fine dry substance that is used to dry a baby's skin so the nappy does not rub.

C) The small soft shoes that a baby wears.

D) A sweet cooked food.

2) What is the definition of Cot?

A) A safe bed where a baby sleeps (British English, same as crib).

B) Solid square or rectangular shapes that children play with.

C) A noise made when upset or surprised.

D) A space between objects.

3) What is the definition of Gurgle?

A) To soothe, reassure.

B) The action of making a space or hole.

C) A tightly closed hand.

- D) A happy noise coming from the throat.
- 4) What is the definition of Nappy?
- A) A highly experienced doctor with knowledge of children's health problems.
 - B) A period of the day when darkness descends.
 - C) A garment put on a baby to collect liquid and excrement (British English, same as dipper).
 - D) A white liquid that contains calcium.
- 5) What is the definition of Soft?
- A) To be change shape when pushed, opposite of solid.
 - B) A toy for a baby that makes a noise when shaken.
 - C) A container for a child's toys.
 - D) Patterns created from reflected light.

Exercise 2 – Correct Meaning

Now for the next vocabulary activity you need to look at the definition given in each question and decide which option (A-D) has the word that matches the definition.

Choose the word that matches the definition given in each of the five questions in this quiz.

- 1) What is the meaning of the following definition: To not be sleeping, aware of things that are happening around us?
- A) Stool
 - B) Swing
 - C) Weigh
 - D) Wake
- 2) What is the meaning of the following definition: A container that a small child can use as a toilet?
- A) Potty
 - B) Pedal
 - C) Stagger
 - D) Routine
- 3) What is the meaning of the following definition: A baby that has just been born and is less than one month old?

- A) Hold
- B) Newborn
- C) Pediatrician
- D) Night

4) What is the meaning of the following definition: An artificial milk that is an alternative to breast milk?

- A) Change
- B) Fist
- C) Formula milk
- D) Clinic

5) What is the meaning of the following definition: The official record of a baby being born?

- A) Buggy
- B) Birth certificate
- C) Booties
- D) Blanket

Baby Reading

There is a reading comprehension passage and questions on this page that will let you practice using baby vocabulary when reading. When you read you can work at your own speed so it is a good way to start to use new vocabulary.

When you read there is no one else waiting for you, so you can work as slowly or as fast as you can. This means that you can stop and look up the meanings of words and that you can try to understand everything. This means that the reading task on this page will help you get used to using the baby vocabulary. You should start to read the passage and then when you find a word you do not understand you should try to think about its meaning. You can also look up the word and learn its meaning. If you need any help with the baby vocabulary you can look at the baby vocabulary page.

The reading task on this page has a reading passage that you should try to understand fully and then some multiple choice questions about the passage. It is best if you try to read the passage first, then look at the questions and then look at the passage again to find the answers

A new baby

Every baby has a unique personality from the day it is born. There are books available, giving advice to first time parents, explaining how a baby develops physically. These books can be helpful but may also cause unnecessary anxiety if taken too literally. All children develop differently. There are lots of well qualified pediatricians to advise if a baby does not seem to be growing as quickly as other babies of the same age.

During the first months of a baby's life, some mothers try to create a daily routine, feeds given only at specific times. However, not all babies co-operate and mothers may find a 'feed on demand' system better. Very small babies need milk more frequently than larger children that manage to drink more milk at each feed. A happy baby usually sleeps in between feeds. However, some small babies prefer human contact and want cuddling and holding.

From an early age they are aware of movement, shadows, noise, human voices and can focus on mobiles hung above their cots. As the weeks pass and development continues, facial expressions become noticeable. Parents love to see the first smiles. Arms and legs get stronger and little fists grasp small objects. The head is very vulnerable and needs support all the time when picking up and carrying a baby.

From birth some babies have a placid disposition. They wake up gurgling, smiling and make happy 'singing' sounds. Others wake up and attract attention by loud cries, distressful sounds and lots of tears. As soon as mother appears, the baby stops crying.

This is an exhausting time for parents, as they only manage to get a limited amount of sleep. Small infants can be very 'selective' and if picked up by someone, not their mother, they will not stop crying. Strangers, well meaning, just will not be able to comfort and reassure the infant, however hard they try.

Parents are advised to put mittens on a baby, even if the weather is warm, as inadvertently, babies can scratch their faces with sharp finger nails. It is also advisable to keep a young child away from direct sun light. The best place for the pram in the garden has to be carefully chosen. A net is a

good object to have as it stops flies and other insects from landing on the babies face.

One of the many joys for the parents with a new born baby, is the amount of interest the child attracts and the joy it gives to friends and neighbours, even total strangers.

Baby Reading Comprehension

Reading comprehension questions that go with the above reading passage.

- 1) Where can parents get professional advice on the development of a baby?
 - A) From their neighbours.
 - B) From a paediatrician.
 - C) From family members.
 - D) From friends who have children.
- 2) If a baby will not fit into a daily routine for feeding, what is the alternative?
 - A) Feeding on demand.
 - B) Begin to add solid food as well as milk.
 - C) Add sugary drinks as well as milk.
 - D) Give the baby an aspirin.
- 3) How do placid babies show they are happy when they wake up?
 - A) They make a big noise.
 - B) They throw their toys out of the cot.
 - C) They laugh, smile and make gurgling sounds.
 - D) They start to cry.
- 4) Which part of the baby's body needs lots of support?
 - A) The legs
 - B) The arms
 - C) The back
 - D) The head
- 5) Why is the pram protected with a net?
 - A) To stop insects biting the child and landing on the face.
 - B) To make it look attractive.

C) To hide the baby.

D) To stop animals, such as cats, from getting into the pram.

Baby Conversation

The conversations on this page are examples that you can study to see how to use English in a real situation. This will help you have a conversation when you meet someone and what to talk to them in English.

The first part of this page has two example conversations that you can look at and see how people would naturally speak when using English. If you have any problems understanding the words used in each conversation you can look at the ESL baby vocabulary page that has a list of words with their definitions.

Then the second part of the page has some conversation activities that you can do to practice using the baby words while speaking.

Conversation 1

Situation: Jane visits Alice and her new baby.

Alice: Come in Jane.

Jane: You're looking well. When did you get home from hospital?

Alice: Two days ago. The new arrival is finally having a sleep.

Jane: Oh, isn't he tiny! What does he weigh?

Alice: His birth weight was 6 lbs but the weight drops a little after birth then gradually it is regained.

Jane: Have you chosen a name yet?

Alice: Yes, he is Michael James.

Jane: That's a lovely name. Are they family names?

Alice: Yes, my father was called James but I chose the name Michael.

Jane: Does Michael sleep well?

Alice: He wakes up every three or four hours demanding a feed.

Jane: You won't be getting much sleep!

Alice: No I'm not. After I've fed him, got up his wind and changed his nappy, it's nearly time for the next feed.

Jane: New babies can be exhausting but as time passes, things will get better.

Alice: The health visitor called yesterday and she was very encouraging. She said I was coping really well.

Conversation 2

Situation: Alice asks Jane to look after her baby while she goes shopping.

Alice: It's very kind of you to offer to look after Michael. I won't be longer than a couple of hours shopping.

Jane: I'm looking forward to caring for Michael whilst you are out.

Alice: At the moment he is fast asleep, but if he wakes there is a feed of some milk made up in the kitchen.

Jane: Don't worry. Go and enjoy a bit of time for yourself.

Jane: Oh dear! That's the doorbell.

Postman: I've a parcel for Ms. Alice Spalding. Please sign here. Someone's making a big noise!

Jane: You've woken up the baby, he was sleeping soundly until you rang the bell.

Postman: I'm sorry. I'm sure you'll be able to comfort the little one.

Jane: I hope so.

Alice: Hello, I'm back. How did you get on?

Jane: I'm so glad to see you. Michael woke up when the postman rang the doorbell.

Alice: Oh dear.

Jane: He started crying. I picked him up, cuddled him, sang him songs, put him in his pram, pushed him back and forwards and nothing would stop him howling.

Alice: Yes, sometimes it is very hard to make a baby happy again.

Jane: He wouldn't drink his milk. I didn't know what to do next.

Alice: Now 'young man', what's all this noise about?

Jane: You've got the magic touch, Alice. He's stopped crying straight away. He recognises his mum and he didn't want anyone else.

Baby Conversation Exercises

Here there are activities for you to do where you will need to use the baby vocabulary in some conversations. As well as writing the answers you should also try to speak them as much as possible so you get practice of talking and having a conversation.

Exercise 1 – Fill in the Blanks

In this conversation exercise you should read the following conversation and then chose the best option (A-D) to fill each of the gaps.

Situation: The district nurse calls to see Alice.

Nurse: Hello Alice, can I come in and see your baby?

Alice: Yes, of course. Michael _____[1]_____ in his cot.

Nurse: How are you, Alice?

Alice: I feel very tired. I'm not getting a lot of sleep.

Nurse: I know babies are very demanding. Is Michael feeding well?

Alice: He empties his bottles of milk during the day but during the night he nods off during the feed.

Nurse: I would like to _____[2]_____.

Alice: I'll go and get him.

Nurse: He has a strong _____[3]_____. What a noise! He is putting on weight.

Alice: Will you come and visit us again?

Nurse: Can you bring him to the clinic? When we weigh him you can collect some supplements to _____[4]_____.

Alice: Yes, I'll do that.

Nurse: In the meantime, he's doing very well so don't worry. He's a _____[5]_____.

Baby Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the baby conversation given above.

1) Which option is the best to fill in the first blank?

- A) Is awake
- B) Is crying
- C) Is laughing

- D) Is asleep
- 2) Which option is the best to fill in the second blank?
- A) Feed him
 - B) Weigh him
 - C) Measure him
 - D) Change him
- 3) Which option is the best to fill in the third blank?
- A) Pair of lungs
 - B) Pair of legs
 - C) Pair of arms
 - D) Pair of fists
- 4) Which option is the best to fill in the fourth blank?
- A) Add to his fruit drink
 - B) Add to his stewed apple
 - C) Add to his mashed potato
 - D) Add to his milk
- 5) Which option is the best to fill in the fifth blank?
- A) Beautiful baby
 - B) Big baby
 - C) Small baby
 - D) Happy baby

Exercise 2 – Writing a Conversation

In the next conversation task you should write a conversation of your own about babies. It could be about having babies or looking after babies or anything else you can think of. You need to write what the people would say to each other, and there should be two or more people having the conversation. Once you have finished you should practice speaking the conversation with some friends.

Exercise 3 – Conversation Topics

In the final baby conversation exercise you need to talk with a partner. You should use the set of conversation topics below as the prompts for your conversation. One person has question set A and the other person has

question set B. You then take it in turns to ask each other questions and give your answers. If you can think of other questions you should also ask those, as the questions below are just basic ones to get you started. When you have finished you could swap the question sets and start again.

Question set A

- Do you like to look after babies?
- Would you like to have your own babies?
- How difficult is it to look after a baby?
- Where is the best place to give birth?
- What is the worst part of looking after a baby?

Question set B

- What is the best thing about looking after a baby?
- What do babies spend most of their time doing?
- Why do some people not like looking after babies?
- Where can people get help to look after their babies?
- How many babies can parents look after at once?

Baby Writing Exercises

This page has writing activities and exercises for you to do. When you try to answer the questions in these exercises you will be able to practice using the baby vocabulary so you will learn it fully.

Writing is a good way to practice using vocabulary when you are first starting to learn new words about a topic. When you write you have plenty of time to find the best word to use in a situation and think about how you want to form your sentences. It is good to do tasks like this when learning vocabulary as this gives you time to think about the different options you have. If you need any help finding the best word to use in these writing tasks you can look at the word list on the baby vocabulary page.

Exercise 1 – Writing Topics

This writing exercise has three writing topics. You should choose one of the topics and write as much as you can about it. Use as much of the baby

vocabulary as possible and use full sentences and paragraphs. You can also write about the other two topics if you really want to get better at using English.

Describe a situation where you had to look after a baby.

Explain why it is difficult to look after someone else's baby.

Discuss the good and bad points of having a baby.

Exercise 2 – Writing a Summary

In the next writing exercise you need to read and understand the following passage and then write a summary of it. A summary should be shorter than the original and keep only the main information. You should miss out any minor points as these are not needed in a summary.

Development of babies and young children

Babies develop physically at different rates. Individual personality also becomes apparent as they reach their first birthday, so it is difficult to make generalisations.

At about six months, a baby will try to push itself into a sitting position. This can take weeks to achieve and the easier option is to roll over and start to crawl. Some infants sit on their bottoms and 'hump' along. This sort of movement uses up lots of energy. A baby's nourishment needs have changed and solid food is introduced. Without teeth, chewing is difficult so most fruit, meat and vegetables are pureed. Milk is still drunk during and after eating.

As leg and arm muscles get stronger, babies start to pull themselves into a standing posture by using the furniture in the room. It is amusing to see them try to stand, balance, wobble then fall down with an expression of surprise on their face. As confidence, control and strength grow, they try to move around the room clutching at the furniture as they go. Finally, they decide to run across a gap and stagger into the arms of an encouraging parent.

Young children start to verbalise at about a year old. They copy words and sounds, which to our ears are indecipherable noises, but it is the start of learning to talk. Pointing at an object and making a noise, is an effective way

of telling adults what they desire. During the first year their hair grows, nails need cutting and the first bottom tooth may appear.

All young children love movement. There are lots of swings for indoors, baby bouncers and safe chairs on wheels that can be bought to allow the child independent movement. Rocking horses need to be carefully supervised as very enthusiastic 'rockers' can end up head over heels on the floor and not on the horse.

The motion of a moving car has the effect of rocking a baby to sleep. When the car stops, the baby may wake up. Sleep patterns change and a baby may not wake up during the night now. However, they still wake up earlier than ideally the parents want them to.

Exercise 3 – Writing Role-plays

In the final writing exercise you need to select one of the following role-play prompts and write what the people would say to each other. In each of the prompts you are told where the role-play happens, what is happening and who the people are, and you just need to decide what they would say. When you have finished writing your answer you should get some friends and then practice performing the role-play so you can learn to speak the words as well.

Role-play 1

Location: In a park.

Situation: Parents talking about what it was like when their children were babies.

Participants: Two or more parents.

Role-play 2

Location: In a house.

Situation: A new parent talks to their friend about how to look after a baby.

Participants: A parent and a friend.

Unit 2. BIRTHDAY

People like to celebrate birthdays, and here there is all the vocabulary you will need to understand what is happening. These words will let you understand what is happening when someone has a birthday or when there is a birthday party. The vocabulary list has many words with definitions so you can learn what they mean.

Birthday Vocabulary List with Definitions

The following list has all the birthday vocabulary for you to look at and learn.

Age: The time a person has lived, usually counted in years. (noun)

Anticipation: The act of looking forward and being excited about an event. (noun)

Appearance: The way we look or a showing of something. (noun)

Appreciate: To like or enjoy an object or event. (verb)

Appropriate: Something that is suitable and correct for the occasion. (adjective)

Baby: A small very young human or tiny creature. (noun)

Balloon: A soft rubber shape with an entrance into which air is blown, secured and used as a party decoration. (noun)

Bicycle: A two wheeled vehicle to move around on that uses the feet to make it move. (noun)

Big: A large or great thing, not small. (adjective)

Birthday: The day when you are born, and that is celebrated on the same day each year. (noun)

Birthday cake: A special type of cake that is eaten at a birthday party with candles on. (noun)

Birthday card: A greeting card that is given to someone on their birthday to help them celebrate. (noun)

Blow: The action of expelling air from the mouth. (noun)

Blow out: To send air out of your mouth to stop candles from burning. (verb)

Bow: A pretty loop of ribbon to decorate a present. (noun)

Busy: Lots of movement. (adjective)

Buy: To get something using money. (verb)

Cake: A cooked sweet food using eggs, flour and fat, which is sometimes decorated with icing sugar. (noun)

Candles: Wax sticks that contain a wick and when lit they give light. (noun)

Car: A vehicle on four wheels that transports people to different venues. (noun)

Celebrate: To mark an event in a fun way. (verb)

Chair: A solid piece of furniture for sitting on. (noun)

Chips: Potatoes cooked and finely sliced with various flavours added (US English). (noun)

Chocolates: Small sweets covered in a firm brown paste and grouped into a box. (noun)

Circle: A round shape with the ends linked together. (noun)

Clothing: The items that people wear to keep them warm or to look nice. (noun)

Community: A gathering of people in a special area. (noun)

Crisps: Potatoes cooked and finely sliced with various flavours added (UK English). (noun)

Dance: To move the body to the sound of music. (verb)

Date: An appointment to meet someone, or the specific day that something happens. (noun)

Decorate: To make something look nice and pretty. (verb)

Develop: To grow older and get better at something. (verb)

Dinner: A choice of different kinds of food, usually cooked, and eaten in the evening. (noun)

Disco: A party where people dance to music. (noun)

Drinks: Liquids to refresh a thirst. (noun)

Driving lessons: Being taught the correct way to use a vehicle safely. (noun)

Energetic: Having lots of bounce and energy. (adjective)

Excitement: The feeling of being very happy and joyful. (noun)

Family: People linked through birth. (noun)

Father: A male parent. (noun)

Flowers: The stems and coloured petals from plants. (noun)

Footballers: People who play the game of football. (noun)

Frosting: Soft sugar mixed to a paste with liquid and spread on the top of cakes (same as icing). (noun)

Games: An activity that is done with a group of people for enjoyment. (noun)

Garage: A building where cars are kept or that is used as a general storage place. (noun)

Garden: A space where plants grow and there are green grassy areas for playing. (noun)

Gift wrap: Brightly coloured paper that is used to cover a present (same as wrapping paper). (noun)

Gift: An item that is given to someone else, normally for a special occasion (same as present). (noun)

Gold: A precious shiny metal. (noun)

Goodie bags: The items that people take away from a party, unusually some cake and a small thankyou present. (noun)

Grandparent: The mother or father of someone's mother or father. (noun)

Grateful: Delighted, very thankful. (adjective)

Guests: The people who come to a party. (noun)

Hall: A building with a big empty space for moving around in. (noun)

Happy birthday: The greeting for when it is someone's birthday. (noun)

Health: The state of someone's body related to illness. (noun)

Helicopter: A flying machine that is lifted from the ground by rotating blades. (noun)

Holiday: A time of rest and recuperation. (noun)

Ice-cream: Frozen milk and cream that is eaten with jelly at parties. (noun)

Icing: Soft sugar mixed to a paste with liquid and spread on the top of cakes (same as frosting). (noun)

Idol: Someone special who is elevated above other people and respected. (noun)

Independent: Being able to do things without help. (adjective)
Invitation: A way of asking someone to come to a party. (noun)
Jelly: A type of wobbly food that is eaten with ice-cream at parties.
(noun)
Juice: A sweet drink made using water, sugar and fruit. (noun)
Jump: A leap into the air. (noun)
Letter: A written form of communication. (noun)
Maturity: Growing in knowledge and wisdom as someone gets older.
(noun)
Money: The tokens used for purchasing goods. (noun)
Mother: A female parent. (noun)
Name: A word given at birth by which we are known. (noun)
Own: To have something that legally belongs to you (verb)
Party: A group of people gathered together to have enjoyment. (noun)
Party hats: Special brightly coloured head gear to wear at parties.
(noun)
Possess: To have something and to keep it. (verb)
Present: An item that is given to someone else, normally for a special
occasion (same as gift). (noun)
Priority: To bring to the front of other objects, or to increase the
importance of someone. (noun)
Quiet: Little or no noise. (adjective)
Races: Games involving running and competition. (noun)
Radio: A means of broadcasting words and music. (noun)
Receive: To be given something and to accept it. (verb)
Recite: To speak out loud from memory. (verb)
Restaurant: A building where food is prepared, sold and eaten. (noun)
Ribbon: Thin piece of brightly coloured fabric that is used to decorate
a present. (noun)
Singe: To mildly burn something. (verb)
Star: A shining light in the sky or a person with shining and
outstanding qualities. (noun)
Statue: A shape that does not move. (noun)
Surprise: An unexpected event. (noun)

Teenager: A person aged between 13 and 19 years old. (noun)

Television: A visual form of entertainment. (noun)

Toys: Objects to stimulate children's imagination when playing.
(noun)

Treasure: A valuable object that is greatly coveted and admired.
(noun)

Visit: To go and see someone or something. (verb)

Wish: Something that you want to happen and ask for when blowing
out candles on a birthday cake. (noun)

Wrapped: When a present has been covered in paper. (adjective)

Wrapping paper: Brightly coloured paper that is used to cover a
present (same as gift wrap). (noun)

Year: 365 days or 366 days in a leap year. (noun)

Zero: Absolutely nothing. (noun)

Zoo: An area where animals live and are contained so people can
safely go and observe them. (noun)

Birthday Vocabulary Exercises

Exercise 1 – Correct Definition

In this vocabulary exercise you need to choose the best option (A-D)
that matches the word given in each question.

1) What is the definition of *Anticipation*?

- A) The act of looking forward and being excited about an event.
- B) A soft rubber shape with an entrance into which air is blown,
secured and used as a party decoration.
- C) Lots of movement.
- D) A vehicle on four wheels that transports people to different
venues.

2) What is the definition of *Decorate*?

- A) An appointment to meet someone, or the specific day that
something happens.
- B) A solid piece of furniture for sitting on.
- C) To make something look nice and pretty.
- D) People linked through birth.

3) What is the definition of *Flowers*?

A) A space where plants grow and there are green grassy areas for playing.

B) The stems and coloured petals from plants.

C) Potatoes cooked and finely sliced with various flavours added (US English).

D) A party where people dance to music.

4) What is the definition of *Gift wrap*?

A) Brightly coloured paper that is used to cover a present (same as wrapping paper).

B) The tokens used for purchasing goods.

C) Soft sugar mixed to a paste with liquid and spread on the top of cakes (same as frosting).

D) A flying machine that is lifted from the ground by rotating blades.

5) What is the definition of *Surprise*?

A) Games involving running and competition.

B) To bring to the front of other objects, or to increase the importance of someone.

C) Something that you want to happen and ask for when blowing out candles on a birthday cake.

D) An unexpected event.

Exercise 2 – Correct Meaning

Now for this vocabulary exercise you need to choose the best option (A-D) that matches the definition given in each question.

1) What is the meaning of the following definition: *Brightly coloured paper that is used to cover a present* (same as gift wrap)?

A) Teenager

B) Zoo

C) Wrapping paper

D) Treasure

2) What is the meaning of the following definition: *Growing in knowledge and wisdom as someone gets older*?

A) Maturity

B) Idol

C) Radio

D) Mother

3) What is the meaning of the following definition: *The mother or father of someone's mother or father?*

A) Icing

B) Grandparent

C) Jump

D) Juice

4) What is the meaning of the following definition: *To make something look nice and pretty?*

A) Celebrate

B) Games

C) Crips

D) Decorate

5) What is the meaning of the following definition: *To send air out of your mouth to stop candles from burning?*

A) Appreciate

B) Blow out

C) Chair

D) Bow

Birthday Reading

By reading and understanding the passage your ability to understand and talk about birthdays will be improved.

Birthday Parties

After a 9-month wait, the day a baby is born is the most traumatic and emotional time in the life of any parent. It is a life changing situation for the family. The parents now have to be focused on the nurture of this small infant. It takes precedent over their priorities. This is a commitment that lasts for years, until the child becomes independent and can look after itself.

As each year passes and a birthday comes around it is a time to celebrate and enjoy each important milestone. The baby's first birthday will

not be remembered by the infant, but for the family it is a very happy time. As children grow older and learn to socialise with other boys and girls, the planned party causes great excitement. The child can decide who to invite, where to hold the event and what sort of food to prepare.

Busy pre-school children love lots of activity. Climbing, running and jumping is a way to use up excessive amounts of energy. A party in the garden, if the weather is fine, is ideal. Alternatively, a local community hall could be hired. Some parents organise a visit from a children's entertainer, magician or puppeteer.

When school age is reached, party games are enjoyed. Pass the parcel is popular with parents as the children have to sit down in a circle whilst the parcel is handed from one person to the next. When the music plays the parcel moves around from hand to hand. The person holding it when the music stops takes off one wrapping. When the last wrapping is removed the lucky winner keeps the prize.

Music at parties is very important. Games such as musical bumps, musical chairs and musical statues are firm favourites. While another quieter game is spin the plate. The children sit in a circle and are given a number. An adult spins a plate or circular tin tray and calls out a number. The plate has to be 'caught' before it falls down. If it falls over before being grabbed, a forfeit is required, which maybe reciting a poem or singing a song.

In the early teenage years, girls may only invite girls to their parties as they become self-conscious and shy in the company of boys. However, as the years pass, birthday parties become an opportunity to get to know your school friends and develop deeper relationships.

Birthday Reading Comprehension

- 1) Who enjoys a first birthday the most?
 - A) The baby.
 - B) The parents.
 - C) The baby's friends.
 - D) The baby's toys.
- 2) According to the passage at what age do children love lots of activity?

A) They love being active before they are old enough to go to school.

B) They are active at bedtime.

C) They are most active in their teens.

D) They are very active when they are 8 years old.

3) What seating position is adopted for the game, pass the parcel?

A) The children sit on chairs.

B) The children jump around and then sit down.

C) The children sit on the floor in a circle.

D) The children sit on top of each other.

4) In the 'spin the plate' game, what are the children 'given' before the game starts?

A) They receive a biscuit.

B) They get a balloon.

C) They are given a packet of crisps.

D) They get a number.

5) Why are some teenage parties for girls only?

A) It is because girls don't like boys.

B) Sometimes girls are shy and self-conscious in the company of boys.

C) Girls want to giggle and boys don't like silly girls.

D) Girls think boys are pompous at this age.

Birthday Conversation

Here there are a couple of conversations for you to look at and use as examples and then several exercises for you to do.

Conversation 1

Situation: Lucy meets Bob in a greetings card shop.

Bob: Hello Lucy. I need some advice. Can you help me?

Lucy: I'll try Bob. What is your problem?

Bob: I've been invited to my Great Aunt's birthday celebration. She reaches the great age of 100 years next week.

Lucy: That's amazing! Will you be able to go?

Bob: Yes. I am trying to find a suitable card for her but there are only two cards in the 100-year-old section. I don't like either of them.

Lucy: I would suggest that you find a card that is beautiful to look at but left blank inside for your own message to be added.

Bob: That's a very helpful suggestion. Thanks.

Lucy: Also they sell adhesive numbers that you can put on the card if you wish.

Bob: I'll do that. Can you suggest a suitable present for me to take?

Lucy: When you reach such a great age it is difficult to find something that she needs.

Bob: She is a little deaf but her eyesight is good. When I visit her she always complains of cold feet.

Lucy: Well what about a pair of lovely warm socks?

Conversation 2

Situation: Andrew and Tui attend Jane's birthday party.

Andrew: Happy birthday, Jane.

Tui: Thank you for inviting us to your party.

Jane: Come in. Lovely to see you both. There are lots of people here that you know. Come and help yourselves to the food.

Tui: Doesn't Jane look happy? She is so excited!

Andrew: My goodness! There is so much to eat, I'm glad I didn't have much lunch.

Tui: It all looks amazing. A good job, the plates are large. I'm going to have a little of everything.

Andrew: I love salmon and the king size prawns look irresistible.

Tui: I fancy the cold ham and salad. These fresh bread rolls are warm.

Andrew: Let's go and find somewhere to sit.

Tui: That was delicious. I've still room for trying the selection of sweets.

Andrew: I don't want trifle or fruit but the different cheeses look tempting. I'll get a selection.

Tui: Look, Jane is bringing in her birthday cake.

Andrew: I think it's a chocolate cake. I won't refuse a piece of that.

Tui: Happy birthday, Jane. Thank you for such a wonderful meal.

Andrew: Let's go into the other room and talk to some of our friends.

Tui: The music is very loud. I think you'll have to shout.

Andrew: I've a loud voice so no problem.

Birthday Conversation Exercises

This part has several conversation exercises for you to do that will test your ability to use birthday vocabulary when having a conversation. The more effort you put into doing the tasks the more you will learn, so take your time and try to do them really well.

Exercise 1 – Fill in the Blanks

For the first conversation activity you need to read and understand the following conversation. You then need to decide which option (A-D) in each question is the best one to fill in each of the blanks that have been left in the conversation.

Situation: Bob enters a greetings card shop.

Bob: Could you show me where I can find cards for a specific age group?

Assistant: Certainly, they are over here.

Bob: I'm looking for a card _____[1]_____.

Assistant: They are not often needed. Unfortunately we _____[2]_____.

Bob: I don't think either card is suitable I would like a _____[3]_____.

Assistant: Maybe if you look in this section you will find a pretty card.

Bob: They are not showing the number 100 on the front.

Assistant: No but they are left blank inside and you can _____[4]_____.

Bob: That's a good suggestion.

Assistant: If you want to put numbers on the card, _____[5]_____ that stick on easily and make it really special.

Bob: Thank you. That will be just fine. How much do I owe you?

Assistant: That will be £2.50. I hope they like your choice of card.

Birthday Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the birthday conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) For a lady who is 100.
 - B) For a cat who is 100.
 - C) With roses on it.
 - D) To say 'Thank you'.
- 2) Which option is the best to fill in the second blank?
 - A) Don't have any cards for 100.
 - B) Cannot get more cards until next week.
 - C) Only have two cards for you to choose.
 - D) Sold all the 100 cards last week.
- 3) Which option is the best to fill in the third blank?
 - A) Card showing animals.
 - B) Card with flowers on it.
 - C) Card showing a sea-scape.
 - D) Card of a picture by a well-known artist.
- 4) Which option is the best to fill in the fourth blank?
 - A) Add a photo.
 - B) Design a pattern.
 - C) Draw a picture.
 - D) Add your own message.
- 5) Which option is the best to fill in the fifth blank?
 - A) I can sell you some numbers.
 - B) I can sell you some stamps.
 - C) I can sell you some feathers.
 - D) I can sell you some letters.

Exercise 2 – Write a Conversation

For the second conversation activity you need to write a conversation of your own. You can use the example conversations above and the first exercise as templates to help you. You need to decide what the conversation will be about and the people involved. Use as much of the birthday

vocabulary as possible. When you have finished you should try to perform it with some friends so you can get experience of speaking as well.

Exercise 3 – Conversation Topics

In the third conversation task you need to speak with a friend. There are two sets of conversation questions below, and you should take one set while your friend or partner has the other set. Then take it in turns to asking each other questions from the cards. When answering a question try to say as much as possible, and if you can think of other questions, also ask them.

Question set A

- What is your favourite part of a birthday party?
- Is it better to have a big or small birthday party?
- What is the most important birthday in your country?
- What presents did you get at your last birthday?
- Do people make birthday cakes or buy birthday cakes in your country?

Question set B

- Describe the best birthday party you have ever been too?
- What sort of presents do you normally take to birthday parties?
- Do you think it is important to celebrate your birthday every year?
- What sort of food is there at birthday parties?
- Do you know anybody with the same birthday as you?

Birthday Writing Exercises

Exercise 1 – Writing Topics

In this writing task there are three topics that you can write about. You should pick one of the topics and then write as much as you can. Use the birthday vocabulary and construct the text with sentences and paragraphs. The more you write the better you will get at using the vocabulary. Once you have finished the first topic you could try the others as well, if you really want to practice a lot.

- Describe what you did on your last birthday.
- Explain what you think are good and bad birthday presents to give to people.
- Describe the changes that happen in the way a birthday is celebrated as people get older.

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Exercise 2 – Writing a Summary

For this writing activity you need to read the following passage and then rewrite it so that the words and sentences have been changed but it still means the same thing. The new version should be shorter than the original; just keep the most important information in the new passage.

Birthdays

All birthdays are important, but some are very special. When a person reaches 18 years old a big celebration usually happens, and it is referred to as a 'coming of age' party. If parents can afford it, they may buy their child a car to mark the event. It could be that they would pay for a special holiday or buy a gift that will be treasured for the rest of their lives. A gold watch perhaps or some stunning jewellery.

In recent years, a lot of fuss is made when the year ends in a zero, 20, 30, 40 etc. Often as people get older they do not want to tell their friends their age.

Years ago it was quite exceptional to reach 100 years old. Now more and more people are living to and past this age. With good food and excellent medical care, they still can have a reasonable quality of life.

When your birthday falls on the 29th February, it can either be celebrated on the 28th of February or the 1st of March when it isn't a leap year.

Royal birthdays provide an opportunity for an entire country to join in. In Thailand when the King celebrates his birthday the country recognises the father figure and everyone celebrates Fathers' day. Likewise, on the Queen of Thailand's birthday, Mothers' day is celebrated.

The Queen of the United Kingdom has two birthdays. One is the day of her birth and the other one is an 'official' birthday and a state occasion. She was born in April but her other celebration is in June. It is known as The

Trooping of the Colour. This is a big tourist attraction and hundreds stand and watch the parade of horses, carriages, soldiers and bands that march through London.

Exercise 3 – Writing Role-plays

For the last writing task, you need to write a role-play that you can then perform with friends to practice speaking. Below you have two role-play prompts and you should use one or both of them to practice writing with birthday vocabulary. In each prompt you have been given the location, situation and participants, all you have to do is write what they say to each other.

Role-play 1

- Location: In a department store.
- Situation: Deciding what to buy someone for their birthday present.
- Participants: Two friends.

Role-play 2

- Location: In a house.
- Situation: At a birthday party eating food with the cake about to be served soon.
- Participants: The person celebrating their birthday and some friends.

Unit 3. CLOTHES

Clothes are very important, and the clothes vocabulary on this page will let you talk about them when you meet an English speaker.

Clothes Vocabulary List with Definitions

The following list has a lot of clothes vocabulary items for you to learn.

Attire: The material which covers the body, also known as clothing. (noun)

Baggy: (of clothes) Hanging loosely because of being too big (adjective)

Balaclava: A piece of material which covers the face with breathing holes. (noun)

Belt: A loop of material, often leather, used to keep trousers on tightly. (noun)

Bikini: An item of clothing which is used for sunbathing and swimming. (noun)

Blouse: A shirt worn by a female, usually at special occasions. (noun)

Bootcut: Bootcut trousers are slightly wider at the ankle than at the knee. (adjective)

Boots: Long shoes which cover and support the ankle. (noun)

Boxer shorts: Underwear for men which covers the thigh area. (noun)

Bra: A piece of underwear which covers a woman's breasts. (noun)

Brand: The name of the maker of a piece of clothing. (noun)

Button: A round object attached to a piece of clothing used for fastening. (noun)

Cap: A round piece of material with a peak worn on the head. (noun)

Cardigan: A knitted jumper which is especially warm. (noun)

Casual: A type of clothing which is fine to wear on most day to day occasions. (adjective)

Cheap: An item which is considered easily affordable. (adjective)

Collar: A sturdy piece of material on a shirt which goes around the neck. (noun)

Costume: An outfit which is often used for a celebration or for dance.
(noun)

Cufflinks: Metal objects used to secure a long sleeved shirt around the wrist. (noun)

Deliver: To take goods, letters, parcels, etc. to people's houses or places of work. (verb)

Designer: A type of clothing which tends to be expensive due to its quality. (adjective)

Discount: A reduction in the original price usually displayed as a percentage. (noun)

Ear muffs: Fluffy round pieces of material used to cover the ears in cold weather. (noun)

Expensive: The price of an item or service which is considered to be high value. (adjective)

Fashion: A type of clothing which is popular at the present time.
(noun)

Fit: To be the right size or shape for someone or something (verb)

Fitting room: A small enclosed space used for trying on clothes. (noun)

Formal: An outfit which is smart and usually worn for important occasions. (adjective)

Gloves: A piece of material made to fit over the hands for warmth.
(noun)

Hanger: A curved piece of wire, wood, or plastic on which clothes are hung while they are being stored. (noun)

Hat: A piece of material which covers the head. (noun)

Hoodie: A jumper with a hood which often has a zipped front. (noun)

Jeans: A type of trouser which is made from hard wearing material.
(noun)

Kit: An outfit used when playing sport. (noun)

Large: The biggest size for an item of clothing. (adjective)

Leggings: Tightly fitted trousers usually worn by women. (noun)

Loose: Used to describe something which is not tightly fitted.
(adjective)

Medium: The middle size available for an item of clothing. (adjective)

Order: To ask for something to be made, supplied, or delivered. (verb)

Outfit: All of the items of clothing being worn at a given time. (noun)

Pants: A long piece of clothing worn on the legs, often with pockets.
(American English) (noun)

Sale: A time when items in a store are lowered for a promotion. (noun)

Scarf: A long thick piece of material wrapped around the neck for warmth. (noun)

Security tag: A device coated in plastic and attached to clothes to prevent theft. (noun)

Shirt: A formal piece of clothing that can be either long or short sleeved. (noun)

Shoes: A piece of hardwearing material which surrounds the foot. (noun)

Shorts: Clothing to go on the legs which is often used when the weather is warm. (noun)

Small: The lowest size possible for an item of clothing. (adjective)

Socks: Thin material open at one end which is worn on the foot for comfort. (noun)

Stock: The amount of a product which the shop has. (noun)

Straight leg: A straight cut on the material used to make trousers. (adjective)

Swimwear: Clothing put onto the body when bathing or swimming. (noun)

Tailored: An item of clothing which is made to suit the body shape of an individual. (adjective)

Thermals: (of clothes or coverings) Made of a material that is especially designed to keep you warm. (noun)

Tie: A long piece of material which is attached to the collar for a smart appearance. (noun)

Tight: A piece of clothing which is close to the skin of the person who is wearing it. (adjective)

Tights: The elastic material used by females and put onto the legs for fashion or comfort. (noun)

Trousers: A long piece of clothing worn on the legs, often with pockets. (British English) (noun)

T-shirt: Informal clothing that has short sleeves, no collar and is often brightly colored. (noun)

Underwear: The thin clothing worn under everyday clothes for comfort and warmth. (noun)

Vest: A light t-shirt usually worn underneath everyday clothes. (noun)

Waist: The middle of a person's body. (noun)

Waistcoat: A small light smart piece of material attached around the waist. (noun)

Wardrobe: A large structure often made from wood for keeping clothes in. (noun)

Zip: A metal or plastic device which allows clothes to be opened and closed. (noun)

Clothes Vocabulary Exercises

Exercise 1 – Correct Definition

In this first clothes vocabulary exercise you need to decide which of the definitions (A-D) matches the word given in each of the five questions.

1) What is the definition of *Blouse*?

A) An outfit which is often used for a celebration or for dance.

B) A piece of material which covers the head.

C) A shirt worn by a female, usually at special occasions.

D) A reduction in the original price usually displayed as a percentage.

2) What is the definition of *Hoodie*?

A) Tightly fitted trousers usually worn by women.

B) A straight cut on the material used to make trousers.

C) Informal clothing that has short sleeves, no collar and is often brightly colored.

D) A jumper with a hood which often has a zipped front.

3) What is the definition of *Swimwear*?

A) Clothing put onto the body when bathing or swimming.

B) The elastic material used by females and put onto the legs for fashion or comfort.

C) A type of clothing which is popular at the present time.

D) A round object attached to a piece of clothing used for fastening.

4) What is the definition of *Collar*?

A) A sturdy piece of material on a shirt which goes around the neck.

B) A shirt worn by a female, usually at special occasions.

C) A knitted jumper which is especially warm.

D) An outfit which is smart and usually worn for important occasions.

5) What is the definition of *Gloves*?

A) A long thick piece of material wrapped around the neck for warmth.

B) A piece of material made to fit over the hands for warmth.

C) A piece of hardwearing material which surrounds the foot.

D) The thin clothing worn under everyday clothes for comfort and warmth.

Exercise 2 – Correct Meaning

In this exercise you need to decide which of the clothes vocabulary words (A-D) in each question matches the definition given.

1) What is the meaning of the following definition: *A large structure often made from wood for keeping clothes in?*

A) Wardrobe

B) Zip

C) Stock

D) Tie

2) What is the meaning of the following definition: *A device coated in plastic and attached to clothes to prevent theft?*

A) Shirt

B) Shorts

C) Security tag

D) Hanger

3) What is the meaning of the following definition: A small enclosed space used for trying on clothes?

- A) Casual
- B) Ear muffs
- C) Hat
- D) Fitting room

4) What is the meaning of the following definition: A loop of material, often leather, used to keep trousers on tightly?

- A) Belt
- B) Attire
- C) Cheap
- D) Boots

5) What is the meaning of the following definition: Thin material open at one end which is worn on the foot for comfort?

- A) Trousers
- B) Socks
- C) Thermals
- D) Formal

Clothes Reading

Clothes are important, and this reading page has a reading comprehension passage and questions that will let you practice understanding clothes vocabulary.

Clothes

Clothing is something we all should wear in order to fit in to society. The act of wearing clothing is a choice in some indigenous societies while in a more modern culture you could find yourself in trouble with the police if you choose not to wear clothes. Clothes are easily accessible and can be bought in most high street shops. Supermarkets are also beginning to sell clothes. Clothes are for keeping people warm or serving as protection from the strong burning sun. Certain items of clothing can be expensive, especially if it is made by a well-known brand or is a particular design. While clothing is affordable for most people, the price usually depends on the quality of the material used to make the item and its brand name. In most

countries clothing is taxed, while food is not. This is probably because clothing can be considered as a luxury item, especially if it is of very good quality.

The type of clothing that is worn usually depends on the occasion. People that attend a wedding usually wear formal clothes. Men often wear suits and women wear dresses. Formal and smart clothing is often worn in times of celebration. People often wear different clothing at work. Some jobs require people to wear a special uniform which should be worn by all employees. A pilot, doctor or air hostess may be required to wear a uniform so that all the staff can be easily recognized. Other jobs are less strict and may allow people to wear casual clothes. Construction workers are usually asked to wear protective clothing, especially when the site is considered highly dangerous.

People often choose to wear comfortable clothing inside their own home. This choice of clothing may be very different to the clothing they would normally wear outside. Some people even stay in their bedclothes all day on the weekend when they plan to relax and not go anywhere. People often wear clothing which matches their current state of health or their age. Pregnant women are likely to wear baggy clothes, while youths often wear tighter clothing to show their figure. Younger females often wear high heeled shoes while elderly people tend to wear more comfortable shoes which will allow them to walk with ease.

Clothes Reading Comprehension

- 1) When can items of clothing be expensive?
 - A) When they are from the supermarket.
 - B) When they are taxed too much.
 - C) When it is a well-known brand or design.
 - D) When they are in the sale.
- 2) What kind of job requires workers to wear protective clothing?
 - A) Pilots
 - B) Construction workers
 - C) Doctors
 - D) Air hostess

- 3) How do some youths usually like to wear their clothes?
- A) Baggy
 - B) Tight
 - C) Short
 - D) Long
- 4) What type of clothing is worn in times of celebration?
- A) Formal
 - B) Casual
 - C) Protective
 - D) Bedclothes
- 5) Who is more likely to wear baggy clothing?
- A) Youths
 - B) Workers
 - C) Pregnant ladies
 - D) Elderly people

Clothes Conversation

Being able to talk is important, and these conversations will give you examples of how natural communication happens. They are also exercises for you to do to practice having conversations about clothes.

Conversation 1

Situation: Lucy, Tui and Jane are out shopping for a new dress.

Lucy: Come over here Jane and have a look at this dress.

Jane: Oh, yes! It looks lovely. Why don't you try it on in the fitting room?

Tui: It looks like it will fit you.

Lucy: I better try it on. Last time I bought a dress it was baggy and did not fit properly.

Tui: Let me hold the hanger while you try it on.

Lucy: Thanks, Tui.

Jane: If you need a different size just ask and I will get it for you.

Lucy: What do you think, does it look good?

Tui: Perfect! It fits you and you look very pretty in it.

Jane: I agree, it really suits you, Lucy!

Tui: Why do you want to buy a dress anyway, Lucy?

Lucy: I'm going to my brother's 30th birthday party and I want to look my best!

Jane: There are some designer dresses over there that look nice as well.

Lucy: I think I will buy this one. Is this dress in the sale?

Tui: Yes, the label says it is 30% off.

Lucy: Great. Let's go to pay for it, come on.

Conversation 2

Situation: Bob and Andrew are getting ready for a wedding.

Andrew: Are you going to wear a suit, Bob?

Bob: Yes, I am. Why?

Andrew: I'm thinking what outfit I should wear to the wedding ceremony.

Bob: I think a waistcoat looks very smart for attending a wedding. Do you have one?

Andrew: Yes, I do. I also have a matching tie. Look, here it is.

Bob: That looks very smart. I think you should wear that outfit.

Andrew: This shirt needs cufflinks. Do you have some I can borrow?

Bob: Yes, I do. Here you go.

Andrew: Thanks Bob.

Bob: No problem. Don't forget to wear a coat as it's supposed to rain today.

Andrew: Yes, I know. I will probably take a jumper as well. It is quite cold.

Bob: Are you taking a change of clothes for the party on the evening?

Andrew: Yes, I've packed some smart casual clothes for the evening.

Bob: Me, too. Are you ready to go?

Andrew: Just about ready. Thanks for your help. Let's go to the church.

Bob: You're welcome, Andrew. Let's go.

Clothes Conversation Exercises

Once you have understood the conversations and know all the clothes vocabulary you should try to do the following conversation exercises that will help you learn how to have a conversation.

Exercise 1 – Fill in the Blanks

In this conversation exercise you need to fill in the gaps in the following conversation by choosing the correct option (A-D) from the 5 questions.

Situation: Patrick is shopping for some new trainers and a jumper.

Assistant: Good morning. What are you looking to buy?

Patrick: I need ____ (1) ____, a pair of jeans and some underwear.

Assistant: Ok, sir. _____ (2) _____.

Patrick: I'm not sure in UK size, I think size 9.

Assistant: Try these on to see if they fit you.

Patrick: They fit perfectly thank you.

Assistant: Ok, you are size 9.

Patrick: Do you have many jeans in stock?

Assistant: Yes, all the jeans are at the back of the store.
_____ (3) _____.

Patrick: Yes. I have a 32-inch waist and I usually buy boot cut jeans.

Assistant: All the boot cut jeans are in the left corner of the shop.

Patrick: Thank you. You have been very helpful.

Assistant: Not a problem. Is there anything else I can assist you with?

Patrick: Oh, there is one thing. _____ (4) _____.

Assistant: Yes, we have a small designer section. It's next to the shoe department.

Patrick: Thanks. You've been very helpful.

Assistant: _____ (5) _____

Clothes Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the clothes conversation given above.

1) Which option is the best to fill in the first blank?

A) A new hat

- B) Some new trainers
 - C) A new pair of socks
 - D) A new shirt
- 2) Which option is the best to fill in the second blank?
- A) What type of shoe do you need?
 - B) What size shoes do you take?
 - C) Do you need a new pair of shoes?
 - D) How many pairs of jeans do you want?
- 3) Which option is the best to fill in the third blank?
- A) Sorry, we don't sell jeans.
 - B) We only have trousers.
 - C) We don't have many in stock.
 - D) Do you know your waist size?
- 4) Which option is the best to fill in the fourth blank?
- A) Do you have section with designer clothes?
 - B) Do you have a swimwear section?
 - C) Can I pay by credit card?
 - D) Can I keep the hangers?
- 5) Which option is the best to fill in the fifth blank?
- A) I will try my best to help.
 - B) How can I help?
 - C) Do you need help with anything else?
 - D) You are welcome.

Exercise 2 – Write a Conversation

In this conversation exercise you need to write a conversation yourself. It should be similar to the examples above. You need to decide who the participants will be, where it is set and what the people will say to each other. Once you have finished you should find a friend, or several friends, so you can perform the conversation.

Exercise 3 – Conversation Topics

This exercise has two sets of 5 questions about clothes. You should use them to have a conversation with someone. One person takes set A and

the other person takes set B, then you take turns asking each other questions. Once you have finished you can swap the questions and have the conversation again. Give long answers and reasons for your choices; the more you speak the better you will get.

Question set A

- Do you think the clothes someone wears are important?
- What are your favourite clothes to wear?
- How many clothes do you have?
- Do you like to wear bright or dark clothes?
- Do you spend a lot of money buying clothes?

Question set B

- Do you prefer to wear smart or casual clothes?
- Would you like to work in a clothes shop, why?
- How often do you change the clothes you wear?
- What are the most comfortable clothes to wear?
- Do the clothes you wear change how you feel?

Clothes Writing Exercises

A good way to learn clothes vocabulary is to do writing exercises, and this page has several tasks and activities for you to do.

Exercise 1 – Writing Topics

For this first writing exercise there are 3 topics below that you should try to write something about. Pick one of them and then write as much as you can. Use as much of the clothes vocabulary as possible. Once you have finished writing about the first topic you can do the other two as well, as the more you write the better your English will get.

- Where is your favourite place to buy clothes and why?
- What sort of clothes do you like to wear, and why?
- Describe the different types of clothes that different people wear.
-

Exercise 2 – Write a Summary

Below this you have a short passage that you need to write a summary of. You should keep the same information but try to change most of the words used. You can use a thesaurus to help you find new words. (Remember to write the words down in a vocabulary book so you can learn them fully later.)

Keeping up with Fashion

Nowadays most people feel they should keep up with the latest fashion when buying clothing and accessories. Young people often wear fashionable clothing which can be very expensive. When a new brand or design comes out in the shops it is not long until it is followed by another design. However, this does not stop people wanting the most up to date clothing. People often get to know of the latest fashion through the use of social media, magazines and newspapers. Some designs of clothing have even been associated with crime as the people that wear it usually does something to break the law. The clothing people wear when they play sports has changed over time. Many years ago football players wore baggy shorts and loosely fitted shirts. Nowadays players often play in tight fitting shorts and shirts. This can also be said for rugby.

Parents often find it very expensive to clothe a growing child. This is because a child is constantly growing and needs a larger size more regularly than an adult. Some designer items are so expensive it is not possible for people on an average salary to be able to afford them. People often wait for big sales to be promoted in the shops before they spend their money to buy an expensive fashionable item.

Many countries around the world have their own traditional clothing which is worn for special occasions. People are often seen wearing very colorful outfits in festivals and carnivals which take place in certain countries of the world. Some countries follow strict rules regarding clothing when visiting places of religious belief. Tourists are also asked to respect the social rules regarding clothing when visiting. This can be seen especially in Thailand because people are encouraged to not visit a temple without first covering any revealing parts of their body.

Exercise 3 – Writing Role-plays

In this final writing exercise you need to develop two role-play situations. For each role-play you have been given the people involved, where they are and what the situation is. You need to write what all the people would say to each other. Use as many clothes words as possible.

Role-play 1

- Location: In a house
- Situation: A group of friends are getting ready to go to a party and deciding what to wear.

- Participants: 3 friends

Role-play 2

- Location: In a clothes shop
- Situation: A customer cannot decide which clothes to buy and the shop assistant tries to help.

- Participants: 1 customer and 1 shop assistant

Unit 4. COOKING

This page has a cooking vocabulary list and several tasks for you to do to help you remember the cooking words. Being able to cook is a useful skill, and it is also good to be able to talk about food and cooking. The vocabulary on this page will let you explain about cooking and the kitchen.

Cooking Vocabulary List with Definitions

This part of the page starts with a cooking vocabulary list that has a list of words all about cooking and a definition of each one as well as the part of speech.

Airtight: A container, or place, that is sealed so air cannot get in or out. (adjective)

Allow: To give permission for someone to do something. (verb)

Appliance: A type of object that serves a purpose and is used in the home. (noun)

Artistic: To be creative or to make something that looks nice. (adjective)

Assemble: To put something together or to collect the pieces of something. (verb)

Availability: The fact that something can be bought. (noun)

Bake: To cook something in an oven (similar to roast). (verb)

Boil: To heat to a high temperature (at least 100 degrees Celsius). (verb) To cook something in hot water. (verb)

Booklet: A small leaflet containing information. (noun)

Bowl: A round container with high sides (similar to dish). (noun)

Burn: To cook something so it becomes black and cannot be eaten. (verb)

Burnt: Food that has been cooked too long so it is black. (adjective)

Casserole dish: A large and deep container for cooking food in an oven and also for serving the food. (noun)

Celebrate: To enjoy. (verb)

Charcoal: A type of semi-burnt black wood used for cooking on barbecues. (noun)

Chef: A person who cooks. (noun)

Chinese: From the country of China. (adjective)

Chocolate: A sweet substance made from the cacao bean. (noun)

Chopping board: A solid object on which ingredients are cut so the counter is not damaged. (noun)

Collate: To gather, to collect together. (verb)

Competition: An attempt to gain advantage over others, or a contest when a winner is identified. (noun)

Consume: To eat and drink. (verb)

Convenient: Very easy. (adjective)

Cooker: An appliance that contains an oven and hob. (noun)

Cooking oil: A smooth thick liquid produced from plants or animals that is used in cooking. (noun)

Counter: A flat surface that can be used for storage or for preparing ingredients (same as work surface). (noun)

Course: The different parts of a meal. (noun)

Crumble: To fall into small pieces. (verb)

Cup: A small container with a handle for, often, a hot liquid. (noun)

Cupboard: An enclosed space that is used for storage. (noun)

Custom: An activity that has taken place over a long period of time and is always done the same way. (noun)

Cutlery: A collective name for knives, forks and spoons. (noun)

Decorate: To improve, enhance. (verb)

Deep fryer: An appliance that is used to cover food with boiling cooking oil to cook it. (noun)

Delicious: Good, enjoyable. (adjective)

Design: To invent, produce, draw. (verb)

Devoted: To be attached with fondness, affection. (adjective)

Digest: To eat and then process food in the body. (verb)

Dish rack: A holder for dishes after they have been washed (similar to drainer). (noun)

Dish: A round container with high sides (similar to bowl). (noun) A specific food item. (noun)

Dishes: A collective name for plates, bowls, dishes and cutlery. (noun)

Drain: A hole from the bottom of a sink so the water can be released.
To remove liquid from ingredients. (noun)

Drainer: A holder for dishes after they have been washed (similar to dish rack). (noun)

Efficient: Working or operating in a way that gets the results you want without any waste. (adjective)

Electricity: A type of energy that can be used to produce heat and light. (noun)

Excellent: The very best. (adjective)

Exhausting: To be tiring. (adjective)

Exotic: Something that is strange, from a foreign place. (adjective)

Experiment: To find the best thing by testing many options. (verb)

Fear: An emotion when you are nervous or worried. (noun)

Flavour: The taste of something. (noun)

Food processor: A machine to stir ingredients (same as mixer). (noun)

Foreign: Far away, not familiar. (adjective)

Fork: A tool for stabbing food to eat it. (noun)

Freezer: An appliance for keeping food at a temperature below 0 degrees Celsius. (noun)

Fridge: An appliance for keeping food at a cool temperature. (noun)

Fry: To cook food in oil. (verb)

Frying pan: A shallow container for cooking food on a hob or stove by frying it. (noun)

Fund raising: The process of making money for a specific reason. (noun)

Gadget: A small useful object. (noun)

Gas: A type of fuel used for cooking with an open flame. (noun)

Glass: A clear container for a liquid. (noun)

Grow: To become bigger, or a plant or animal to develop. (verb)

Healthy: To be fit and well. (adjective)

Hob: The top of a cooker for cooking food contained in pans (similar to a stove). (noun)

Indian: From the country of India. (adjective)

Ingredients: The individual items that are mixed together to make something more complex. (noun)

Involved: Interested in something you are doing (adjective)

Kettle: An appliance for boiling water. (noun)

Knife: A tool for cutting food. (noun)

Locally: Near to where you live. (adverb)

Measure: To select the correct amount of something. (verb)

Memories: Past experiences that are thought of after they have happened. (noun)

Menu: A list of food items. (noun)

Microwave: An appliance that cooks food quickly. (noun)

Mix: To add two or more ingredients together. (verb)

Mixer: A machine to stir ingredients (same as food processor). (noun)

Moist: Slightly wet, especially in a good way. (adjective)

Mug: A large container with a handle for, often, a hot liquid. (noun)

Oats: An edible cereal. (noun)

Oven: The part of a cooker for cooking food by roasting or baking. (noun)

Overwhelming: To be all encompassing. (adjective)

Pan: A container for cooking food on a hob or stove. (noun)

Parboiled: To be half or partially cooked. (adjective)

Pick: To collect items. (verb)

Plate: A round flat container for serving food. (noun)

Plentiful: For there to be lots of something. (adjective)

Plug: A stopper to fill a drain so water cannot go down the drain. (noun)

Poach: To cook something in a liquid just below boiling (similar to simmer). (verb)

Pressure cooker: A type of pan that seals and can cook at very high temperatures. (noun)

Prominent: To be very obvious. (adjective)

Protect: To care for or to look after something. (verb)

Quantity: An amount of something. (noun)

Raise: To get higher. (verb)

Raw: Something that is uncooked. (adjective)
Related: To be connected to something else, to be linked together.
(adjective)
Reserved: To be kept aside for a special person. (adjective)
Revival: The process of becoming more active or popular again.
(noun)
Rice cooker: An appliance for cooking rice. (noun)
Rice: A hard seed, cereal grown in wet ground. (noun)
Roast: To cook something in an oven (similar to bake). (verb)
Sandwich: Two pieces of bread with a filling between them. (noun)
Sauce pan: A deep container for cooking food on a hob or stove.
(noun)
Serve: To give someone food, or to give food that can be eaten. (verb)
Sieve: An object with small holes in it for separating objects. (noun)
Simmer: To cook something in a liquid just below boiling (similar to
poach). (verb)
Sink: A container for water that has a tap and drain. (verb)
Spicy: To have a hot flavour. (adjective)
Spill: To drop or knock over something. (verb)
Sponge cake: A soft cake made with eggs, sugar, and flour and usually
a type of fat such as butter. (noun)
Sponge: A soft object used for cleaning dishes when washing up.
(noun)
Spoon: A tool for eating liquids or use in the kitchen. (noun)
Spread: To cover something with a thin layer of something else. (verb)
Starter: The food eaten for the first course of a meal. (noun)
Stir: To move around or to mix something. (verb)
Stove: The top of a cooker for cooking food contained in pans (similar
to a hob). (noun)
Substance: A particular type of material. (noun)
Suit: To be right for a particular person, situation, or occasion. (verb)
Tap: A device to delivering water. (noun)
Thai: From the country of Thailand. (adjective)
Toaster: An appliance for heating bread to make toast. (noun)

Trellis: A light frame made of bars of wood or metal crossed over each other, attached to a wall for plants to grow up. (noun)

Utensils: The objects that are used to assist in an activity, such as cooking or eating. (noun)

Washing-up: To clean the dishes after they have been used. (noun)

Washing up liquid: A type of soap that is used during washing up. (noun)

Watch: To look while something is being done. (verb)

Well-balanced: To be in equal proportions. (adjective)

Work surface: A flat surface that can be used for storage or for preparing ingredients (same as counter). (noun)

Cooking Vocabulary Exercises

Exercise 1 – Correct Definition

In this vocabulary activity you need to decide which of the definitions (A-D) in each question matches the word given in that question.

1) What is the definition of *Airtight*?

A) A large and deep container for cooking food in an oven and also for serving the food.

B) A type of semi-burnt black wood used for cooking on barbecues.

C) A container, or place, that is sealed so air cannot get in or out.

D) To eat and drink.

2) What is the definition of *Cupboard*?

A) The different parts of a meal.

B) An activity that has taken place over a long period of time and is always done the same way.

C) A holder for dishes after they have been washed (similar to dish rack).

D) An enclosed space that is used for storage.

3) What is the definition of *Flavour*?

A) A type of energy that can be used to produce heat and light.

B) The taste of something.

C) A type of fuel used for cooking with an open flame.

D) The top of a cooker for cooking food contained in pans (similar to a stove).

4) What is the definition of *Mixer*?

A) To select the correct amount of something.

B) A machine to stir ingredients (same as food processor).

C) To be half or partially cooked.

D) A type of pan that seals and can cook at very high temperatures.

5) What is the definition of *Sieve*?

A) An object with small holes in it for separating objects.

B) To be pleasing or relevant.

C) To have a hot flavour.

D) Two pieces of bread with a filling between them.

Exercise 2 – Correct Meaning

For the next vocabulary exercise you need to look at the definition that is given in each question and then decide which word (A-D) in the questions best matches it.

1) What is the meaning of the following definition: *A flat surface that can be used for storage or for preparing ingredients* (same as counter)?

A) Sponge cake

B) Work surface

C) Spread

D) Trellis

2) What is the meaning of the following definition: *For there to be lots of something?*

A) Plentiful

B) Raw

C) Related

D) Mix

3) What is the meaning of the following definition: *A shallow container for cooking food on a hob or stove by frying it?*

A) Experiment

B) Frying pan

C) Locally

D) Grow

4) What is the meaning of the following definition: *A collective name for knives, forks and spoons?*

A) Course

B) Efficient

C) Delicious

D) Cutlery

5) What is the meaning of the following definition: *A round container with high sides (similar to dish)?*

A) Bowl

B) Collate

C) Cooker

D) Boil

Cooking Reading

There is a reading passage and questions on this page that will let you practice using some of the cooking vocabulary. When you do the reading and questions on this page you will be able to work at a speed that is suitable for you so you can learn as much as possible.

Modern Cooking

We all need to eat to keep fit and healthy. Young children cannot grow tall and strong unless they eat a well-balanced diet. This means a selection of foods that provide protein, fat, carbohydrate, vitamins and mineral elements.

Some foods can be digested raw but other foods are heated and cooked to make digestion faster. Salad leaves, cucumber, tomatoes, vegetables such as carrots, and fruit do not need cooking. However, apples are an example of fruit that can be eaten raw and also cooked. Stewed apples, apples baked in the oven and apples in pies and topped with crumble are ways of eating the fruit. When food is cooked, it is heated.

Before people had electricity and gas, they cooked on wood and charcoal fires. A fairly recent addition to cooking is the microwave. This speeds up the cooking time. Fan ovens are also more efficient. Barbecue cooking outside in the garden on a warm day in summer, is very popular. In

the kitchen, utensils are used to contain the food, and they vary from open pans to pans with lids, frying pans, steamers, pressure cookers and woks.

Before supermarkets sold ready cooked meals that just require re-heating, it was the tradition that men left the women in the home to prepare and cook food. Now both men and women share the tasks in well-designed kitchens. In restaurants, the chef, a few years ago, was nearly always male. Today however, there are as many female chefs as men.

There has been a great revival in the way food is cooked, mainly in part due to seeing a lot of cooking programmes on television. These are often presented as competitions like Master Chef and the Great British bake-off. Also people travel more to foreign countries and return home with exotic and interesting recipes. The availability of ingredients in the supermarkets also encourages experimentation.

The kitchen is now the 'hub' of the house. The family, friends and visitors when waiting for a meal to be prepared all gather in the kitchen and help to prepare the dishes or watch others doing the cooking. The utensils available to aid the food preparation are plentiful. Different types of knives for example. Aprons and oven gloves help to protect us from spills and heat when taking hot dishes from the oven.

Some people love cooking, planning the meal, assembling the ingredients and then preparing the food. Others however prefer to open a tin of food and hot up the contents.

Cooking Reading Comprehension

- 1) Why do we need to eat a well-balanced diet?
 - A) To keeps us fit and healthy and helps children grow.
 - B) To help us balance on wet surfaces.
 - C) We need a balanced diet to help us live to be 100.
 - D) We can live well without a balanced diet.
- 2) Which food mentioned in the passage can be eaten raw?
 - A) Dates
 - B) Oranges
 - C) Brazil nuts
 - D) Apples

- 3) Where do people most often cook using a barbecue?
- A) Inside the house.
 - B) In the garden
 - C) In the garage.
 - D) In the kitchen.
- 4) Where can you buy ready prepared meals for heating up at home?
- A) At airports.
 - B) On the beach.
 - C) In supermarkets.
 - D) Only in London.
- 5) What is the main reason for using a microwave?
- A) To shorten cooking time.
 - B) To teach young children how to cook.
 - C) To melt ice-cream.
 - D) To make food much smaller.

Cooking Conversation

This cooking conversations page has example conversations so you can see how cooking vocabulary is used, and then some tasks for you to do so you can practice using cooking words yourself.

Conversation 1

Situation: Andrew and Jane decide to go out for a meal.

Andrew: Where would you like to eat?

Jane: I think you should choose as we are celebrating your birthday.

Andrew: I really enjoy cooking but I also look forward to letting a chef prepare a meal.

Jane: You are an excellent cook but if we go out, we do not have to do the washing up.

Andrew: It's difficult trying to decide where to go as there are so many good restaurants locally.

Jane: We had a very good meal last week at the Chinese restaurant.

Andrew: Shall we try the Indian?

Jane: I prefer Thai cooking.

Andrew: Thai food is delicious. I find Indian food is too spicy and the chillies burn my throat.

Jane: Shall I phone the Thai restaurant and see if they have a table for us?

Andrew: Yes, please. What time suits you?

Jane: I don't get home from work until 7 p.m., so I think 8 o'clock would be fine.

Andrew: That is convenient for me too.

Jane: I'll let you know if they cannot take us. If you don't hear from me I will drive round and pick you up at 7.30 p.m. tomorrow evening.

Andrew: I look forward to seeing you then.

Conversation 2

Situation: Andrew and Jane enter the restaurant.

Jane: I rang up and reserved a table for two to eat at 8 o'clock. My name is Jane Major.

Proprietor: Welcome. Follow me. I have reserved a table for you in the window.

Andrew: That looks great.

Proprietor: Can I get you anything to drink?

Jane: I am driving so I would like a tonic water.

Andrew: Can I have a beer?

Proprietor: Which one do you prefer?

Andrew: I'd like a pint of Tetley's.

Proprietor: The menus are on the table. I'll send a waiter over to take your order when you have had time to read the menu.

Andrew: There are so many dishes, it's quite over whelming.

Jane: I'm going to have a starter and a main course.

Andrew: I'll do the same. I think it is the Thai custom to have soup and lots of fish and vegetables.

Jane: Prawns are my favourite.

Andrew: I'll order a few different rice dishes and we can share the food.

Jane: Here are the drinks. Happy birthday, Andy.

Andrew: Cheers, good health.

Cooking Conversation Exercises

Here there are three exercises for you to do that will let you practice using the cooking words. Work hard and you will be able to use these exercises to help you get better at using cooking words to talk about being in a kitchen.

Exercise 1 – Fill in the Blanks

In this task you need to look at the following conversation and then decide which option (A-D) in each question is the best to fill the gaps in the conversation.

Situation: Andrew shows Jane how to cook rice.

Andrew: There are _____[1]_____ of rice grown in the world.

Jane: What type of rice are we cooking?

Andrew: This is long grained rice. It was grown in _____[2]_____.

Jane: On the packet it says, easy cook. Why is it different from other sorts of rice?

Andrew: That is because it is par-boiled and so takes _____[3]_____ to cook.

Jane: The water in the pan is boiling. What do we do next?

Andrew: Measure out enough grain for two people.

Jane: It suggests 75 grams per person.

Andrew: Place the rice in a sieve and wash it _____[4]_____ and then put the rice into the boiling water.

Jane: Shall I stir it?

Andrew: Only stir it once then put the lid on the pan and reduce the heat and simmer until _____[5]_____.

Jane: How long does that take?

Andrew: About 15 minutes. Then we must drain off the water, rinse with more boiling water and then we can enjoy it.

Cooking Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the cooking conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) Not a lot of varieties
 - B) Lots of different varieties
 - C) Some British varieties
 - D) Very few varieties
- 2) Which option is the best to fill in the second blank?
 - A) South East Asia
 - B) Norway
 - C) Scotland
 - D) Iceland
- 3) Which option is the best to fill in the third blank?
 - A) A long time
 - B) Three hours
 - C) Less time
 - D) Ages
- 4) Which option is the best to fill in the fourth blank?
 - A) In hot water
 - B) In milk
 - C) In wine
 - D) In cold water
- 5) Which option is the best to fill in the fifth blank?
 - A) The rice is sticky.
 - B) The rice is tender.
 - C) The rice turns brown.
 - D) The rice smells good.

Exercise 2 – Write a Conversation

For this conversation activity you need to write a conversation. This should be like the example conversations given above. There should be two or more people talking about cooking. You need to write what they would say to each other. You can choose the topic as long as it is related to cooking,

eating or being in a kitchen. When you have finished you can find some friends and perform the conversation so you get practice of speaking.

Exercise 3 – Conversation Topics

In the last exercise you need to have a conversation with someone about cooking. You should use the following set of conversation cards to help you as prompts for what to talk about. One person should have conversation set A and the other person should have the set B. You take it in turns to ask your questions and listen to the answers. When you have finished the five questions on your conversation card you can swap the cards and start again.

Question set A

- Do you like to cook? Why?
- Who is the best cook you know?
- How is cooking at home different from cooking in a restaurant?
- What is your favourite type of food to cook?
- What is the worst part about having to cook?

Question set B

- Would you like to work as a chef?
- Do you know anyone who is a very bad cook?
- What sort of food do you most often cook?
- What is the most complex thing you have ever cooked?
- Do you think someone needs to be a good cook to work as a chef?

Cooking Writing Exercises

A good way to learn to use the vocabulary is to do writing tasks such as the ones on this page. By doing the tasks you will be able to think about the vocabulary while using it.

Exercise 1 – Writing Topics

For this writing task you need to write something about one of the following topics. They are all about cooking or food so you should try to use as much of the cooking vocabulary as possible. Write as much as you can using full sentences and paragraphs. When you have finished writing about the first topic you chose you can write about the others as well if you want to.

- Describe the kitchen where you live or the kitchen in your house when you were growing up.
- Explain how to cook your favourite type of food.
- Explain why you either like to cook or do not like to cook.
-

Exercise 2 – Writing a Summary

In this writing task you need to read the following passage and then write a summary. When you write a summary you should keep the main and most interesting information but use new words and sentence structures to explain it. The summary should be shorter than the original.

Cooking

Keeping food fresh is very important. This is achieved by bringing food straight home from the place where it is sold and keeping it cool in a fridge until it is time to start the cooking process. Now it is possible to get food from all over the world and be eating it only hours after it was harvested in Africa or South-East Asia.

To make meals not only enjoyable but exciting we can use a variety of different ingredients. For example, adding herbs and garlic to bread. In vegetable soup, croutons added on top, give texture and crunch.

Eggs are a good source of protein. They are easy to cook and extremely versatile. They can be fried, boiled, scrambled, poached and made into omelettes. Eggs are also added to cake mixtures. They add air to the mixture to help it to rise along with the self-raising flour. A light cake is more enjoyable to eat than a heavy soggy cake.

In summer when the outside temperature rises, cooking in a kitchen can be exhausting. Often food prepared that does not require heat is preferable. Salads with cold fish, cooked ham, cheese and boiled eggs are ideal.

We keep food frozen in freezers. This is useful as it can be used if it is not convenient to go shopping. Bread freezes well and can be de-frosted quickly in a toaster or micro-wave oven. Tinned food is also convenient. Once opened it has to be consumed within a few days. Dairy products, like milk, cheese and cream, need to be kept cool in hot weather. Sell by and use by dates that are now written on top of food products, assist us in deciding how long it is safe to keep the food.

In winter and on cold days, a kitchen is an enjoyable place to work as heat from the hob, oven and stove keeps the working environment comfortable. Our bodies seem to need more warm food in the winter than in the summer. Meat pies, adding dumplings to stews, sweet pie crusts on top of apples or mincemeat are consumed and enjoyed in cold frosty weather. At the end of a long day at work, smells of food cooking in a kitchen is a great home coming.

Exercise 3 – Writing Role-plays

In the last writing activity, you need to choose one of the following two role-play prompts to write about. In each prompt you are told what is happening, where it is happening and who the people are; all you need to do is write what the people would say to each other. Write a full conversation and use plenty of new words. When you have finished you can get some friends and all perform your role-plays so you get practice of speaking and talking while using English.

Role-play 1

- Location: In a kitchen.
- Situation: Making a birthday cake for a friend.
- Participants: Two (or more) people.

Role-play 2

- Location: In a cooking school.
- Situation: The teacher is trying to tell two students how to cook an egg.
- Participants: The teacher and two students.

Unit 5. DESCRIBING PEOPLE

This page is all about the describing people vocabulary that you will need when you have to talk about someone, describe them or explain what someone looks like. This is mainly about what their body looks like, if you need to explain what they are wearing you can use the clothes vocabulary page.

Describing People Vocabulary List with Definitions

Below is the describing people vocabulary list. The list has many useful words as well as their definitions and the part of speech where it is used. This list can be used as a reference so you can look up words you do not know, or you can try to learn all the words so you do not need to look at it again.

Accent: The way a person speaks and says words. (noun)

African: To come from Africa or to have the characteristic of someone from Africa. (adjective)

Age: The time reached in years. (noun)

American: To come from the North or South American continents or to come from the United States of America. (adjective)

Ancestor: A family member from long ago. (noun)

Anxiety: A state of being worried. (noun)

Anxious: To be upset or bothered by events which maybe beyond your control. (adjective)

Asian: To come from Asia or to have the characteristics of someone from Asia. (adjective)

Attractive: To be good to look at and to have a nice appearance. (adjective)

Average: To be in the middle, to not be short or tall, or not long or short. (adjective)

Bald: An absence of hair. (adjective)

Beard: The hair that grows on the face and around the jaw. (noun)

Beautiful: To be lovely, very good to see. (adjective)

Black: To have dark coloured skin. (adjective)

Blond: To have pale skin and yellow hair. (adjective)

Body-building: Activities to increase muscle development so that the muscles become visible. (noun)

Bones: The hard parts that create the human skeleton. (noun)

Bony: Very thin, so that the bones show under the skin. (adjective)

Cheeks: The sides of the face below the eyes. (noun)

Chin: The bottom part of the jaw below the mouth. (noun)

Cross: To be annoyed, upset. (adjective)

Curly: To be wavy, not straight. (adjective)

Devious: using indirect ways to get what you want, especially without showing your real purpose. (adjective)

Drab: To be extremely dull, dark, uninteresting. (adjective)

Emotion: An expression of the way we feel. (noun)

Encourage: To support, often using words. (verb)

European: To come from Europe. (adjective)

Evil: To be bad, harmful and nasty. (adjective)

Excess: For there to be too much of something. (adjective)

Eyebrows: The thin strips of hair above the eyes. (noun)

Eyes: The parts of the face that enable us to see. (noun)

Fair-hair: To have light coloured hair. (adjective)

Fat: To be overweight. (adjective)

Features: The parts of our anatomy that are observable. (noun)

Fine: To be very thin, delicate. (adjective)

Forehead: The part of the head below the hair and above the eyebrows. (noun)

Fragile: To be easily broken, delicate. (adjective)

Fringe: The hair that hangs down and covers the forehead. (noun)

Generous: Willing to give money, help, kindness, etc., especially more than is usual or expected. (adjective)

Ginger: To have orange or red coloured hair. (adjective)

Good-looking: To be attractive and nice to see. (adjective)

Grumpy: To be cross in temperament and always complaining. (adjective)

Hair: The threads that cover on head and other body parts. (noun)

Handsome: To be attractive and nice to see, used to describe a man and not a woman. (adjective)

Happy: To be full of joy, pleasant. (adjective)

Height: A person's size vertically. (noun)

Imprint: To make a mark or leave a mark. (verb)

Jaw: The bottom edge of the face. (noun)

Joints: The place where different bones meet and can move. (noun)

Kind: To be nice and thoughtful to others. (adjective)

Length: The size of someone/thing, possibly horizontally. (noun)

Lips: The edges of the mouth. (noun)

Long: A measurement of distance, the opposite of short. (adjective)

Mark: A distinguishing spot. (noun)

Medium: To be in the middle, to not be big or small. (adjective)

Mental: The use of the brain's thought processes. (adjective)

Middle-aged: The time when people are between about 45-65 years old. (adjective)

Mole: A small dark mark on the surface of the skin. (noun)

Moustache: The hair under the nose and above the top lip. (noun)

Mouth: The opening in the face that sound comes out of and food goes into. (noun)

Move: To be active, not still. (verb)

Neck: The part of the body joining the head to the torso. (noun)

Nervous: To be lacking confidence. (adjective)

Nose: A feature in the middle of the face. (noun)

Obese: To be extremely fat and unhealthy. (adjective)

Old: To have lived a long time. (adjective)

Overweight: To have too much body fat for the skeleton to support with comfort. (adjective)

Physical: To be active, moving about. (adjective)

Plump: To be slightly fat and just a little overweight. (adjective)

Posture: A way of standing, holding the body in an erect position. (noun)

Pretty: To be nice to look at. (adjective)

Puberty: An age at which physical development takes place. (noun)

Recognise: To remember someone/thing. (verb)
Sad: A feeling of unhappiness. (adjective)
Sadness: To be troubled, anxious or miserable. (noun)
Scar: A physical mark on the skin. (noun)
Scatterbrained: Often forgetting or losing things, or not thinking seriously about things. (adjective)
Scruffy: To have an untidy appearance. (adjective)
Short: To be low down, not very high, the opposite of tall. (adjective)
Size: A defined shape and height. (noun)
Skin: The covering that protects the body. (noun)
Skinny: To be very thin and to look unhealthy. (adjective)
Slim: To not have any extra fat on a body. (adjective)
Smart: To be clever and good at using your brain. (adjective) To look good and wear smart clothes. (adjective)
Stamina: The ability to continue physical exercise for long periods of time. (noun)
Stooped: To be bent, not straight. (adjective)
Straight: To stand upright. (adjective)
Stride: The distance between steps. (noun)
Strong: To be powerful and have large muscles. (adjective)
Supple: To be flexible and able to bend in lots of different ways. (adjective)
Tall: To be high up, to be very high, the opposite of short. (adjective)
Tattoo: A permanent inked mark or pattern drawn on the skin. (noun)
Teeth: The hard objects in a mouth that are used for eating/chewing food. (noun)
Thick: To be chunky, the opposite of thin. (adjective)
Thin: To be slight, the opposite of thick. (adjective)
Tone: The sound of something. (noun)
Torso: The main part of the body that the legs, arms and neck are attached to. (noun)
Tubby: To be a little bit fat. (adjective)
Ugly: Not nice to view, the opposite of pretty. (adjective)
Voice: A way of communicating, speaking or singing. (noun)

Walk: To move using legs. (verb)

Weak: To lack power and the ability to do something, the opposite of strong. (adjective)

Weight: A description of how heavy something or someone is. (noun)

Well-built: To have a big body that might also be a bit fat. (adjective)

Well-dressed: To look good and wear smart clothes. (adjective)

White: To have pale skin. (adjective)

Worry: To be anxious and troubled. (verb)

Wrinkles: The lines on the skin that are most visible on the face. (noun)

Young: To have lived only a short time, to not be very old. (adjective)

Describing People Vocabulary Exercises

Exercise 1 – Correct Definition

For the first vocabulary activity you need to decide which of the definitions (A-D) in each question matches the given word.

1) What is the definition of *Anxious*?

A) The time reached in years.

B) To be upset or bothered by events which maybe beyond your control.

C) To have pale skin and yellow hair.

D) To have a big body, as way of saying someone might be a bit fat.

2) What is the definition of *Eyebrows*?

A) To be cross in temperament and always complaining.

B) To support, often using words.

C) To be annoyed, upset.

D) The thin strips of hair above the eyes.

3) What is the definition of *Joints*?

A) The place where different bones meet and can move.

B) To be extremely fat and unhealthy.

C) To be in the middle, to not be big or small.

D) To be active, moving about.

4) What is the definition of *Skinny*?

A) To be bent, not straight.

B) To be very thin and to look unhealthy.

C) To have too much body fat for the skeleton to support with comfort.

D) A way of standing, holding the body in an erect position.

5) What is the definition of *Well-built*?

A) The sound of something.

B) To lack power and the ability to do something, the opposite of strong.

C) To have a big body that might also be a bit fat.

D) To have lived only a short time, to not be very old.

Exercise 2 – Correct Meaning

In the second vocabulary task you need to choose the word (A-D) in each question that matches the given definition.

1) What is the meaning of the following definition: *Not nice to view, the opposite of pretty?*

A) Thick

B) Young

C) Ugly

D) Worry

2) What is the meaning of the following definition: *To be high up, to be very high, the opposite of short?*

A) Tall

B) Scruffy

C) Straight

D) Teeth

3) What is the meaning of the following definition: *The opening in the face that sound comes out of and food goes into?*

A) Height

B) Kind

C) Mouth

D) Plump

4) What is the meaning of the following definition: *The parts of our anatomy that are observable?*

A) Features

B) European

C) Drab

D) Happy

5) What is the meaning of the following definition: *The way a person speaks and says words?*

A) Blond

B) Accent

C) Cross

D) Black

Describing People Reading

This page is all about describing people reading. Reading is a good way to first learn how to use the vocabulary related to a specific topic. As it is reading you can work at your own speed and look up as many words as you need to so that you can understand all the passage.

Differences between People

People differ physically from the moment of conception, but it is only after birth that an individual can be observed. Family traits and characteristics are noted by adoring parents who think the baby looks like another family member or definitely takes after the mother's side or, without a doubt, has his father's nose.

Eye colour, skin colour and the texture of our hair are all different and depend on our inherited genes. A baby born with ginger hair may in a few months' time have fair hair as the birth hair falls out and is replaced. Hair can be fine, thick, straight or curly, and as we grow older it gets thinner. Some hair loss is experienced at quite an early age whilst others have a full head of hair throughout their lives. People with dark hair may find that it turns to grey or white even before they reach their 40's.

European people in general have paler skin than if your ancestors come from Africa or Asia. Skin can change colour if exposed to sunlight, but the tan does not last unless it is regularly topped up.

The rate at which we develop and grow is variable. Boys and girls of the same age show big differences in growth spurts especially when puberty is reached. At the age of 12, girls are much taller than boys of the same age,

but at 16 years of age, boys shoot up and overtake the girls in height and body strength.

The way the body develops is not just a result of physical changes, as our mental processes have a large part to play in what we want to achieve. A desire to become a skillful footballer, a long distance runner or a strong swimmer require stamina and years of practise to try and attain the top level. Even with hours of body building activities and work-outs in the gym, a person will not be able to compete in a Strong Man competition if they have a small frame and fragile bones.

The food we eat will, to a certain extent, determine how we grow and gives us strong bones. A lack of activity and eating too much sweet sugary food can result in people gaining excessive amounts of weight. It seems unfair that one person can eat all sorts of fattening food and not put on weight whilst others just 'looking at a cream cake' can put on pounds or kilos.

Describing People Reading Comprehension

- 1) What changes take place a few weeks after birth?
 - A) The noise the baby makes.
 - B) The skin colour.
 - C) The baby's hair.
 - D) The shape of the nose.
- 2) What causes pale skin to become brown or tanned?
 - A) Exposure to the sun.
 - B) Staying indoors.
 - C) Covering the body with sun cream lotion.
 - D) Spending time on a sun bed.
- 3) Roughly, at what stage in their development do girls start to grow in height?
 - A) When they start learning to swim.
 - B) When they start primary school.
 - C) When they eat raw vegetables.
 - D) When they reach puberty at the age of 12 or 13.
- 4) What do we need to succeed in sport at the top level?
 - A) A strong body and a determination to keep persisting.

- B) Extra tuition.
- C) Lots of work in the gym.
- D) Good food.

5) What happens to our bodies if we eat too much and do not take enough exercise?

- A) We feel happy.
- B) We get fat and overweight.
- C) Our muscles get flabby.
- D) We do not have any energy.

Describing People Conversation

There are a couple of conversations on this page as well as tasks for you to do that will help you have a conversation with other people where you need to describe a person. It is important to prepare to speak to other people, and this page will help you do that.

Conversation 1

Situation: Jane meets Lucy in a clothing store.

Jane: Hello Lucy. I need your advice.

Lucy: I'll help if I can.

Jane: I can't decide which T shirt to buy. The blue one has long sleeves, while the green T shirt fits but I don't like the low neck line. I have a long neck.

Lucy: Do they have a blue T shirt in a different size?

Jane: No, the arm length in all the T shirts is too short for me.

Lucy: I have a similar problem. When I buy trousers and find a pair the correct length, the waist size is too big.

Jane: You are very tall.

Lucy: Have you tried some of the other stores on the High Street?

Jane: Yes, but the quality is not as good as here.

Lucy: I recently bought a cardigan and the sleeves ended just below the elbow. The sales person said it was the fashion to have sleeves that length.

Jane: Well, I suppose I could buy the blue shirt and tell everyone it is the latest fashion to have shorter sleeves.

Lucy: Yes, and it will allow your bracelet to be seen and not hidden by a long sleeve.

Jane: Thanks, I'll buy the blue T shirt.

Conversation 2

Situation: Tui loses her car keys.

Tui: Oh no! It's not possible!

Jane: What's happened?

Tui: I can't find my car keys. I'm going to be late for work.

Jane: Do you have a spare set?

Tui: Yes, but I don't know where they are.

Jane: Try your coat pockets.

Tui: I already have. Can't you make a more sensible suggestion?

Jane: It's no good getting cross with me. I was only trying to help.

Tui: Get out of my way!

Jane: Calm down. Think. When did you last have them?

Tui: I don't know. I can't think.

Jane: Stop panicking. You look in the bedroom and I'll check the kitchen.

Tui: They're not in the bedroom. This is terrible.

Jane: I've found them.

Tui: Oh you are wonderful! Where did you find them?

Jane: You'd left them in the car.

Tui: What a relief! I must dash. I'm very late. I hope the traffic won't be too congested.

Jane: Calm down. Take a deep breath and drive carefully. It's better to be late than have an accident.

Describing People Conversation Exercises

The next part of this describing people conversation page has three exercises for you to do that will let you practice using the vocabulary needed in conversations. By doing these exercises now you will be better prepared when you really need to talk to someone.

Exercise 1 – Fill in the Blanks

In the first activity you need to read the following conversation and then decide which option (A-D) in each question is the best to fill the gaps.

Situation: Tui is late for work.

Tui: Sorry I'm late.

Manager: _____[1]_____. This is the second time this week that you have arrived late!

Tui: I lost my car keys.

Manager: How did you get to the shop if you lost your keys?

Tui: My friend found them for me. _____[2]_____.

Manager [Laughing]: Oh Tui! You are such a scatter brain!

Tui: I'm really sorry. There were traffic jams all the way and all _____[3]_____ as I approached.

Manager: Alright. Now calm down. _____[4]_____. Try and leave home tomorrow ten minutes earlier and the traffic may not be so congested.

Tui: Thank you for being so understanding.

Manager: The shop has only just opened and we have not had many customers yet.

Tui: I sometimes think it would be quicker to _____[5]_____.

Manager: You are lucky as you have a parking space allocated to you in the car park.

Tui: I'll will start work now and make sure I help all the customers.

Describing People Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the describing people conversation given above.

1) Which option is the best to fill in the first blank?

- A) You are 15 minutes early
- B) You are 15 minutes late
- C) You are 20 minutes late
- D) You are never late

2) Which option is the best to fill in the second blank?

- A) They were in the bedroom
 - B) They were in my coat pocket
 - C) They were in the car
 - D) They were in my bag
- 3) Which option is the best to fill in the third blank?
- A) The traffic lights seemed to go to green
 - B) The traffic lights were not working
 - C) The traffic lights seemed to take ages to change
 - D) The traffic lights seemed to go to red
- 4) Which option is the best to fill in the fourth blank?
- A) I can see you are very stressed
 - B) I can see you are happy
 - C) I can see you are sad
 - D) I can see you are very cross
- 5) Which option is the best to fill in the fifth blank?
- A) Come to work by bus
 - B) Cycle to work
 - C) Walk to work
 - D) Live closer to work

Exercise 2 – Write a Conversation

In the second task you need to write a conversation of your own. You can use the above conversations as examples. You just need to write what the people having the conversation would say to each other. Try to use as much of the describing people vocabulary as you can. When you have finished you can find a few friends and all practice your speaking by acting out the conversation.

Exercise 3 – Conversation Topics

For the final conversation exercise you need to use the two following conversation cards to have a conversation with a friend. Each of you should have one of the cards, and then take it in turns to ask each other questions. Try to speak as much as possible and use as much of the vocabulary as you

can when answering. At the end you can swap the cards and start again so you can both get practice answering all the questions.

Question set A

- How would you describe yourself?
- Describe one of your teachers?
- What do you think is the nicest hair colour?
- What are the most useful features when describing someone?
- Describe your parents or other relatives?
-

Question set B

- Describe your best friend?
- Describe your favourite movie star?
- What are the sort of differences in people who come from different places?
- Explain what can make someone difficult to describe?
- In what ways are you similar to your parents?
-

Describing People Writing Exercises

This page is all about describing people writing. The page has a range of tasks for you to do that will let you practice your writing.

Exercise 1 – Writing Topics

In the first writing task there are three topics for you to write about. You should choose one of the topics and then write as much as you can about it. Use as much of the describing people vocabulary as possible and use full sentences and paragraphs. The more you write the better your English will get. Once you have finished the first topic you can then try the other two if you want.

- Describe what your parents look like.
- Explain the differences between people from different places in the World.
- Discuss why you might need to describe what a person looks like.

Unit 6. FAMILY MEMBERS

When you make new friends they often want to know about your family, this vocabulary page will teach you lots of the words you will need to be able to talk about your family. After looking at this page you will be able to talk to people about your family.

Family Members Vocabulary List with Definitions

Below is the family members vocabulary list. You should learn as much as you can by looking at the words and the definitions. It can also be used as a reference source for when you find a word you do not know: just come and look it up.

Adult: A person who has finished growing and is no longer a child.
(noun)

Adopt: To legally take someone else's child to become your own child.
(verb)

Aunt: The sister of your father or mother, or the wife of your uncle.
(noun)

Baby: A very young child who is not yet able to speak or walk. (noun)

Bachelor: A man who has never been married. (noun)

Bachelorette: A woman who has never been married. (noun)

Boy: A male child or a young male person. (noun)

Brother: A boy or man who has the same parents as you. (noun)

Born: To come out of your mother's body and to start to exist. (verb)

Birth: The time when a baby comes out of its mother's body. (noun)

Birthday: The day each year which is the same date as the one on which you were born. (noun)

Bride: A woman on her wedding day. (noun)

Bridegroom: A man on his wedding day. (noun)

Bring up: To look after a child and teach him or her how to behave, etc. (verb)

Child (plural: children): A young person who is below the age of puberty or below the legal age of maturity. (noun)

Couple: Two people who are married or having a romantic relationship. (noun)

Cousin: The child of your uncle or aunt. (noun)

Daddy: A child's word for a father (also dad). (noun)

Daughter: Someone's female child. (noun)

Daughter-in-law: The wife of your son/child. (noun)

Delivery: The process of giving birth. (noun)

Descendant: Someone who is related by blood to a person who lived a long time ago. (noun)

Divorce: To legally end a marriage. (verb)

Divorced: To be no longer married to your wife or husband. (adjective)

Elder: To be born first. (adjective)

Engagement: An agreement between two people to marry in the near future. (noun)

Engaged: Having agreed to marry somebody. (adjective)

Family: A group of people who are related by blood or marriage. (noun)

Family tree: A drawing that shows the names of all family members over generations and how they are related to each other. (noun)

Father: A male parent. (noun)

Father-in-law: The father of your husband or wife. (noun)

Female: Relating to women or girls. (adjective)

Fiancé: The man to whom a woman is engaged. (noun)

Fiancée: The woman to whom a man is engaged. (noun)

Foster: To take care of someone else's child for a period of time but without becoming the legal guardian of the child. (verb)

Girl: A female child or a young female person. (noun)

Give birth: To produce a baby from your body. (verb)

Godchild: A child who has godparents. (noun)

Goddaughter: A female godchild. (noun)

Godfather: A man who is responsible to teach a child Christian moral and religious values. (noun)

Godmother: A woman who is responsible to teach a child Christian moral and religious values. (noun)

Godparents: People who are responsible to teach a child Christian moral and religious values. (noun)

Godson: A male godchild. (noun)
Grandchild: The child of your son or daughter. (noun)
Granddaughter: A female grandchild. (noun)
Grandfather: The father of your mother or father (same as grandpa).
(noun)
Grandpa: The father of your mother or father (same as grandfather).
(noun)
Grandmother: The mother of your mother or father (same as grandma).
(noun)
Grandma: The mother of your mother or father (same as grandmother).
(noun)
Grandson: A male grandchild. (noun)
Great-grandparent: The mother or father of your grandparent. (noun)
Half-brother: A brother who is the son of either your mother or your
father. (noun)
Husband: The man that a woman is married to. (noun)
Labor: The process of childbirth from the start of contractions to
delivery. (noun)
Late: No longer alive, to be dead. (adjective)
Male: Relating to men or boys. (adjective)
Man: An adult male person. (noun)
Marry: To become somebody's husband, wife or life partner. (verb)
Marriage: The legal relationship between two people who are married.
(noun)
Married: Having a husband, wife or life partner. (adjective)
Mother: A female parent. (noun)
Mother-in-law: The mother of your husband or wife. (noun)
Mummy: A child's word for a mother (also mum) (noun)
Nephew: The son of your brother or sister, your husband's brother or
sister, and your wife's brother or sister. (noun)
Niece: The daughter of your brother or sister, your husband's brother
or sister, and your wife's brother or sister. (noun)
Old: Having lived for a very long time. (adjective)
Parent: The father or mother of a person. (noun)

Parents-in-law: The parents of your husband or wife. (noun)

Relative: A person connected to you by blood or marriage. (noun)

Raise: To care for and educate a child until adulthood. (verb)

Sister: A girl or woman who has the same parents as you. (noun)

Sibling: A brother or sister of the same parents. (noun)

Son: Someone's male child. (noun)

Son-in-law: The husband of your daughter/child. (noun)

Spouse: Your husband or wife. (noun)

Stepbrother: The son of your stepparent or the person who is married to your parent. (noun)

Stepfather: The man who is married to your mother but is not your father. (noun)

Stepmother: The woman who is married to your father but is not your mother. (noun)

Stepsister: The daughter of your stepparent or the person who is married to your parent. (noun)

Twin: One of two children who are born to the same mother at the same time. (noun)

Uncle: The brother of your mother or father, or the husband of your aunt. (noun)

Wed: To marry. (verb)

Wedding: A marriage ceremony. (noun)

Widow: A woman whose husband has died and who has not married again. (noun)

Widower: A man whose wife has died and who has not married again. (noun)

Wife: The woman that a man is married to. (noun)

Woman: An adult female person. (noun)

Young: Having lived for only a short time; not fully developed. (adjective)

Family Members Vocabulary Exercises

Exercise 1 – Correct Definition

In this vocabulary task you need to select the best option (A-D) that corresponds to the word given in each question.

- 1) What is the definition of *Adult*?
 - A) The time when a baby comes out of its mother's body.
 - B) A man on his wedding day.
 - C) A person who has finished growing and is no longer a child.
 - D) A man who has never been married.
- 2) What is the definition of *Divorced*?
 - A) To be no longer married to your wife or husband.
 - B) A group of people who are related by blood or marriage.
 - C) To look after a child and teach him or her how to behave, etc.
 - D) Someone who is related by blood to a person who lived a long time ago.
- 3) What is the definition of *Girl*?
 - A) A group of people who are related by blood or marriage.
 - B) Relating to women or girls.
 - C) The woman to whom a man is engaged.
 - D) A female child or a young female person.
- 4) What is the definition of *Labor*?
 - A) The process of childbirth from the start of contractions to delivery.
 - B) The child of your son or daughter.
 - C) Having a husband, wife or life partner.
 - D) A brother who is the son of either your mother or your father.
- 5) What is the definition of *Sibling*?
 - A) Having lived for a very long time.
 - B) To care for and educate a child until adulthood.
 - C) A brother or sister of the same parents.
 - D) The daughter of your stepparent or the person who is married to your parent.

Exercise 2 – Correct Meaning

This next vocabulary activity is similar to the one above, only this time the definition is given in the questions and you need to choose the word (A-D) that goes with the definition.

1) What is the meaning of the following definition: *A woman whose husband has died and who has not married again?*

- A) Widow
- B) Young
- C) Woman
- D) Web

2) What is the meaning of the following definition: *A girl or woman who has the same parents as you?*

- A) Old
- B) Sister
- C) Son-in-law
- D) Twin

3) What is the meaning of the following definition: *No longer alive, to be dead?*

- A) Grandfather
- B) Nephew
- C) Late
- D) Man

4) What is the meaning of the following definition: *The father of your mother or father (same as grandpa)?*

- A) Godmother
- B) Half-brother
- C) Godson
- D) Grandfather

5) What is the meaning of the following definition: *A drawing that shows the names of all family members over generations and how they are related to each other?*

- A) Daddy
- B) Elder
- C) Family tree

D) Foster

Family Members Reading

On this reading page there is a reading passage and some questions about it for you to answer. By doing the task on this page you will get better at using the family members vocabulary.

How to Trace Your Family Tree Online

A family tree or genealogical tree is a diagram that shows the relationships between members of a family in several generations. Creating a family tree is a great way for children to broaden their knowledge about great grandparents and other family members who have passed away or who they have never had the chance to meet. For adults, it can be a way to learn about family history and how it has affected their present and future lives.

Tracing and creating a family tree can be difficult and complicated to do, especially if you do not have sufficient knowledge about your family history and only have a few old photos and documents. However, digital technology has made it easier for you because now you can access online databases and search engines and obtain the information you need within minutes. The key information that you need includes names (common surnames or family names), dates of significant events (birth, marriage, death, emigration) and places to locate records such as church registers.

You can start your genealogy research by building a skeleton family tree. For this purpose, you can go to various sites on the Internet. After you have done the basic family tree, it is time to dig deeper by going to more specialized websites that contain military or employment records, parish records or wills. In this phase, you need to be sure of what you are searching for. For example, if you look for the military records of your great grandfather, you should have his full name, date of birth and the forces in which he served. Here are some sites that genealogists often use to research specific information: 1) the National Archives site contains wills and naval records, 2) the Origins Network site contains apprenticeship records, military records and marriage indexes, 3) the Times Online site provides information about famous or notorious ancestors from 1785-1985 and 4) the CWGC site provides details of servicemen and women who died during the two World Wars.

Of course, not all information is available online and you should not expect to find your entire family tree in one place. You may still need to visit your local family history center and look at cemeteries, courthouses and churches for more information. You can also make contact with genealogy communities through their websites and ask for a piece of advice. You can use sites like Genuki and Cyndis List to consult on genealogy research and find valuable information, genealogical material and links to hundreds of other genealogy websites.

Family Members Reading Comprehension

- 1) What is the advantage of creating a family tree?
 - A) To broaden knowledge about genealogy.
 - B) To learn about family history.
 - C) To memorize the names of all family members.
 - D) To organize family members.
- 2) What makes creating a family tree easier and faster to do?
 - A) Old photos
 - B) Church register
 - C) Online databases
 - D) Military records
- 3) What key information that is needed to create a family tree?
 - A) Names, dates and places.
 - B) Names, dates and photos.
 - C) Surnames and complete addresses.
 - D) Full names and dates of birth.
- 4) On which site can you find naval records?
 - A) National Archives
 - B) Origins Network
 - C) Times Online
 - D) Cyndis List
- 5) Who should you consult when you need help in creating a family tree?
 - A) Famous ancestors
 - B) Great grandfather

- C) Digital technologist
- D) Genealogy community

Family Members Conversation Exercises

The rest of the page has some conversation exercises for you to do to help you get better at using the vocabulary about families.

Exercise 1 – Fill in the Blanks

In this activity about family members conversations there is another example conversation, only this time some of the words have been missed out. You need to choose the correct option (A-D) to fill in each gap.

Situation: Tui and Andrew talk about their families.

Andrew: Tui! You dropped something!

Tui: Oh! That's my family picture.

Andrew: Here you are.

Tui: Thanks, Andrew.

Andrew: It looks like you have a big family.

Tui: You're right. _____(1)_____ My mother, my father, my two older brothers, me, and my two younger sisters.

Andrew: So you are the third child in your family.

Tui: Yes. What about you? _____(2)_____?

Andrew: I am an only child.

Tui: You are? How does it feel to be _____(3)_____?
Have you ever felt lonely?

Andrew: No. I never feel lonely because _____(4)_____ that live nearby. They are like my own brother and sister.

Tui: Lucky you. My cousins live in a different city so I rarely meet them.

Andrew: You are luckier than me. You have _____(5)_____.

Tui: Ha..ha... It is not always like that. We sometimes quibble about trivial things and quarrel with each other.

Andrew: Well, at least you still love each other.

Tui: This conversation makes me feel homesick. See you in class,
Andrew

Family Members Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the family members conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) I have two brothers.
 - B) I have two sisters.
 - C) There are six people in my family.
 - D) There are seven people in my family.
- 2) Which option is the best to fill in the second blank?
 - A) Do you have brothers and sisters?
 - B) What is your child number?
 - C) What about your brothers and sisters?
 - D) What's the number of your family
- 3) Which option is the best to fill in the third blank?
 - A) to live without
 - B) you give a discount?
 - C) to be an only child?
 - D) the airport open the gate
- 4) Which option is the best to fill in the fourth blank?
 - A) I have parents
 - B) I have two cousins
 - C) I have neighbors
 - D) I have siblings
- 5) Which option is the best to fill in the fifth blank?
 - A) siblings to share.
 - B) friends to play with.
 - C) someone to talk to.
 - D) many brothers and sisters.

Exercise 2 – Write a Conversation

Exercise 3 – Conversation Topics

Question set A

- Who is the oldest person alive in your family and what do you know about them?
- Do you think big or small families are better?
- What is your favourite family activity and why?
- Describe what your family is like?
- Do you have any family members who you have not seen for a long time, and why?

•

Question set B

- How many children do you think each family should have, and why?
- Who do you think is the most important member of a family, and why?
- How many siblings do you have, and what are they like?
- Do you think it is important for people to get married?
- How do family members help each other?

•

Family Members Writing Exercises

This page has writing tasks and activities for you to do. This will help you learn how to write about and describe your family so that you will be able to tell people about them when you travel to an English speaking country.

Exercise 1 – Writing Topics

Choose one of the topics and write as much as you can. When you have finished writing about the first topic you chose, you can try one or both of the others as well.

- Describe your family?
- What are the benefits of living close to your family members?
-

Exercise 2 – Writing a Summary

In the next writing activity you need to read the following passage and then rewrite it so you use different words and sentences but keep the same information and meaning. So the rewritten summary of the passage should contain the same information but use different words to say that information. It should also be shorter than the original passage.

Same-Sex Marriage

Same-sex marriage or gay marriage is marriage or a marriage-like relationship between two people of the same sex; a woman and a woman or a man and a man. It has been made legal in 22 countries, mostly in Europe and the Americas. The Netherlands was the first country to allow gay marriage in 2000. As of 2015, four more countries have legalized it: Greenland, Finland, the United States, and the United Kingdom.

The legalization of gay marriage has been a controversial issue and sparked public debate. Proponents of legal gay marriage argue that prohibiting gay marriage is discriminatory. They think same-sex couples should have the same rights as heterosexual couples. The rights include getting married and raising children. On the other hand, opponents contend that marriage is a privilege, not a right as there is no explicit statement in the US constitution about the right to marry. They further argue that raising children in same-sex households is not an optimum environment because children need both a mother and father.

In England, the legal status of same-sex couples has already been granted under the Civil Partnership Act 2004, which offers the same legal treatment as civil marriage across a range of matters, but does not oblige the same-sex couples to convert their relationships into marriages. Campaigners of same-sex marriage thought that the act gave the notion that same-sex relationships were not as valid as heterosexual ones. They therefore wanted same-sex marriages to be legalized and it has been granted under the Marriage Act 2013, which legalizes same-sex marriages in England and Wales, except Northern Ireland.

However, the act does not force any religious organizations to conduct such marriages. It even specifies that the Church of England and Church in Wales would be prohibited by law from offering same-sex marriages. It is

also unlawful for other religious organizations (Muslims, Jews, Sikh, etc.) to marry same-sex couples unless their organization's governing body has expressed its willingness to do it.

Exercise 3 – Writing Role-plays

For this final writing task, you need to write a role-play

Role-play 1

- Location: In a school.
- Situation: A new student meets some new friends and they talk about their families.

- Participants: 1 new student and 2 or more other students.

Role-play 2

- Location: In a house.
- Situation: A man takes his girlfriend to meet his parents.
- Participants: Son and his girlfriend as well as 2 parents.

Unit 7. HALLOWEEN

The Halloween vocabulary on this page will teach you all the words you need to know to talk about the Halloween holiday. Halloween is an American tradition that has started to spread around the world. Therefore, wherever you might go you could need to use Halloween vocabulary.

Halloween Vocabulary List with Definitions

The following section has the Halloween vocabulary list where vocabulary words and their definitions are given

Afraid: To feel fear in a situation. (adjective)

American: Something to do with the USA or the people who live there. (adjective)

Bad: The opposite of good, not a good thing. (adjective)

Bat: A flying animal that comes out at nighttime. (noun)

Black cat: A cat that has black fur. Considered to be unlucky in Western culture. (noun)

Blood: The red liquid found in a body. (noun)

Broomstick: What a witch would ride to be able to fly. (noun)

Bury: To place something in a hole in the ground and cover it with soil. (verb)

Candy: Something to eat made from sugar. American English, similar to sweets. (noun)

Carve: To cut parts of something away to make a pattern. (verb)

Casket: Another name for a coffin. The box in which a dead body is kept. (noun)

Cast: To use magic, to cast a spell. (verb)

Cauldron: The big pot a witch would use for making spells. (noun)

Cemetery: The place where dead bodies are buried. (noun)

Children: People who are aged 0-18 years old. (noun)

Cobweb: The material spiders make to catch flies. Same as a spider web. (noun)

Coffin: Another name for a casket. The box in which a dead body is kept. (noun)

Costume: Clothes to make you look like something else. (noun)

Creature: Another name for a monster. (noun)

Creepy: To be scary and make you feel afraid. (adjective)

Crypt: A room underneath a church in which bodies are buried. (noun)

Death: When someone stops living. (noun)

Decorate: To make a place look nice by adding pretty items. (verb)

Decorations: The items that are used to decorate something. (noun)

Demon: An evil supernatural monster. (noun)

Devil: An evil supernatural monster. Also the leader of all the demons.
(noun)

Disguise: To wear clothes so you look different. (verb)

Dress-up: To wear clothes that are different from normal. (verb)

Evil: To be very bad and enjoy doing nasty things. (adjective)

Face paint: Special make up to be used on the face. (noun)

Fangs: Big long teeth. Vampires often have them. (noun)

Fear: To be scared or worried about something. Expecting something bad to happen. (verb)

Frighten: To cause someone to experience fear. (verb)

Front door: The main door in a house that is used most often, usually next to the road. (noun)

Full-moon: When the moon is a complete circle in the sky. (noun)

Ghost: The remains of a dead person, not solid can pass through walls.
(noun)

Grave: The hole in the ground in which a person is buried. Similar to a tomb. (noun)

Gravestone: The carved stone that marks the position of a grave. Similar to a tombstone. (noun)

Halloween: A celebration of monsters and being scared on 31st October. (noun)

Haunted house: A house that has a ghost present. (noun)

Horrible: Something that is very bad, looks very bad. (adjective)

Howl: The long loud noise that a wolf makes. (noun)

Jack-o-lantern: A carved pumpkin in the shape of a face. (noun)

Knock: To hit something to show your presence, knock on the front door. (verb)

Lantern: An old fashioned device for giving light by burning oil.
(noun)

Magic: The use of supernatural powers, when a witch casts a spell.
(noun)

Mist: A type of weather in which clouds are near the ground and stops people from seeing very far. (noun)

Monster: A creature that is not real, it is often frightening. (noun)

Moon: The Earth's satellite that can be seen in the sky. (noun)

Mummy: A monster where a dead person has been wrapped in bandages, buried and they have come back to life. (noun)

Nasty: Something that is bad or not nice. (adjective)

Nightmare: A dream that is frightening. (noun)

Party: A gathering of people to have fun together. (noun)

Phantom: A type of ghost. (noun)

Pitchfork: A farm tool that people use when chasing monsters. (noun)

Poltergeist: A type of ghost that moves things in a house. (noun)

Potion: A liquid made of various other liquids. (noun)

Prank: A joke that involves physical props. (noun)

Pretend: To imagine that something is real. (verb)

Pumpkin: A type of vegetable that is eaten at Halloween and used to make decorations. (noun)

Repulsive: Something that is very nasty and frightening. (adjective)

Scare: To frighten someone. (verb)

Scarecrow: A large doll that is made to scare birds away from a farmer's field. It is believed to come alive and be a monster. (noun)

Scream: To shout loudly in fear. (verb)

Shadow: A dark place in which monsters might live. The shape made when something blocks light. (noun)

Skeleton: The bones of a body without any flesh on them. (noun)

Skull: The bones that make up the head. (noun)

Specter: A type of ghost. (noun)

Spell: A magical process to make something happen. (noun)

Spider web: The material a spider makes to catch flies. Same as cob web. (noun)

Spider: An animal with eight legs that is scary. (noun)

Spirit: The life within a body, may become a ghost when the body dies.
(noun)

Spooky: Something that is frightening and scary. (adjective)

Strange: Something that is not normal, something that is odd.
(adjective)

Supernatural: To do with monsters and magic. Something that is not normal. (adjective)

Superstitious: To believe in monsters and magic as if it was real.
(adjective)

Sweets: A type of food that is made from sugar. British English, similar to candy. (noun)

Terrible: Something that is very bad, the worst thing that could happen. (adjective)

Terrify: To make someone very frightened. (verb)

Tomb: A hole to bury a dead body (same as a grave) or a building to hold a dead body. (noun)

Tombstone: A carved stone to mark the position of the tomb. Similar to a gravestone. (noun)

Treat: Something nice, often candy to eat. (noun)

Trick or treat: To go to a house and to ask for candy. If no candy is given than a trick will be played on the house.

Trick: To deceive someone, often as a part of a plan. (verb)

Vampire: A monster that drinks the blood of people and can only come out at nighttime. (noun)

Wand: A witch's or wizard's special stick to help them cast spells.
(noun)

Weird: Something that is strange. (adjective)

Werewolf: A person that turns into a wolf like monster when there is a full moon. (noun)

Wicked: A very bad person. (adjective)

Witch: A person (often female) that uses magic and is evil. (noun)

Witchcraft: The use of magic to get what you want. (noun)

Wizard: A person (often male) that uses magic, may sometimes be evil. (noun)

Wolf: A wild animal that is associated with frightening things. (noun)

Zombie: A type of monster, a dead body that has come back to life and wants to eat people. (noun)

Halloween Vocabulary Exercises

Once you have learnt all the Halloween vocabulary you can try the following exercises to see how much you remember. I would recommend making sure you know the vocabulary well before trying the following exercises.

Exercise 1 – Correct Definition

In this Halloween vocabulary exercise you need to decide which of the four definitions (A-D) given in each question matches the word in that question.

Halloween Vocabulary Definitions

Choose the correct definition for the Halloween vocabulary in this quiz.

1) What is the definition of coffin?

A) When the moon is a complete circle in the sky.

B) Another name for a casket. The box in which a dead body is kept.

C) A dream that is frightening.

D) An old fashioned device for giving light by burning oil.

2) What is the definition of pumpkin?

A) Something that is not normal, something that is odd.

B) A very bad person.

C) The place where dead bodies are buried.

D) A type of vegetable that is eaten at Halloween and used to make decorations.

3) What is the definition of wand?

A) A witch's or wizard's special stick to help them cast spells.

B) A type of monster, a dead body that has come back to life and wants to eat people.

C) To do with monsters and magic. Something that is not normal.

D) What a witch would ride to be able to fly.

4) What is the definition of gravestone?

A) Big long teeth. Vampires often have them.

B) Something that is bad or not nice.

C) The carved stone that marks the position of a grave. Similar to a tombstone.

D) A type of ghost.

5) What is the definition of pitchfork?

A) A monster where a dead person has been wrapped in bandages, buried and they have come back to life.

B) To cause someone to experience fear.

C) The place where dead bodies are buried.

D) A farm tool that people use when chasing monsters.

Exercise 2 – Correct Meaning

In this exercise you have five questions and in each you are given the definition of a word. You need to identify the correct word (options A-D) that means the same as the given definition.

Choose the word that matches the definition given in each of the five questions in this quiz.

1) What is the meaning of the following definition: An evil supernatural monster. Also the leader of all the demons?

A) Devil

B) Horrible

C) Scare

D) Superstitious

2) What is the meaning of the following definition: The bones that make up the head?

A) Witch

B) Lantern

C) Skull

D) Scarecrow

3) What is the meaning of the following definition: Clothes to make you look like something else?

A) Cemetery

B) Costume

C) Magic

D) Pretend

4) What is the meaning of the following definition: A type of food that is made from sugar. British English, similar to candy?

A) Spell

B) Vampire

C) Sweets

D) Treat

5) What is the meaning of the following definition: To be scared or worried about something. Expecting something bad to happen?

A) Death

B) Fear

C) Creature

D) Dress-up

Halloween Reading

The following reading comprehension will help you remember the Halloween vocabulary, as the best way to learn anything is by using it. You will have to use the vocabulary you have learnt to read the following passage and then answer the questions.

The reading passage on this page is all about Halloween and the most common traditions that people follow when celebrating that day. Halloween is a celebration that happens on the 31st of October. It originally came from a Christian religious day. The 1st of November is All Saints Day, so Halloween is the eve or night before this. Nowadays it is mainly just an excuse for people to have fun.

The holiday was mainly celebrated in America and from there has spread to many other countries. It is meant to be the day, and mainly the

night, when monsters come out of hiding. This means that people associate scary and frightening things with Halloween.

There are three main traditions linked to Halloween. The first is carving pumpkins, the second is decorating your house and the third is trick-or-treating.

Pumpkins are big vegetables that go an orange color when they are ripe and ready to eat. When someone carves a pumpkin they cut the top off it and scoop out all the seeds and flesh from the inside. Then they carve a pattern into the outside of the pumpkin. Often they cut the pattern so that there are holes into the center of the pumpkin. It is traditional to carve your pumpkin into a scary face. Then when it is dark you put a candle or light inside the pumpkin so the light shines out of the frightening face that was carved.

Then the pumpkins would be used to decorate your house. You would put them in a window or on the front porch so people in the street can see them. However, the decorations have become much better over the years. Now people try to make their houses look as if they are a haunted house by making skeletons to hang in the garden or putting tombstones outside the house. They might also make it look as if there are lots of spider webs. The people from the house try to make it look as scary as possible.

Finally, children will get dressed up in costumes and go out trick-or-treating. This is where they go to people's houses and ask for sweets or candy, their treat. If the house refused to give them anything then they would play a trick on the house. Adults do not go trick-or-treating, unless that are looking after children, but do often have their own parties at night. At these parties people would also be dressed up as monsters or anything else that is scary.

Halloween Reading Comprehension

Once you have read the passage you should look at the 5 questions that follow it and chose the best option (A-D) to answer each one.

- 1) Why is Halloween scary and frightening?
 - A) It is in the dark winter.
 - B) It is when monsters come out.

- C) It is because it is Christian.
 - D) Halloween is not a scary holiday.
- 2) Which of the following is not part of Halloween?
- A) Carving pumpkins
 - B) Trick-or-treat
 - C) Decorating your house
 - D) Singing special songs
- 3) Where are pumpkins normally displayed?
- A) In cars
 - B) On the front porch
 - C) In the kitchen
 - D) At churches
- 4) What do people try to do when they decorate their houses?
- A) Make them look scary.
 - B) Make them look cute.
 - C) Make them look old.
 - D) Make them look bright.
- 5) Why do adults go trick-or-treating?
- A) To get candy and sweets.
 - B) To have a party.
 - C) To look after children.
 - D) To give other children sweets.

Halloween Conversation

The best way to see Halloween vocabulary being used is through ESL Halloween conversations. This is because a conversation uses a natural way of speaking, so you can see how a native speaker talk.

These Halloween conversations will help you learn the Halloween vocabulary.

This page has two example conversations for you to look at and read. You can see the Halloween vocabulary page if you need help understanding any of the words used.

After the conversations there are 3 exercises for you to do. These will help you learn how to use the Halloween vocabulary in conversations.

Conversation 1

Situation: Patrick (an American exchange student), Jane and Andrew discuss what Halloween is like in America.

Patrick: What do you guys in England do at Halloween?

Andrew: We do not do much. It's not a big holiday like in America.

Jane: I normally watch scary films with my friends.

Andrew: What would you do?

Patrick: We would all decorate our houses and try to make them look scary.

Jane: I think that is a fun thing to do. All the decorations with the cobwebs are very nice.

Patrick: Children would go trick-or-treating and get given lots of candy.

Andrew: I like the idea of being given sweets.

Patrick: Many adults would have parties with their friends or family.

Andrew: What was your favorite part when you were at home in America?

Patrick: I liked it when all the kids came to the house dressed as small monsters. They looked so cute.

Jane: Do you want to help us have a proper Halloween party?

Patrick: Yes, that would be great fun.

Conversation 2

Situation: Jane invites Tui, Lucy and Bob to the Halloween party.

Jane: Hi there. Do you want to come to a Halloween party?

Lucy: Yes, sure, that would be great.

Jane: Great. It's a costume party. You'll need to find a scary disguise to wear.

Bob: It should be a fun party, but why are we having it?

Jane: It's to make Patrick, the American exchange student, feel at home.

Tui: Why would having a party make him feel at home?

Bob: Halloween is a holiday that is celebrated a lot in America but not as much in the UK.

Tui: Ok. So you wouldn't normally celebrate Halloween?

Jane: Not the same as in America. I would normally just watch scary films with my friends.

Lucy: In America nearly all the houses have frightening decorations and that is not done much in the UK.

Bob: They also carve scary faces into pumpkins and put candles inside so it glows.

Tui: It should be a fun party if we can do all that. I'm looking forward to it.

Jane: Great I'm glad you can all come.

Halloween Conversation Exercises

There are now 3 exercises for you to do that will help you learn how to use the Halloween vocabulary even better.

Exercise 1 – Fill in the Blanks

Choose the best option (A-D) from the questions below to fill in each of the gaps in the following Halloween conversation.

Situation: Andrew and Lucy discuss what costumes they will wear to the Halloween party.

Andrew: What costume are you going to wear to the party?

Lucy: I'm not sure. _____ 1 _____.

Andrew: Yes, _____ 2 _____.

Lucy: There are lots of different scary monsters to choose from. Which is the best?

Andrew: the most common ones are ghost, vampire, werewolf or witch.

Lucy: You could also go as a villager with a pitchfork to try to chase the monsters away.

Andrew: _____ 3 _____ that is a dead person who has come back to life.

Lucy: That sounds good. _____ 4 _____ your face look scary.

Andrew: What will you choose?

Lucy: I think I will go as a werewolf. _____5_____.

Andrew: That's a good choice. It'll be a great party.

Lucy: Yes, it'll be a very fun party.

Halloween Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the Halloween conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) It should be a bright costume
 - B) It needs to be a scary costume
 - C) It could be a cute costume
 - D) I might not wear a costume
- 2) Which option is the best to fill in the second blank?
 - A) it should be an animal
 - B) it should be of a footballer
 - C) it should be a monster possibly
 - D) it should be of my teacher
- 3) Which option is the best to fill in the third blank?
 - A) I think I will go as a zombie
 - B) I think I will go as a ghost
 - C) I think I will go as a vampire
 - D) I think I will go as a demon
- 4) Which option is the best to fill in the fourth blank?
 - A) You will need decorations to make
 - B) You will need face paint to make
 - C) You will need a hat to make
 - D) You will not need anything to make
- 5) Which option is the best to fill in the fifth blank?
 - A) I thought they were cute when I was small
 - B) I am not sure if I will be able to go
 - C) I think it is silly to dress-up and wear costumes
 - D) They always scared me when I was small

Exercise 2 – Write a Conversation

Now, in this conversation exercise, you need to write a conversation between 2 or more people about Halloween. It could be people talking about what they will do or why they like Halloween. Or it could be at a Halloween party and everyone is talking about the costumes.

Exercise 3 – Conversation Topics

In this exercise you need to have a conversation with a friend about Halloween. Below there are two sets of questions. One person uses set A and the other person uses set B. Try to speak as much as you can and give long answers.

Question set A

- Do you think Halloween is a good holiday, and why?
- Have you been to a Halloween party before?
- Have you ever been trick-or-treating?
- What do you think is the scariest monster?
- What would you do if you met a real monster?
-

Question set B

- Is Halloween a big celebration in your country?
- What do you think is the best part of Halloween?
- What is your favourite type of candy?
- If you were going to a Halloween party what costume would you wear?
- What do you normally do when it is Halloween?
-

Halloween Writing Exercises

A good way to learn vocabulary is by doing exercises, such as these writing activities, as they give you time to work slowly, think about and then use the best option. These Halloween writing activities can help you learn the Halloween vocabulary.

This page has 3 Halloween writing exercises to help you learn the Halloween vocabulary.

Exercise 1 – Writing Topics

Below are 3 writing topics. You should choose one and then write as much as you can about it. Use full sentences and try to use the new vocabulary you have learnt. If you need to, search for information on the Internet before starting to write.

Describe what you think the best Halloween costume would look like.

Describe the sort of decorations that people use at Halloween.

Explain the Halloween celebrations that happen in your home country, or why they do not happen.

Exercise 2 – Writing a Summary

Below you have a written passage about different types of scary costumes that people might wear at Halloween. Write a summary of the passage so that it is shorter than the original but still has all of the important information.

Summary Passage

There are many different types of costumes that you can wear to a Halloween part. Some people like to make their own, while others will buy something from a supermarket that is quite cheap or alternatively some people hire their costumes from a shop.

At Halloween most people want to either dress-up as a scary creature or as something funny. The best Halloween costumes are the frightening ones as they are what Halloween is all about.

Some of the most common scary Halloween costumes are of ghosts. There are many different types of ghosts from poltergeists to spirits. The most basic Halloween ghost costume is to use a big white sheet. You cut two holes for your eyes so you can see out and then cover yourself with the sheet. Alternatively, you can wear old style clothes and make them look a bit white to be a ghost. If you do this, you will need to use face-paint to make your face pale.

You could also go as a vampire, which is a monster that lives in a coffin and comes out at nighttime to drink the blood of people. Traditionally vampires would be expected to have fangs, long teeth, dark black hair and

smart but old fashioned clothes. Again people would use face-paint to make it look like they had been drinking blood.

Another common type of monster for people to dress up like is a werewolf. This is a person who looks like a wolf, so the costume would normally have lots of extra hair on the person's hands and face. Again face-paint might be used to paint the face of the person so it looks more like a dog.

There are also a lot of other ideas for you when you are looking for a Halloween costume.

Exercise 3 – Writing Role-plays

In this writing exercise you have been given two situations and you need to write a role-play of what might happen in each of the situations. You should write what each of the participants would say. Think about the location and situation carefully so what is said matches the situation.

- Role-play 1
- Participants: 2 children, children's parent, home owner
- Location: At the front door of a house
- Situation: A parent is taking their two children trick-or-treating and they knock on the door of a house.
- Role-play 2
- Participants: Shop owner, 2 customers
- Location: Costume shop
- Situation: It is Halloween and two people want to hire costumes from a costume shop for a party, but nearly all the costumes have gone and there is not much left for them to choose from.

Unit 8. HOUSES

Being able to talk about where you live is very useful, and this page will give you many words to help you do that. If you learn all the words included in the vocabulary list on this page you will know a lot about houses and what to call all the different parts.

Houses Vocabulary List with Definitions

Apartment: Housing that people usually rent and pay for each month. They have one to three bedrooms with a bathroom, kitchen and living room. They are smaller than houses (same as flat) (American English). (noun)

Apartment complex: Several buildings that have many apartments and are located beside of one another. These buildings are owned by the same company or person. (noun)

Attic: A storage space located under the roof of a house. Not every house has an attic. (noun)

Back door: A door located at the back part of a house. (noun)

Balcony: A small space located in the air that connects to a house. People can sit and relax here. (noun)

Basement: A room under a house. Not every house has a basement. (noun)

Bathroom: The room people use to take a bath or shower. It has a toilet and bathtub or shower. (noun)

Bathtub: A round space that holds water for bathing. People sit inside the space and wash their body. (noun)

Bedroom: A room for sleeping. It has a bed inside of it. (noun)

Brick: A material used to build houses and fireplaces. You can find them in different colors but the most common is red. (noun)

Cabinets: Small storage spaces with doors. These are usually located in the kitchen. (noun)

Carpet: A soft, warm covering for floors. It is different from a rug because it cannot be moved easily and it covers all of the floor space in a room. (noun)

Ceiling: The top or highest part of a room that connects to all of the walls. (noun)

Chandelier: A fancy light that hangs from the ceiling. It often has crystals. (noun)

Closet: A storage place found in bedrooms and hallways. People hang their clothing inside of it. (noun)

Corridor: A narrow path between rooms in a house or apartment (same as hallway). (noun)

Countertop: A long flat area located above the ground in a kitchen (it often has cabinets underneath). It is used for preparing food. (noun)

Deck: A wood floor that is attached to the outside of a house. People often put chairs on it. (noun)

Dining room: A room that is used for eating meals. It has a table and chairs. (noun)

Doorbell: A small button that you push to ring a bell inside of a house. (noun)

Efficiency apartment: A very small apartment for one person. The same room serves as the kitchen and bedroom. It also has a small bathroom. (noun)

Family room: A room used to entertain and socialize. It usually has a television and a sofa. (noun)

Fireplace: A place where people can make a fire in the house. It is built into the wall of a room. (noun)

Flat: Housing that people usually rent and pay for each month. They have one to three bedrooms with a bathroom, kitchen and living room. They are smaller than houses (same as apartment) (British English). (noun)

Floor: The different levels in a house or building, e.g., first floor. (noun)

Foyer: A room that usually connects to the front door of a home. (noun)

Front door: The main entrance of a home. (noun)

Garage: A covered space attached to a house where people keep their cars. (noun)

Garden: The area of ground around a house. It often has grass and flowers (same as yard) (British English). (noun)

Glass: A material used to make windows and doors which is clear and is made from sand. (noun)

Hallway: A narrow path between rooms in a house or apartment (same as corridor). (noun)

Hardwood floors: A kind of flooring in some homes that is made of wood. (noun)

Kitchen: The room in a house where people prepare food. It usually has a refrigerator and a stove. (noun)

Laundry room: A room where people wash and dry their clothing. It has a washing machine and a dryer. (noun)

Mansion: A very large, fancy and expensive house. (noun)

Mantle: The part around and above a fireplace that is often made of wood or cement. The part above is flat and is often used to display decorative items. (noun)

Marble: A material used in many houses that is made from stone and has a beautiful swirl pattern. (noun)

Master bathroom: The largest and nicest bathroom in a house or apartment. It is usually connected to the master bedroom. (noun)

Master bedroom: The largest and nicest bedroom in a house or apartment. (noun)

Paint: A liquid used to change the color of walls in a house. (noun)

Patio: A flat outdoor space that is attached to the back of some houses. It is often made of cement and is used as an area to relax and enjoy the outdoors. (noun)

Roof: The top or covering on the outside of a house. (noun)

Shelves: Long, flat pieces of material (usually wood) that are connected to a wall and used to hold objects. (noun)

Shower: An object found inside of most bathrooms that is used to clean the body. It is made of metal and sprays thin streams of water. It is usually used while standing up. (noun)

Sink: An item usually found in kitchens and bathrooms for washing hands or dishes. It is shaped like a bowl and can hold water. (noun)

Sliding glass door: A type of door that is made of clear glass and can be opened and closed by sliding it from side to side. (noun)

Spacious: An adjective that means very big and with a lot of space. It is often used to describe large rooms in a house. (adjective)

Staircase: A set of steps (one after the other) that are used to go up or down a floor in a house. (noun)

Stone: A type of material commonly used in homes that looks like large rocks. (noun)

Study: A room that is mainly used for working at a desk or reading. (noun)

Tile: A kind of flooring that is smooth and made of many square shaped pieces. (noun)

Toilet: An item located in bathrooms that has a seat and water (same as commode). (noun)

Walk-in closet: A very large closet found in some expensive homes that is similar to a small room because there is enough space to walk around inside. (noun)

Wallpaper: Special paper that has a pattern for decoration and is used to cover the walls in a house or apartment. (noun)

Walls: The flat vertical surfaces that define a room and connect to the ceiling and floor. (noun)

Windows: Spaces in the walls of a house or apartment that are made of clear glass and allow you to see outside. (noun)

Yard: The area of ground around a house. It often has grass and flowers (same as garden) (American English). (noun)

Houses Vocabulary Exercises

Exercise 1 – Correct Definition

In this exercise you need to decide which of the definitions (A-D) matches the word given in each of the questions.

1) What is the definition of *Attic*?

- A) A room for sleeping. It has a bed inside of it.
- B) A small space located in the air that connects to a house. People can sit and relax here.
- C) A storage space located under the roof of a house. Not every house has an attic.

D) A soft, warm covering for floors. It is different from a rug because it cannot be moved easily and it covers all of the floor space in a room.

2) What is the definition of *Corridor*?

A) The top or highest part of a room that connects to all of the walls.

B) A small button that you push to ring a bell inside of a house.

C) A narrow path between rooms in a house or apartment (same as hallway).

D) A wood floor that is attached to the outside of a house. People often put chairs on it.

3) What is the definition of *Garage*?

A) A covered space attached to a house where people keep their cars.

B) A kind of flooring in some homes that is made of wood.

C) A material used to make windows and doors which is clear and is made from sand.

D) The different levels in a house or building, e.g., first floor.

4) What is the definition of *Roof*?

A) A very large, fancy and expensive house.

B) The top or covering on the outside of a house.

C) A liquid used to change the color of walls in a house.

D) Long, flat pieces of material (usually wood) that are connected to a wall and used to hold objects.

5) What is the definition of *Staircase*?

A) A type of door that is made of clear glass and can be opened and closed by sliding it from side to side.

B) Special paper that has a pattern for decoration and is used to cover the walls in a house or apartment.

C) The flat vertical surfaces that define a room and connect to the ceiling and floor.

D) A set of steps (one after the other) that are used to go up or down a floor in a house.

Exercise 2 – Correct Meaning

In the next task you need to decide which word (A-D) goes with the definition given in each question.

1) What is the meaning of the following definition: *A room that is mainly used for working at a desk or reading?*

- A) Study
- B) Stained glass windows
- C) Walk-in closet
- D) Tile

2) What is the meaning of the following definition: *The largest and nicest bedroom in a house or apartment?*

- A) Master bathroom
- B) Marble
- C) Master bedroom
- D) Shower

3) What is the meaning of the following definition: *The main entrance of a home?*

- A) Floor
- B) Granite
- C) Laundry room
- D) Front door

4) What is the meaning of the following definition: *A fancy light that hangs from the ceiling. It often has crystals.*

- A) Deck
- B) Chandelier
- C) Efficiency apartment
- D) Corridor

5) What is the meaning of the following definition: *Several buildings that have many apartments and are located beside of one another. These buildings are owned by the same company or person?*

- A) Bathroom
- B) Apartment complex
- C) Basement
- D) Attic

Houses Reading

This page has a reading passage for you to read and understand, after which there are some questions for you to answer about the passage. This will help you learn and get used to using housing vocabulary.

Being able to talk about your home or what you want when you buy a house or rent a flat or apartment is very important when you are living in an English speaking country. Everyone needs somewhere to live, and you will need to be able to explain what sort of house you want to live in.

Buying a House or Rent an Apartment

There are many things to consider when choosing to buy a house or rent an apartment. For example, you should think about space, finances, long-term plans, and even responsibility for repairs and maintenance. This is a big choice for any individual or family, one which requires careful thought in order to choose what is best for you.

Your financial situation is probably the easiest and simplest thing that you should consider. Whether you plan to rent or buy, you will probably be making monthly payments. But how much money can you afford to pay each month? The general rule is that you should spend no more than one-third of your monthly income on housing. In addition, this rule is followed by many apartment companies who require potential renters to show monthly bank statements to prove that they can afford to live there.

Another important consideration is your need for space. If you are a single person, an apartment will probably be the best choice. However, if you are married with children, you might prefer to buy a house, since they are bigger and usually include a yard, which is great for kids to run and play.

One of the most important things to think about when choosing between renting an apartment and buying a house are your long-term plans. For example, if you are not sure whether or not you plan to permanently stay in your current city or town, then you should avoid buying a home. Many times people make this mistake and find that it is difficult to resell the house when they would like to leave the area. On the other hand, if you are positive that you will live there for the rest of your life (or at least for many years), buying a house might be your best option.

In addition to the above, you will need to decide if you are able and willing to take responsibility for repairs and maintenance. If you rent an apartment, things such as mowing the yard, pest control, and repairs will be taken care of for you. However, if you buy your own home, all of this will be your responsibility. Home repairs can be very expensive, so you should ask yourself if you have enough money to make repairs in case of an emergency. Also, things like mowing the yard may be easy for a young, healthy person but difficult or impossible for an older individual.

Houses Reading Comprehension

1) According to the passage, what should you think about when choosing between buying a house and renting an apartment?

A) You should think about space, finances, long-term plans, and responsibility for repairs and maintenance.

B) You should think about space, neighbors, short-term plans, and responsibility for repairs and maintenance.

C) You should think about neighbors, long-term plans, short-term plans, finances, and space.

D) The passage doesn't tell you to think about anything when choosing between buying a house and renting an apartment.

2) According to the passage, when might buying a house be your best option?

A) When you have a lot of money saved.

B) When you cannot find an apartment that you like.

C) When you feel like it is the right time to buy a house.

D) When you are positive that you will live in your current location for many years.

3) According to the passage, which of the following is true about houses?

A) Houses are more expensive per month than apartments.

B) Houses are usually in better condition than apartments.

C) Houses are easier to repair and maintain than apartments.

D) Houses are bigger than apartments and usually include a yard.

4) According to the passage, what might older individuals have trouble doing?

- A) Painting a house or apartment
- B) Mowing the yard
- C) Reselling a house
- D) Making monthly payments

5) According to the passage, what should you ask yourself about home repairs and maintenance?

A) You should ask yourself if you know anyone to who can do repairs for you.

B) You should ask yourself if you have enough money saved to pay for repairs in an emergency.

C) You should ask yourself if you are healthy enough to do the repairs yourself.

D) You should ask yourself if there is a home repair store near you.

Houses Conversation

This page has example conversations that will show you how native speakers would speak about houses. You should look at these to see how you can try to sound natural when speaking English.

Conversation 1

Situation: Lucy calls Jeff about his flat rental.

Lucy: Hello. My name is Lucy Smith, and I'm calling about the flat rental you have advertised in the newspaper. Is it still available?

Jeff: Hi, Lucy. My name is Jeff, and I am the owner. Yes, the apartment is still available.

Lucy: Great! Would you mind telling me a little about it?

Jeff: Sure. It has one bedroom and one bathroom. Every room has carpet except for the kitchen and bathroom which have hardwood floors.

Lucy: Okay. Is it a newer building or an older one?

Jeff: It is located in an apartment complex and the building is about six years old, so it's quite modern.

Lucy: That sounds lovely. How far away is it from downtown London?

Jeff: Well, it is about a thirty-minute drive from the city center.

Lucy: Wonderful. What about the price? I didn't see one listed in the advertisement.

Jeff: It's a thousand pounds a month not including utilities.

Lucy: Alright. That's in my price range, so I'm very interested in looking at it.

Jeff: Excellent! I'd be happy to show you the flat. I'm sure you will love it. Would you be able to come and see it tomorrow?

Lucy: Absolutely! I could come right after work. Is six o'clock okay with you?

Jeff: Yes. That's fine. Do you need me to give you the address?

Lucy: No, thank you. I see it here in the advertisement.

Jeff: Okay. I'll see you tomorrow then, Lucy.

Lucy: Sure. See you then!

Conversation 2

Situation: Andrew takes a tour of Emma's house for sale.

Emma: Good afternoon. Are you Andrew?

Andrew: Good afternoon. Yes, I am. I'm here to see your house for sale.

Emma: Yes. Please come in.

Andrew: Thank you.

Emma: Please follow me, and I'll give you a tour.

Andrew: Great. Thanks.

Emma: This is the kitchen, and as you can see, it has tile flooring and new cabinets.

Andrew: Yes. It's beautiful!

Emma: Thank you. This is the master bedroom. The carpet in here is about two years old, so it's fairly new.

Andrew: Right.

Emma: You can see that there is a master bathroom that is attached to the bedroom. The toilet and shower are a little older, but they're in excellent condition.

Andrew: Yes, they look almost new.

Emma: Here is the family room.

Andrew: I like it! It's very spacious.

Emma: Yes, it has a lot of room. Here is the other bedroom and bathroom. They are a little small, but they're fine for guests or young children.

Andrew: Sure. What about the laundry room?

Emma: Right. I almost forgot. It's beside of the master bedroom. It has a large closet, so you can hang your clean clothes after washing.

Andrew: Nice! How much are you asking for the house?

Emma: It's two-hundred thousand pounds.

Andrew: Okay. Thank you for showing me your home and telling me about the price. I'll call you if I am interested.

Emma: Sure. It was my pleasure! Have a great day.

Andrew: You too. Bye.

Emma: Bye.

Houses Conversation Exercises

Now that you have seen what the example conversations are like, there are three houses conversation activities for you to do.

Exercise 1 – Fill in the Blanks

For this conversation you need to decide which option (A-D) for each question is the best to fill in the blanks in the following conversation.

Situation: Tui visits Patrick.

Patrick: Hello, Tui! I'm glad you could make it.
_____ (1) _____!

Tui: Hi, Patrick. Thanks for inviting me to visit.

Patrick: No problem.

Tui: _____ (2) _____. It has beautiful tile flooring.
_____ (3) _____?

Patrick: No, I just rent it.

Tui: Where should I put my shoes?

Patrick: You can leave them here by the front door.

Tui: Wow. Is that your patio?

Patrick: Yes. It's really nice for barbeques, and I spend a lot of time there in the summer. Since you've never been here before, I'll show you around.

Tui: Great.

Patrick: I only have one bedroom and bathroom, but they're huge, so I have lots of space.

Tui: Yes, they are really big. Do you have a dining room?

Patrick: No, I have a small table in the kitchen where I eat. Follow me and I'll show you the family room.

Tui: Okay.

Patrick: I like the family room the best because it has a nice brick fireplace.

Tui: Yes, I love fireplaces! _____(4)_____.

Patrick: Thank you. It's my favorite room. Do you have a fireplace where you live?

Tui: _____(5)_____. I live in a tiny efficiency apartment. I hope to find a bigger one soon.

Patrick: Maybe I can help you. I have a newspaper, so we can look at the advertisements together if you like.

Tui: That sounds great. Thanks!

Patrick: Sure. I'm glad to help.

Houses Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the houses conversation given above.

1) Which option is the best to fill in the first blank?

- A) Please come in
- B) Please have a seat
- C) Please take off your shoes
- D) Please come back anytime

2) Which option is the best to fill in the second blank?

- A) This is a really nice window
- B) This is a really nice front door
- C) This is a really nice foyer

- D) This is a really nice yard
- 3) Which option is the best to fill in the third blank?
- A) Do you like this place
 - B) Do you have roommates
 - C) Do you have more than one bedroom
 - D) Do you own this place
- 4) Which option is the best to fill in the fourth blank?
- A) This room is dark
 - B) This room is tiny
 - C) This room is beautiful
 - D) This room is big
- 5) Which option is the best to fill in the fifth blank?
- A) No, but I wish I did
 - B) No, but I don't like fireplaces anyway
 - C) No, but I have carpet
 - D) No, but I have a kitchen

Exercise 2 – Writing a Conversation

Now you need to try to write a conversation of your own. For the conversation you need to decide who the people are, where they are and what is happening; then you should write what they would say to each other. Use as much of the new houses vocabulary that you have learnt as possible, and you can look at the above conversations for ideas. Then when your conversation is finished you can ask some of your friends to perform it with you so you can have practice of speaking the words.

Exercise 3 – Conversation Topics

The last houses conversation exercise has two sets of conversation questions. You should use these as prompts to help you have conversations with your friends. One person should take set A and the other person set B. Then take turns asking the questions. Give full and long answers and say as much as possible. When you have finished you can swap the question sets and start again.

Question set A

- Do most people live in big or small houses in your country?
- Do most people either buy a house or rent an apartment?
- Would you like to live in a big house? Why?
- Describe where either you live or where your parents live?
- What is your favourite room in a house? Why?
-

Question set B

- Describe what your ideal home would be like?
- Do you think it is good or bad to live in a small apartment?
- How many rooms should an average house have? Why?
- What are the differences between living in a house or an apartment?
- Is it good or bad to have a garden? Why?
-

Houses Writing

There are three activities for you to do on this houses writing page, and by doing them you will get better at using housing vocabulary. This will mean you will be able to speak and write better when you really need to.

Exercise 1 – Writing Topics

In this writing exercise you need to write as much as you can about one of the following topics. Pick a topic that interests you and then use full sentences and paragraphs to write about it. The more you write the better you will get, so write as much as possible and use as much of the vocabulary as you can. Then if you want to you can also write something about the other two topics.

- Describe what the house or apartment is like that you live in now.
- Describe the sort of outside areas a house might have.
- In your opinion, what is the best sort of house or apartment to live in?
-

Exercise 2 – Writing a Summary

For the next writing exercise you need to read and understand the following passage and then write a summary of it. That means you need to rewrite it so the number of words is less but it has the same main ideas and uses new or different words and sentences to say them.

Choosing an Appropriate Apartment

When you are looking to rent an apartment, there are many things to remember. You must look carefully at your budget, the area, and overall quality of the apartment. These things are very important because if you are not careful, you might end up regretting your rental decision!

The first thing you should do when choosing an apartment is to look at your budget. It is probably best to decide on the amount and then only visit apartments that you know are affordable. It is good advice to avoid visiting any rentals that are out of your budget, so you are not tempted to rent an apartment that is too expensive for you. Most rental companies will require you to show proof of income and will only allow you to pay a maximum of one-third of your monthly earnings anyway.

In addition to your budget, you should also consider location when selecting an apartment. It is important to look at the neighborhood and gather information related to safety and crime. You can easily contact the local police or do a Google search to find out about whether or not the location frequently experiences any problems. You should also find out about what kinds of local businesses are close to the area (supermarkets, gas stations, etc.) and consider the travel distance to your current job.

If the location is good and the apartment is affordable, then your last step is to visit the apartment in person. You should never rely on pictures, as they can make a flat look nicer or cleaner than it really is. In addition, if you visit the rental yourself, you can check to see whether or not anything is damaged, if there is any problem with insects, and if the complex and area is quiet or noisy.

Exercise 3 – Writing –Role-Plays

Write a role-play about houses. Each description tells you where it happens, what is happening and who is taking part. Once you have finished you could act out the role-play with your friends.

Role-play 1

- Location: In a café.
- Situation: 1 friend is describing what the new apartment is like that they will live in.

- Participants: Group of friends (about 3).

Role-play 2

- Location: In a house.
- Situation: An exchange student has come to live with a family and they are describing where everything is in the house.

- Participants: Exchange student and 3 family members.

Unit 9. SCHOOL

Many people will be interested in what your school was like, so it is a good conversation topic, but you need to know plenty of school vocabulary to be able to talk about it.

School Vocabulary List with Definitions

This list has lots of words about school and going to school as well as their definitions and the part of speech.

American football: An American sport played with an oval ball between two teams. (noun)

Art: The study of drawing, painting and other creative processes. (noun)

Art-room: The room where art is taught and studied. (noun)

Assembly: The start of the school day when all the pupils gather together. (noun)

Assignment: A piece of work to be done at home (similar to homework and coursework). (noun)

Attend: To be present at a specific location, or to go to a specific school. (verb)

Bag: A container for carrying books and other items (similar to satchel and school bag). (noun)

Baseball: An American sport played with a bat and ball between two teams. (noun)

Basketball: An American sport played on a court with a ball and two teams. (noun)

Bell: The machine that makes a loud noise to signal the start and end of the school day. (noun)

Biology: The scientific study of animals and plants. (noun)

Blackboard: An area, often on a wall, to write on using chalk. (noun)

Break: The times during the day when children do not have lessons and can do what they want (American English, same as playtime and recess). (noun)

Caretaker: The person responsible for cleaning and fixing buildings (British English, same as janitor). (noun)

Chair: An object to sit on. (noun)

Chalk: The object used to make marks on a blackboard. (noun)

Changing room: The place where people put on different clothes before doing sport (British English, same as locker room). (noun)

Chemistry: The scientific study of matter and substances. (noun)

Christmas holiday: The time in December and January when children do not need to go to school. (noun)

Class: A group of children who all study a subject together. (noun)

Classroom assistant: An adult who helps a teacher look after and teach children (similar to teaching assistant). (noun)

Classroom: The place where teachers teach children. (noun)

Collect: To gather something or someone from a place. (verb)

Computer lab: The place where information technology is taught. (noun)

Course work: A large and important piece of work to be done at home (similar to assignment and homework). (noun)

Cricket: A British sport played with a bat and ball between two teams. (noun)

Daunting: To be frightening or upsetting and difficult to complete. (adjective)

Department: A specialized part of something that is larger, e.g., art department. (noun)

Deputy head: The second most important person in a school (British English, same as deputy principle). (noun)

Deputy principle: The second most important person in a school (American English, same as deputy head). (noun)

Design and technology: The study of how things are made and how to make technical objects. (noun)

Desk: A flat area on which children do their school work (similar to table). (noun)

Dinner worker: The person who makes and serves food in the middle of the day in a school. (noun)

Drop off: To take someone to a particular place, usually by car, as you travel to a different place. (verb)

Easter holiday: The time in March or April when children do not need to go to school. (noun)

Education: The knowledge that is learnt from other people. (noun)

Elementary school: A school for children from about 5 years old to about 11 years old (American English, same as primary school). (noun)

English language: The study of the grammar and mechanics of using English. (noun)

English literature: The study of written English. (noun)

Exam: A formal test to determine how much a person knows. (noun)

Exercise book: A book for writing in and doing school work in. (noun)

Fare: The money that has to be paid to use a bus or train. (noun)

Football: A British sport played with a round ball between two teams (same as soccer). (noun)

Former: To have previously done something but to not be doing it now. (adjective)

Geography: The study of the Earth and the people on the Earth. (noun)

Grade: A group of children all the same age within a school, e.g., grade 1, grade 2 (American English, same as year). (noun)

Grounds: The open area around the school buildings. (noun)

Gym: The place where sport and physical education are done inside a building. (noun)

Half-term: A short holiday that comes in the middle of each school term. (noun)

Head teacher: The most important person in a school, the person who is in charge (British English, same as principle). (noun)

High school: A school for children from about 11 years old to 18 years old (American English, same as secondary school). (noun)

History: The study of what has happened in the past. (noun)

Hockey: A sport played with a curved stick and small ball between two teams. (noun)

Holiday: The time when children do not go to school and can stay at home. (noun)

Home economics: The study of how to prepare food and manage a house. (noun)

Homework: The work that has to be done away from school in the even or at the weekend (similar to assignment and coursework). (noun)

Information technology: The study of computers and the Internet. (noun)

Janitor: The person responsible for cleaning and fixing buildings (American English, same as caretaker). (noun)

Kindergarten: The place children go before they start school at 5 years old (American English, same as nursesey). (noun)

Latin: The study of the language that was spoken by the Roman people. (noun)

Lessons: The different parts of the day when children learn different subjects, normally between 40 and 60 minutes. (noun)

Locker room: The place where people put on different clothes before doing sports (American English, same as changing room). (noun)

Marker pen: The objects used to make marks on a whiteboard. (noun)

Mathematics: The study of numbers. (noun)

Middle school: An uncommon type of school that comes between an elementary/primary school and a high/secondary school in some places. (noun)

Music: The study of artistic auditory communication. (noun)

Netball: A British sport played on a court with a ball and two teams. (noun)

Nursery: The place children go before they start school at 5 years old (British English, same as kindergarten). (noun)

Overhead projector: A machine for making an image bigger and showing it on a flat surface, such as a wall. (noun)

Packed lunch: The food that children take to each at school from home. (noun)

Period: The different parts of the day when children learn different subjects, normally between 40 and 60 minutes. (noun)

Physical education: The performing of sport or other energetic activities. (noun)

Physics: The scientific study of matter and energy. (noun)

Playground: The area outside the school buildings where the children can run around. (noun)

Playtime: The times during the day when children do not have lessons and can do what they want (British English, same as break and recess). (noun)

Primary school: A school for children from about 5 years old to about 11 years old (British English, same as elementary school). (noun)

Principle: The most important person in a school, the person who is in charge (American English, same as head teacher). (noun)

Private school: A school that is not run by the government and parents have to pay money for their children to attend it (same as public school). (noun)

Projector: A machine for showing images from a computer on a flat surface, such as a wall. (noun)

Public school: A school that is not run by the government and parents have to pay money for their children to attend it (same as private school). (noun)

Pupils: The children that attend a specific school. (noun)

Reception: The first class that children attend when they are just 5 years old. (noun)

Recess: The times during the day when children do not have lessons and can do what they want (American English, same as break and playtime). (noun)

Register: The document that records the children's attendance at school. (noun)

Religious education (RE): The study of different beliefs from around the world. (noun)

Rounders: A British sport that is played with a small bat and ball by two teams. (noun)

Rugby: A British sport that is played with an oval ball by two teams. (noun)

Satchel: A type of bag with a fold over opening at the top for carrying books and other items (similar to bag and school bag). (noun)

School bag: A container for carrying books and other items (similar to satchel and bag). (noun)

School bus: A form of transport for taking children to school. (noun)

School: The place where children go to learn new knowledge. (noun)

Science lab: The place where children learn biology, chemistry and physics. (noun)

Science: The study of the physical and natural world via the subjects of biology, chemistry and physics. (noun)

Secondary school: A school for children from about 11 years old to 18 years old (British English, same as high school). (noun)

Semester: One of two parts of an academic year, when an academic year is divided into half. (noun)

Sixth form: The final two years of study and school before students go to university (British English). (noun)

Soccer: A British sport played with a round ball between two teams (same as football). (noun)

Sport: An activity that requires someone to move and be active. (noun)

Sport field: The outside area where physical education can be undertaken. (noun)

State school: A school that is run by the government of a country so that all children can get an education. (noun)

Study: To learn a specific subject or to learn information. (verb)

Students: The children who attend a school to get an education. (noun)

Subject: A specific area of knowledge. (noun)

Summer holiday: The time in June, July, August and September (depending on location) when children do not need to go to school. (noun)

Swimming pool: The place to do physical education while being in water. (noun)

Table: A flat area on which children do their school work (similar to desk). (noun)

Teach: To give knowledge and information to other people. (verb)

Teacher: A person who works in a school and tells the children what they need to know. (noun)

Teaching assistant: An adult who helps a teacher look after and teach children (similar to classroom assistant). (noun)

Term: One of three parts that an academic year is divided into. (noun)

Text book: The source of the information that children learn in school. (noun)

Uniform: The clothes that children have to wear when attending school. (noun)

Whiteboard: An area, often on a wall, to write on using marker pens. (noun)

Year: A group of children all the same age within a school, e.g., year 1, year 2 (British English, same as grade). (noun)

School Vocabulary Exercises

Exercise 1 – Correct Definition

1) What is the definition of *Assembly*?

- A) An object to sit on.
- B) The start of the school day when all the pupils gather together.
- C) An area, often on a wall, to write on using chalk.
- D) The study of drawing, painting and other creative processes.

2) What is the definition of *Department*?

A) A specialized part of something that is larger, e.g., art department.

B) A school for children from about 5 years old to about 11 years old (American English, same as primary school).

C) The study of how things are made and how to make technical objects.

D) The scientific study of matter and substances.

3) What is the definition of *Exercise book*?

A) The most important person in a school, the person who is in charge (British English, same as principle).

B) The person responsible for cleaning and fixing buildings (American English, same as caretaker).

C) A book for writing in and doing school work in.

D) A short holiday that comes in the middle of each school term.

4) What is the definition of *Mathematics*?

A) The place children go before they start school at 5 years old (American English, same as nurseery).

B) The study of how to prepare food and manage a house.

C) A machine for making an image bigger and showing it on a flat surface, such as a wall.

D) The study of numbers.

5) What is the definition of *Pupils*?

A) A school for children from about 5 years old to about 11 years old (British English, same as elementary school).

B) The place where children go to learn new knowledge.

C) The children that attend a specific school.

D) The times during the day when children do not have lessons and can do what they want (American English, same as break and playtime).

Exercise 2 – Correct Meaning

1) What is the meaning of the following definition: *The clothes that children have to wear when attending school?*

A) Table

B) Year

C) Uniform

D) Text book

2) What is the meaning of the following definition: *One of two parts of an academic year, when an academic year is divided into half?*

A) Semester

B) Satchel

C) Teach

D) State school

3) What is the meaning of the following definition: *The document that records the children's attendance at school?*

A) Playtime

B) Register

C) Religious education

D) Projector

4) What is the meaning of the following definition: *The food that children take to each at school from home?*

- A) Kindergarten
- B) Packed lunch
- C) Physics
- D) Middle school

5) What is the meaning of the following definition: *The study of the Earth and the people on the Earth?*

- A) Exam
- B) Homework
- C) Gym
- D) Geography

School Reading

This page has a reading passage and questions so you can test your understanding of the school vocabulary when it is used in a written passage. As this is a reading task you can take as much time as you need to understand it and then answer the questions. When doing a reading task, you have plenty of time to make sure you can understand as much of the vocabulary as possible. This means that you can stop and look for the meanings of words you do not understand. This is good as it means you are able to fully understand the text.

Going to School in the UK

In Britain children start school in their fifth year. Some are nearly five whilst others have already reached their fifth birthday. The first class known as reception and, for some children, it is a daunting experience. Five year olds love to be physically active and move around, run, jump and dash about all day. When they are in a group of 20 or more, they have to learn to follow instructions from the adult in charge. Sit down, listen and take turns is an unfamiliar situation.

Once a child has settled into the reception class, the first year is usually a very happy one. Lots of new skills are introduced. Communal activities and socialising with the other children, learning to take turns, these are all part of the first year experience.

As they paint, draw, bake, mould and enjoy sand and water play, they interact with other children and language skills develop. When they have music and movement lessons or activities in a gym, they learn to control their body movements as they stop, balance, roll-over, stretch and step slowly. Children learn to co-operate with others. In music, they have to listen for a rhythm and try to copy it using percussion instruments and join in simple tunes singing the melody.

Sitting down and listening to stories and answering questions about the story are all skills that are introduced and learnt in a child's first year at school.

Breaks in the school day, play times, can be shared with older children who are also playing at the same time. Chasing, catching, hiding, using balls and skipping ropes, falling over and getting back up, all help to get rid of pent-up energy. In some play grounds, lines and numbers are painted on the ground. Children can jump and skip along the lines and into spaces. Sometimes there are climbing frames to explore.

If a child does not go home for a meal at lunch time, the school provides hot and cold food to be eaten in the dining hall. Alternatively, a packed lunch can be brought from home.

In primary schools, the mornings are normally devoted to number work, reading skills and recording. The afternoons are less formal and more creative. Young children love dressing up in costumes and acting out adult situations. They have 'pretend' tea parties, make little cakes from plasticine and pour cups of tea for those involved.

At the end of a busy day, young children are ready to go home with a parent and tell them all about their day at school.

School Reading Comprehension

- 1) At what age do children start formal schooling in Britain?
 - A) They start at seven years.
 - B) They begin school at six.
 - C) They start school in their fifth year.
 - D) They start school when they are seven.
- 2) What name is given to the first class a five-year-old enters?

- A) It is reception.
 - B) It is year one.
 - C) It is beginners' year.
 - D) It is starters' year.
- 3) What activity encourages language development?
- A) Reading books
 - B) Creative activities, painting, drawing
 - C) Singing
 - D) Movement lessons
- 4) According to the passage how are outside playtimes made more fun?
- A) Children can play on grass.
 - B) Children can sit on benches.
 - C) They can climb trees.
 - D) There are lines painted on the ground.
- 5) What types of learning do children take part in before lunch?
- A) Number work, reading and writing
 - B) Painting
 - C) Running around
 - D) Listening to music

School Conversation

People like to talk about what they did at school and who their friends were, so it is good to be able to have a conversation with someone about their school.

Conversation 1

Situation: Jane meets a friend, Alice, at a reunion of former pupils at their old school.

Jane: Hello Alice. Do you remember me?

Alice: Hi Jane. You look well.

Jane: It must be eight years since you left school.

Alice: That's right. You were five years below me. I was in the same year as your older sister, wasn't I?

Jane: Yes. After school I got a place at university and am studying Accountancy and Business studies.

Alice: That sounds interesting. I got a job as a translator.

Jane: What languages do you speak?

Alice: Apart from English, I speak French and German.

Jane: I didn't get on well with my French teacher here at school, so I dropped the subject at the end of my fifth year.

Alice: Where do you study?

Jane: In London. I enjoy living in London.

Alice: I sometimes travel to different parts of Britain to do translating. Next week I have an assignment in London.

Jane: Will you have time to call and visit me whilst you are in the area?

Alice: Yes, I'd love to.

Jane: I'll give you my phone number. Ring me in the evening.

Alice: Thank you. We'll be able to have more time to catch up and reminisce about our school.

Conversation 2

Situation: Alice's five-year-old daughter goes to school for the first time.

Alice: Come along Katie, we don't want to be late. Look, here is your teacher.

Teacher: Hello Katie, lovely to see you. Come this way and I'll show you where to hang your coat.

Alice: Katie is a bit nervous as it is her first day at school.

Teacher: Yes, I understand. A lot of children find the classroom situation a bit overwhelming at first.

Alice: Oh there's no need to cry Katie!

Teacher: Follow me and I will introduce you to the teacher of the reception class.

Alice: Look Katie, there is your friend Toby.

Teacher: I think it is a good idea for you to slip away now and leave her with her friend.

Alice: What time can I come and collect her?

Teacher: When five-year-old children start school, they only come for the morning session. You can collect her at 12 noon.

Alice: I think she will settle down now that she has seen Toby. They have met at the play group which is run for children under five, in our village.

Teacher: She'll be full of smiles when you see her at lunch time.

Alice: Thank you.

School Conversation Exercises

Here there are some exercises for you to do so you can practice using the school vocabulary while having a conversation. You should try to speak as much as possible to get plenty of practice.

Exercise 1 – Fill in the Blanks

For this activity you need to read the following conversation and then decide which option (A-D) in the following questions is the best to fill each of the gaps.

Situation: Alice talks to her neighbour Nick.

Alice: Hello Nick. It's Katie's _____[1]_____ at school.

Nick: I've just taken Toby to school. He didn't want to get out of bed this morning.

Alice: We saw Toby. He is in the same group as Katie.

Nick: The teacher and assistant teacher of the reception class are wonderful.

Alice: They will need lots of energy.

Nick: Yes, and they are very patient.

Alice: Katie _____[2]_____ when I left her.

Nick: Toby will make sure she is alright. He's _____[3]_____ than Katie so he knows the routine.

Alice: I feel really sad seeing her so upset.

Nick: I promise you, within minutes of your leaving she will start to make friends and _____[4]_____.

Alice: As it is her first term, she only attends school in the morning. I will pick her up at _____[5]_____.

Nick: Come in and have a cup of coffee. The morning will pass very quickly. In no time at all it will be 12 o'clock.

Alice: Thank you. I'd love a cup of coffee.

School Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the school conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) First day
 - B) First year
 - C) Second year
 - D) Second day
- 2) Which option is the best to fill in the second blank?
 - A) Started to laugh
 - B) Started to cry
 - C) Started to run around
 - D) Started to shout
- 3) Which option is the best to fill in the third blank?
 - A) Play with the toys
 - B) Rub and hide
 - C) Sit and read a book
 - D) Go outside
- 4) Which option is the best to fill in the fourth blank?
 - A) Four o'clock
 - B) Three o'clock
 - C) Lunch time
 - D) One o'clock
- 5) Which option is the best to fill in the fifth blank?
 - A) Four o'clock
 - B) Three o'clock
 - C) Lunch time
 - D) One o'clock

Exercise 2 – Writing a Conversation

For this activity you need to write a conversation of your own about a school or going to school. You can use the above conversations as examples. The conversation will be between two or more people and you just need to write what they would say to each other. When you have finished you can practice your speaking by getting some friends and performing the conversation.

Exercise 3 – Conversation Topics

In this task you need to have a conversation with a friend. There are two sets of conversation questions that you can use. You and your partner should each have one of the two question sets and take turns asking each other questions, so that you have a conversation. If you can think of any extra questions you can also use those. The conversation cards are just meant to be a starting point for you to start talking about schools. When you have finished you can swap the cards and start again so you have both answered all the questions.

Question set A

- How many different schools did you attend?
- Who was your favourite teacher?
- Do you think being a teacher is a good job?
- Would you like to be a teacher? Why?
- What did you like best about going to school?

Question set B

- What was your favourite subject at school?
- Did you have any teachers that you did not like when you were at school?
- Did you go to a big school or a small school, and what was it like?
- What is a bad thing about being a teacher?
- What is the difference between a teacher and a head teacher?

School Writing

Doing writing tasks is a good way to learn new vocabulary as you have time to work at your own speed. You can work slowly and stop to look for the best word for each situation. This will mean that you will be able to learn the words well. So, it is good to do writing tasks before you start trying to do more advanced activities, such as trying to have a conversation.

Exercise 1 – Writing Topics

In this writing activity you need to write something about one of the following writing topics. You should pick one of the topics and then write as much as you can. Try to use new vocabulary and try to use full sentences. The more you write the better you will get at using English. If you want to, you can also write something about the other two writing topics.

- Describe one of the schools that you have attended.
- Explain why it is important to have good schools for children to attend.
- Describe what makes someone a good teacher.

Exercise 2 – Writing a Summary

In this writing task you need to rewrite the following passage so that you summarise it. This means that you need to read and understand it and then write your own passage with the main information but using different words. The summary should be shorter than the original so you just need to keep the main and most important parts.

Choosing a School

When a child is of school age, the parents try to register at a school that is near to where they live. However, if there are a number of different schools in the locality, the one with the best results and reputation, may be very popular and not able to take all the children that wish to go there. If a brother or sister already attends a popular school, another member of the same family may be also given a place.

Another option is that the child can be registered in a private school. This is a school that charges fees on a termly basis. There are also 'extras' to be paid. School trips and visits cost quite a lot of money, especially if it is

an educational trip abroad. A school uniform is another expensive item. Private and also some public [not paying] schools have a recognisable uniform.

A primary school is divided into two sections. The early years, sometimes referred to as the infants, and the upper school that educates children from the age of seven until they leave at eleven or twelve.

However, private schools have a slightly different system and children do not move on to their next school until the age of thirteen. These children usually transfer to a private, known as a public, secondary school. The leaving age for all school children is sixteen. Pupils can stay at school for another two years if they wish, and take more exams. If they succeed in getting good and very good grades in their exams, they may get a university or college place and continue to study the subjects that they find stimulating.

Exercise 3 – Writing Role-plays

In this writing task you need to choose one of the following role-play prompts and write what the people would say to each other. In each of the prompts you are told where it happens, what is happening and the people. You just need to write what they say to each other. When you have finished you should find some friends and then act out the role-play so you can practice speaking.

Role-play 1

- Location: In a school before morning assembly.
- Situation: Children talking about what they have to do that day.
- Participants: Two or more school children.

Role-play 2

- Location: In a café.
- Situation: Parents talking about the best local schools.
- Participants: Two or more parents of school children.

Unit 10. SHOPPING

Shopping is something everyone has to do, so knowing shopping vocabulary is very important. Without it you will not be able to buy clothes, food or anything else when you are in an English speaking country.

Shopping Vocabulary List with Definitions

The following list has shopping vocabulary items for you to learn.

Afford: To have enough money to purchase an item or pay for a service. (verb)

Aisle: A long walkway with items for sale on either side. (noun)

Bag: A carrying aid with handles that is usually made from plastic or recycled material. (noun)

Baggy: When an item of clothing is excessively loose. (adjective)

Bakery: A shop which provides people skilled in preparing and selling pastries, cakes and bread. (noun)

Barcode: A small square filled with lines which when scanned by a computer provides an item's name and price. (noun)

Bargain: Something on sale at a lower price than its true value. (noun)

Basket: A hand held square shaped mesh container usually made from either metal or plastic which is used to hold items. (noun)

Best before: The date before which an edible item is most delicious. (adjective)

Brand: The name of a product which is often associated with a certain price and quality. (noun)

Butchers: A shop which provides people skilled in preparing and selling meat. (noun)

Buy: To get something by paying money for it. (verb)

Card machine: A machine which communicates with the customer's bank for the purpose of paying for goods or services. (noun)

Cash: A rectangular piece of paper often known as a note which is used for payment of goods or services. (noun)

Cashier: A person who calculates the total cost and receives payment for the goods. (noun)

Change: A quantity of money to be returned to the person paying for goods or services usually when payment has been made with bank notes which total more than the amount requested. (noun)

Cheap: Costing little money or less than is usual or expected. (adjective)

Chemist: A shop which sells general and personally prescribed medication. (noun)

Clearance sale: A time when most items are reduced, usually due to the shop closing down. (noun)

Closed: A time when the product or service is not accessible to customers. (adjective)

Coin: A small thin piece of metal which is usually round and used for payment of goods or services. (noun)

Convenience store: A shop that is easily accessible to the general public that sells most things. (noun)

Credit/Debit card: A rectangular piece of thin plastic often with an electronic chip which is used for paying for goods or services. (noun)

Customer: A person who pays for goods or services. (noun)

Delivery: The transportation of items from the shop to the customer's preferred address. (noun)

Discount: A reduction in the original price of a product. (noun)

Estate agent: A business that arranges the selling, renting or management of homes, land and buildings for the owners. (noun)

Exchange: An act of returning a previously purchased unwanted item and receiving another in its place. (verb)

Expensive: Costing a lot of money. (adjective)

Faulty: A faulty machine or device is not perfectly made or does not work correctly. (adjective)

Fit: When an item of clothing is suitable for the size of the body. (verb)

Fitting cubicle: A small room used for changing clothes. (noun)

Florist: A shop which provides people skilled in cutting and arranging flowers. (noun)

Gift voucher: A rectangular piece of thick paper which represents money and can be used to buy goods to the value printed on its front. (noun)

Hanger: A triangular shaped piece of metal or plastic used to hold clothes in storage. (noun)

Label: A piece of paper printed with a description and attached to the item. (noun)

Loyalty card: A card provided by an establishment similar to the size of a credit card which is often used to collect points which can be exchanged for rewards. (noun)

Luxury items: Items which are fashionable but not a necessity. (noun)

Open: The time when the product or service can be accessed and paid for. (adjective)

Packaging: A protective material, usually plastic or cardboard, which surrounds the product prior to purchase. (noun)

Price: The monetary value of a particular item. (noun)

Purchase: To buy something. (verb)

Purse: A container, usually used by women, for holding bank cards, cash and occasionally coins. (noun)

Quality: The standard expected of a particular item. (noun)

Queue: The act of people standing behind one another to wait for a service. (noun)

Receipt: A piece of paper which proves that money or goods have been received. (noun)

Refund: An amount of money that is given back to you, especially because you are not happy with a product or service that you have bought. (noun)

Sale: An act of exchanging something for money. (noun)

Sales assistant: A person who ensures a comfortable shopping experience for the customer, usually by serving their needs and informing them of current offers. (noun)

Scales: A machine which weighs items to assist with calculating the price of a product. (noun)

Security tag: A device securely attached to a product to deter thieves. (noun)

Self-service: (of a business or machine) Operated without employees to help you, so that you take items for yourself and then pay someone for whatever you have taken. (adjective)

Shelf: A horizontal, strong piece of material used for displaying items. (noun)

Shop: A designated space which offers goods or services for payment. (noun)

Shopper: A person who visits a shop with the intention of buying an item. (noun)

Showroom: A large shop in which people are encouraged to look at the goods that are on sale before buying them. (noun)

Size: A measurement of something, usually described as large, medium or small. (noun)

Stock: A quantity of a particular product held by a shop. (noun)

Supermarket: A large shop with many departments which sells a wide range of items. (noun)

Till: A machine used to keep cash received from customers and to provide change if necessary. (noun)

Travel agent: A person or company that arranges tickets, hotel rooms, etc. for people going on holiday or making a journey. (noun)

Trolley: A large rectangular shaped mesh container usually made from metal which has wheels and is used to hold items. (noun)

Use-by date: a date that is printed on a container of food, medicine, to show that it may not be safe to use it after that particular date. (adjective)

Wallet: A pocket-sized flat container, usually used by men, for holding bank cards and cash. (noun)

Window shopping: The act of browsing products without the intention to buy. (verb)

Shopping Vocabulary Exercises

Once you are sure that you know the shopping vocabulary items listed above you can try the following exercises.

Exercise 1 – Correct Definition

Answer the five questions in this exercise about the ESL shopping vocabulary. In each question choose the correct meaning (A-D) for the word given.

1) What is the definition of *Aisle*?

- A) The date before which an edible item is most delicious.
- B) A long walkway with items for sale on either side.
- C) The cost of something considered to be reasonable and easily affordable.
- D) A shop which provides people skilled in cutting and arranging flowers.

2) What is the definition of *Fitting cubicle*?

- A) A small room used for changing clothes.
- B) A shop that is easily accessible to the general public that sells most things.
- C) A triangular shaped piece of metal or plastic used to hold clothes in storage.
- D) The time when the product or service can be accessed and paid for.

3) What is the definition of *Expensive*?

- A) The act of browsing products without the intention to buy.
- B) A measurement of something, usually described as large, medium or small.
- C) A time where certain items are lowered from their original price.
- D) The cost of something considered to be excessive or unaffordable.

4) What is the definition of *Till*?

- A) A machine used to keep cash received from customers and to provide change if necessary.
- B) The price of an item that is considered to be of very good value.
- C) A machine which communicates with the customer's bank for the purpose of paying for goods or services.
- D) A time when most items are reduced, usually due to the shop closing down.

5) What is the definition of *Label*?

- A) The monetary value of a particular item.
- B) An item which does not satisfy its description or cannot fulfil its purpose.
- C) A piece of paper printed with a description and attached to the item.
- D) A person who ensures a comfortable shopping experience for the customer, usually by serving their needs and informing them of current offers.

Exercise 2 – Correct Meaning

In this vocabulary exercise you need to choose the correct word (A-D) for each of the definitions given in the five questions.

1) What is the meaning of the following definition: *A large shop with many departments which sells a wide range of items?*

- A) Supermarket
- B) Till
- C) Travel agent
- D) Refund

2) What is the meaning of the following definition: *A rectangular piece of thick paper which represents money and can be used to buy goods to the value printed on its front?*

- A) Gift voucher
- B) Purse
- C) Quality
- D) Hanger

3) What is the meaning of the following definition: *The price of an item that is considered to be of very good value?*

- A) Bakery
- B) Card machine
- C) Afford
- D) Bargain

4) What is the meaning of the following definition: *A shop which sells general and personally prescribed medication?*

- A) Brand

- B) Coin
- C) Chemist
- D) Refund

5) What is the meaning of the following definition: *A person who visits a shop with the intention of buying an item?*

- A) Refund
- B) Scales
- C) Shopper
- D) Clearance

Shopping Conversation

These shopping conversations will help you understand how to talk to someone about shopping or to speak to a shop assistant when you are in a shop.

Conversation 1

Situation: Lucy and Tui meet Bob at the university shop.

Lucy: Good morning, Bob. Nice to see you, how are you today?

Bob: Morning, Lucy. I'm great thanks. What are you buying?

Lucy: I'm here with Tui, she wants to buy something for the new semester.

Bob: What do you want to buy, Tui?

Tui: I want to buy a maroon university jumper, but they all look too large and expensive.

Bob: You should ask the sales assistant to help you.

Tui: Excuse me, please. Do you have a small jumper which is not too expensive?

Sales Assistant: Please look at our sale items in the second aisle. The jumpers are cheaper but I don't know what we have in stock. You can try clothes on in the fitting cubicle.

Tui: Thank you. Look at this one, Lucy. I really like it and it's cheap as well. The label shows it's only £10.50.

Lucy: That is the right size, it fits you and is not baggy. Put it back on the hanger and let's go and pay for it.

Bob: Oh, Tui, I almost forgot, you can use my loyalty card to receive an additional 10% discount.

Tui: That is very kind of you, Bob. I have saved a lot of money today. I can now afford to buy some new books.

Lucy: The book shop has a clearance sale next door. Would you like to go and have a look with us, Bob?

Bob: Yes, I also need some books. Come on, let's go.

Conversation 2

Situation: Roommates Jane and Patrick discuss their weekly shopping trip.

Jane: We don't have much food left in the cupboards, Patrick. Are you ready to do our food shopping?

Patrick: Yes, I'll just put on my shoes and we will go.

Jane: It's too far from the dormitory. Let's buy our food online.

Patrick: I've never bought food online before. In America we don't usually purchase things online.

Jane: In the UK people often purchase all kinds of things online, especially food. It is very convenient.

Patrick: How long will it take to be delivered?

Jane: The delivery service is free if we spend over £35 and we will get it tomorrow afternoon if we order today.

Patrick: That is very good. Are products more expensive online?

Jane: No. The prices are the same and sometimes it can be cheaper. You can often see special offers like buy one get one free.

Patrick: What if the item we choose is not in stock?

Jane: The staff will choose an alternative of a similar price, or give us a refund.

Patrick: It all sounds very reasonable and convenient. Let's order online.

Jane: I will go to get my computer and log in to the shop's website.

Patrick: I will make a shopping list of what we need and you can order it.

Jane: Ok. I will get my purse, too. I will use my credit card to pay.

Patrick: Thanks. I will give you my share in cash from my wallet.

Jane: Ok, that is fine.

Shopping Conversation Exercises

The following shopping conversation exercises will let you practice using the vocabulary while having conversations.

Exercise 1 – Fill in the Blanks

The ESL shopping conversation in this exercise has blanks that you need to fill by selecting the correct option (A-D) for the 5 questions that follow the conversation.

Situation: Andrew goes to the clothes store to return a coat he bought last week.

Sales assistant: Good afternoon, Sir. How can I help you?

Andrew: Hi, I want to _____(1)_____.

Sales assistant: Please speak to my supervisor. She is in charge of returns.

Supervisor: Hello, how may I assist you?

Andrew: I'd like to return this coat, please.

Supervisor: Is there anything wrong with it?

Andrew: Yes. The stitching has come apart near the hood.

Supervisor: I just need to know how you paid for this item and if you still have the receipt.

Andrew: I paid by cash, but unfortunately _____(2)_____.

Supervisor: I am afraid I will only be able to offer you a store voucher.

Andrew: I understand. I really like the design of the coat. Is it possible to have a replacement?

Supervisor: That is not a problem. I will check to see if we have another one in stock.

Andrew: Thanks.

Supervisor: I'm sorry. We don't have that design in stock but we have a similar design which is the same price. We can do an exchange for you. Here it is.

Andrew: I really like it. _____(3)_____.

Supervisor: Would you like to try it on to make sure it fits you? The fitting cubicle is over there.

Andrew: No, thanks. _____(4)_____.

Supervisor: Is there anything else you want to buy today as we have a promotion on sportswear.

Andrew: No, not today. I would just like the exchange, please.

Supervisor: Let me remove the security tag for you. Would you like the hanger, too?

Andrew: No, thanks. I have many at home.

Supervisor: Here is your receipt _____(5)_____. Have a nice day.

Andrew: Thank you for your help. Have a nice day, too.

Shopping Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the shopping conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) Return an item
 - B) Buy a new coat
 - C) Buy another coat
 - D) Return an umbrella
- 2) Which option is the best to fill in the second blank?
 - A) Here is my receipt
 - B) Yes. I have my receipt.
 - C) I don't usually keep receipts.
 - D) I want a new coat
- 3) Which option is the best to fill in the third blank?
 - A) I don't like the colour.
 - B) It's exactly the style I like.
 - C) I want a refund.
 - D) I don't like that design.
- 4) Which option is the best to fill in the fourth blank?
 - A) I think I should try it on.
 - B) Yes, I will try it on.
 - C) I don't like this style.

- D) A medium size always fits me perfectly.
- 5) Which option is the best to fill in the fifth blank?
- A) For the refund
 - B) For your exchange
 - C) For your purchase
 - D) For your new jeans

Exercise 2 – Write a Conversation

In this exercise you should write your own shopping conversation. It should have at least two people and be set in a location where people would talk about shopping. You will need to write all the words that the participants would say. Once you have finished you could try speaking it out loud with a friend.

Exercise 3 – Conversation Topics

Question set A

- Do you enjoy shopping?
- Where do you go shopping most often?
- Have you ever worked in a shop?
- Why do people go just window shopping?
- How often do you go shopping?

Question set B

- What types of shops do you like to visit?
- Do you spend a lot of money when you go shopping?
- Would you like to work in a shop?
- What do you dislike about shopping?
- Do you like to go shopping alone or with friends?

Shopping Writing Exercises

When learning English, writing exercises can be useful.

Exercise 1 – Writing Topics

- What are your favourite types of shops to go shopping in, and why?
- Describe what you can do to make shopping more fun.
- Would you like to work as a shop assistant, and why?

Exercsie 2 - Write a Summary

You should write a summary of the text. You should keep all the information the same but use new words and vocabulary.

Shopping for the Best Quality and Price

Some people see price as more important than quality while others try to buy things that are of good quality and not too expensive. It is often true that better quality items will usually last longer but they usually cost more money. It is a good idea to wait for special discounts to get both the right price and quality. Special discounts are common around the same time as public holidays or celebrations such as Christmas and New Year.

Items which are popular must be bought quickly or it is likely that the shop will run out of stock. Items which are very rarely bought are sometimes lowered in price to encourage customers to buy them and allow for the shop to make space for new stock. Most shops sell similar items. The big superstores may sell things cheaper than smaller shops.

Not everyone has money to enjoy shopping. It is common for shops to have thieves try to take things without paying. Shops usually have a security tag on their items to stop thieves from taking them without paying at the till. The products with the highest value are more likely to be security tagged. A sales assistant will take off the security tag when the item is paid for by the customer.

Items bought regularly are often on sale or part of a special promotion. It is difficult to get a good deal with luxury items as these are rarely lowered in price. People often buy luxury items in the New Year sale as the sale price can be up to 50% off the original price.

A customer should be careful when paying for goods. Some smaller shops may charge 5% extra for credit card transactions so cash should be used to save money.

Exercise 3 – Role-plays

For this shopping writing exercise you will need to write one or two role-plays.

Role-play 1

- Location: At home.
- Situation: Deciding what they need to buy and where to get it.
- Participants: Two people.

Role-play 2

- Location: In a shop.
- Situation: Sales assistant is helping a customer chose something to buy.
- Participants: 2 customers and a sales assistant.

Unit 11. SUPERMARKET

There is a lot of supermarket vocabulary on this page for you to learn and use when you need to go shopping. Everyone needs to go shopping, and it is often most convenient to go shopping at a supermarket, so you will need to know words and vocabulary about using a supermarket.

Supermarket Vocabulary List with Definitions

This part of the page has the supermarket vocabulary list with definitions. You will need to know all of these words if you are going to be able to understand shopping in a supermarket.

Aisle: A passage between the rows of shelves in a supermarket. (noun)

Alcoholic drink: Intoxicating liquids that people consume. (noun)

Apple: Fruit of the apple tree. (noun)

Assistant: A person who helps other people (the shoppers). (noun)

Automatic doors: The entrance to a shop or building that opens without a person having to push. (noun)

Banana: A yellow fruit that grows in bunches. (noun)

Basket: A container for holding goods. (noun)

Batteries: Electric cells for storing electricity. (noun)

Bedding: The covers used for warmth on bed. (noun)

Beef: The meat from cows. (noun)

Beer: An alcoholic drink made from hops and barley. (noun)

Biscuits: Small savoury or sweet thin dry cakes. (noun)

Bottled water: A clear natural drink in a bottle. (noun)

Bread: Food baked and made from flour and yeast. (noun)

Bunch: A group of things fastened together. (noun)

Butter: An oily substance to spread on bread. (noun)

Cafe: A seating area where food and drinks are served. (noun)

Cake: A sweet soft food made from eggs, sugar, flour and fat. (noun)

Car Park: An area for leaving cars and other vehicles. (noun)

Carrier bag: A plastic container used to carry shopping home. (noun)

Carrot: A long orange root vegetable. (noun)

Cart: A large basket on wheels for carrying shopping (US English, same as trolley). (noun)

Cashier: The person who works at a check-out and takes the money (same as check-out operator). (noun)

Cat food: The products made especially for cats to eat. (noun)

Celery: A long crisp green vegetable. (noun)

Cereal: A breakfast food made from grain. (noun)

Check-out operator: The person who works at a check-out and takes the money (same as cashier). (noun)

Check-out: An exit where payment is made for the products bought. (noun)

Cheese: A dairy product made from milk. (noun)

Chicken: A bird from which eggs are obtained, and which can be eaten. (noun)

Chocolate: A sweet made from the cocoa bean. (noun)

Cigarettes: A stick made from tobacco that is smoked and cause people to become ill. (noun)

Cigars: A thick stick made from dried tobacco leaves that is smoked. (noun)

Citrus fruit: A group of fruits that contains lemons, limes, oranges and grapefruits. (noun)

Cling-film: A transparent wrapping sheet for covering food. (noun)

Clothing: Items to cover the body. (noun)

Coffee: A drink made from the coffee bean. (noun)

Coupon: A piece of paper that can be used to get a discount on the price of a product. (noun)

Cushions: Small soft pillows. (noun)

Cutlery: Knives, forks and spoons to use when eating. (noun)

Dairy section: The area where milk based products are sold. (noun)

Deli: The area where pre-cooked and pre-prepared foods are sold. (noun)

Diesel: A type of fuel for cars and lorries. (noun)

Display: An arrangement of products so customer can see them. (noun)

Dog food: The products made especially for dogs to eat. (noun)

Dried spices: Plants that enhance the flavour of food. (noun)

Duvet: A warm bed covering. (noun)

Eggs: The reproductive means of chickens that have a hard shell and are eaten as food. (noun)

Exit: A way out. (noun)

Express check-out: A check-out for people who are only buying a small amount of shopping. (noun)

Fish: An animal that lives in water, and some of which can be eaten. (noun)

Flour: A soft food made from grain, usually wheat. (noun)

Flowers: The reproductive organs of plants that have a scent and coloured petals. (noun)

Freezers: Large display areas that keep food below 0oC. (noun)

Fruit juice: A drink made from squeezing fruit. (noun)

Fruit: A type of sweet food that often comes from trees and can be eaten without cooking. (noun)

Frying pan: A kitchen tool used in cooking. (noun)

Gas: A type of fuel for cars (US English, same as petrol). (noun)

Grapefruit: A sour citrus fruit. (noun)

Grapes: The fruit of the vine. (noun)

Greeter: A person who stands at the door of a supermarket and says hello to the customers. (noun)

Greetings cards: A way of celebrating special events, such as birthdays and anniversary. (noun)

Hair spray: A sticky substance to keep hair in place. (noun)

Ham: The cooked meat of pigs. (noun)

Herbs: Dried plants to give flavour to food. (noun)

Kettle: A container for boiling water. (noun)

Kitchen roll/towel: Disposable paper that is used for mopping mess in a kitchen. (noun)

Lamb: The meat that comes from young sheep. (noun)

Lamps: An electric fitting to give light. (noun)

Lettuce: A green plant that has its leaves used in salads. (noun)

Lottery ticket: A form of gambling to try to win money. (noun)

Manager: The person who is in-charge of the supermarket. (noun)

Margarine: A butter-like spread, which is made from oil, used on bread and in cooking. (noun)

Meat: The flesh of animals that has been prepared so it can be eaten. (noun)

Medicines: Products to treat or prevent diseases or illness. (noun)

Mushroom: An edible fungus. (noun)

Mutton: The meat that comes from old sheep. (noun)

Newspaper: Paper printed with information. (noun)

Orange: A citrus fruit that is sweet and orange in colour. (noun)

Petrol: A type of fuel for cars (UK English, same as gas). (noun)

Pilchards: A type of fish. (noun)

Plums: A sweet fruit that are normally a purple colour. (noun)

Pork: The meat from a pig. (noun)

Postage stamps: The means of paying to send a letter to someone. (noun)

Potato: A plant with edible tubers that grow in soil. (noun)

Prawn: A small shrimp-like creature of the sea. (noun)

Queue: A line of people who are waiting for something. (noun)

Ready-meals: A pre-made meal that just needs to be heated up at home before it can be eaten. (noun)

Receipt: The list of the items bought at a shop. (noun)

Salt: A food enhancement. (noun)

Security guard: A person in charge of shop safety. (noun)

Self-service: A system designed for serving yourself. (noun)

Shelf stacker: Someone whose job is to put goods on the shelves in a supermarket. (noun)

Soap: A cleaning substance. (noun)

Soup: A liquid made from vegetables that is eaten. (noun)

Spirits: Alcoholic drinks that have a high alcohol content. (noun)

Supermarket: A large retail outlet where you can buy food and goods for the home. (noun)

Sweets: Small sugary treats. (noun)

Tea: A drink made from dried tea leaves. (noun)

Toothpaste: A tooth cleaning paste. (noun)

Trolley: A large basket on wheels for carrying shopping (UK English, same as cart). (noun)

Vegetables: The edible parts of plants that people eat. (noun)

Wine: An alcoholic drink made from grapes. (noun)

Yogurt: A semi-liquid food made from fermented milk. (noun)

Supermarket Vocabulary Exercises

Exercise 1 – Correct Definition

For this first vocabulary activity you need to decide which option (A-D) in each question is the definition that matches the given word.

1) What is the definition of *Basket*?

- A) Intoxicating liquids that people consume.
- B) The meat from cows.
- C) A container for holding goods.
- D) An area for leaving cars and other vehicles.

2) What is the definition of *Carrier bag*?

- A) A transparent wrapping sheet for covering food.
- B) The products made especially for cats to eat.
- C) Items to cover the body.
- D) A plastic container used to carry shopping home.

3) What is the definition of *Dried spices*?

- A) Plants that enhance the flavour of food.
- B) A sweet made from the cocoa bean.
- C) Small soft pillows.
- D) A warm bed covering.

4) What is the definition of *Freezers*?

- A) A sour citrus fruit.
- B) Large display areas that keep food below 0 C.
- C) A green plant that has its leaves used in salads.
- D) The cooked meat of pigs.

5) What is the definition of *Shelf stacker*?

- A) The means of paying to send a letter to someone.
- B) A person who places the products on to the shelves of the supermarket so customers can buy them.

- C) An edible fungus.
- D) A liquid made from vegetables that is eaten.

Exercise 2 – Correct Meaning

In the next vocabulary exercise you need to decide which of the words in the options (A-D) in each question matches the definition given.

1) What is the meaning of the following definition: *The edible parts of plants that people eat?*

- A) Soap
- B) Vegetables
- C) Yogurt
- D) Tea

2) What is the meaning of the following definition: *A type of fuel for cars (UK English, same as gas)?*

- A) Medicines
- B) Pork
- C) Ready-meals
- D) Petrol

3) What is the meaning of the following definition: *A container for boiling water?*

- A) Kettle
- B) Margarine
- C) Newspaper
- D) Fruit

4) What is the meaning of the following definition: *A way out?*

- A) Deli
- B) Display
- C) Exit
- D) Freezers

5) What is the meaning of the following definition: *The person who works at a check-out and takes the money (same as check-out operator)?*

- A) Cake
- B) Cushions
- C) Cashier

D) Chicken

Supermarket Reading

There is a reading passage on this page for you to read and understand. Then there are some multiple choice questions for you to answer so you can see how well you understood the passage.

Supermarkets

A supermarket is a large, mainly self-service retail store selling food and other household goods. This was originally an American idea that was introduced into Britain after the Second World War at the end of the 1950's.

The biggest outlets are Tesco, Sainsbury, Morrisons and Asda. The Co-Operative, Aldi and Lidl are also large retailers. There is a lot of competition between stores to encourage customers to keep coming back. To encourage loyalty, they offer loyalty cards. With each visit points are added to the customer's account, and when a certain number of points have been collected, rewards are given. They may take the form of money vouchers to spend in the shop or reduced prices off certain items in the store. These cannot be used in the other supermarkets.

At the entrance to the supermarket there are hand held baskets or trolley baskets on wheels. If a lot of shopping is required, it is easier to put it in the trolley and push it along. Usually the first display in the shop is the fruit and vegetable produce. Not far from the entrance is a separate counter that sells tobacco, cigarettes and cigars. An assistant will serve you at this counter. Near-by newspapers and magazines are displayed. There is a service point space where customers with problems regarding purchases can get refunds.

To aid customers to find the goods they need the aisles are numbered. Also large signs hang overhead to tell the shopper where items can be found. Originally supermarkets traded in edible goods. They could buy these in large quantities, and so sell them at a cheaper price than small local shops that did not have the space to buy in bulk.

As well as fresh foods that are displayed unwrapped, for example, cheese, fish and cuts of meat, food is sold in sealed packs. There is important information on the outside of the wrapping. It gives lists of the contents,

food values and allergy advice. Sell by and consume by dates are also on packets and tins.

Supermarkets sell products from factories with famous brand names but they also sell similar items under the store name. Often the Tesco or Sainsbury brand is cheaper than Heinz or Kenco brand. The displays on the shelf units are cleverly set out to direct the eyes towards the product that the store hopes you will buy.

In a store, goods are sold fresh, frozen, in tins, jars and packets, while drinks are in bottles and boxes. In a large shop customers can also buy electrical goods, kitchen goods, soft furnishings and pharmacy products.

After collecting everything the customers pay at one of the numerous checkouts.

Supermarket Reading Comprehension

- 1) When did supermarkets first open in Britain?
 - A) It was 20 years ago.
 - B) They opened in the 1950's.
 - C) It was after the 1st World War.
 - D) They opened 40 years ago.
- 2) Why do stores give loyalty cards?
 - A) It is instead of a credit card.
 - B) They are identity cards.
 - C) To encourage return visits to a chosen chain.
 - D) So you can get to the front of the queue at the check-out.
- 3) Why are aisles numbered?
 - A) So you can find the exit.
 - B) So you do not get lost.
 - C) It is a way of telling you how big the store is.
 - D) Aisles are numbered to make it easier to find products.
- 4) What do customers take at the entrance, if they need a lot of shopping?
 - A) A trolley basket on wheels.
 - B) A wheel-barrow.
 - C) A customer will take a skate-board.

- D) A hand-held basket.
- 5) What information on a product tells you how fresh it is?
- A) The colour of the wrapping.
 - B) The nutrition information.
 - C) The sell-by date.
 - D) The allergy information.

Supermarket Conversation

This page has example conversations so you can see what a natural conversation would be like. Having conversations is often difficult for English learners, so this page lets you practice using English about supermarkets to have conversations.

Conversation 1

Situation: Jane is shopping in the supermarket and bumps into her friend Lucy.

Jane: Hi Lucy.

Lucy: I didn't know you were coming to Tesco this afternoon.

Jane: I always shop in Tesco on a Tuesday.

Lucy: Why on Tuesdays?

Jane: There are not so many shoppers on Tuesdays.

Lucy: I usually shop on a Monday but I didn't feel well yesterday.

Jane: Oh, I'm sorry. I hope you are feeling better today.

Lucy: Yes, thank you.

Jane: I am going to buy some apples.

Lucy: I will come with you. I want to get some apples.

Jane: I like sweet red apples.

Lucy: I prefer the crisp green apples.

Jane: Bananas are my favourite fruit.

Lucy: Do you like pears?

Jane: Yes. I eat lots of fruit.

Lucy: The mushrooms look very good. I will buy a punnet.

Jane: Yes. I will also buy some mushrooms.

Lucy: When I get home I will make some mushroom soup.

Jane: I enjoy eating mushroom omelettes.
Lucy: I need onions.
Jane: To make my omelette I will need eggs.
Lucy: Would you like to try some of my soup when it's made?
Jane: That would be lovely.
Lucy: I'll bring some round at 6 p.m.
Jane: Will you be able to stay and have an omelette?
Lucy: Yes, I will, thank you. See you at 6 tonight.
Jane: Goodbye.

Conversation 2

Situation: Jane continues to shop in the supermarket and she meets her friend Tui.

Jane: Hello Tui. How are you?
Tui: I am fine thank you. I need to buy rice and also some fish.
Jane: What sort of rice do you need? There are so many different varieties, I find it very confusing.
Tui: I want long grain rice. The Tesco own brand rice is the best and it is cheaper than other brands. Can you show me, Jane, where to find fish in the store?
Jane: Do you want to buy fresh fish, frozen or tinned fish?
Tui: I am wanting tins of Tuna.
Jane: They are stacked in aisle 19, the middle of the shelf. I used to work here on Saturdays a little while ago so I remember where most products are displayed.
Tui: I notice that they keep changing the position of goods and I find that confusing and very time consuming.
Jane: Yes, I agree. Here are the tins of tuna, next to the pilchards.
Tui: That's handy. I'll buy some pilchards as well. My cats love pilchards in tomato sauce.
Jane: You spoil your cats.
Tui: Yes, I do but they only get pilchards occasionally.
Jane: My dog will eat anything including my slippers if I don't hide them!

Tui: Do you need to buy slippers?

Jane: No not today. I have finished shopping so will go and pay at the checkout.

Tui: Thank you for your help.

Jane: Goodbye. Hope you find all the other things that you need.

Supermarket Conversation Exercises

Exercise 1 – Fill in the Blanks

Situation: Jane meets her friend Lucy at Tesco.

Jane: Hi Lucy it's good to see you. How are you?

Lucy: I am fine now but I wasn't well yesterday.

Jane: I _____[1]_____.

Lucy: What variety do you like?

Jane: I like _____[2]_____.

Lucy: I also want to buy some apples.

Jane: There are lots of different apples here.

Lucy: These _____[3]_____ look fine. I'll have two packets.

Jane: Bananas are my favourite fruit. I have one every day at lunch time.

Lucy: I want to buy mushrooms. I will get the Chestnut variety.

Jane: I enjoy making _____4_____.

Lucy: My quick and easy snack is scrambled eggs. I do occasionally make omelettes.

Jane: What will you make using your mushrooms?

Lucy: I going to make a large pan of _____5_____.

Jane: That sounds good.

Supermarket Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the supermarket conversation given above.

1) Which option is the best to fill in the first blank?

A) I need to buy some apples

B) I do not want to buy apples

- C) I do not like apples
 - D) I love green apples
- 2) Which option is the best to fill in the second blank?
- A) Baking apples for apple pie
 - B) Crisp green apples
 - C) Red apples that are sweet
 - D) Drinks of apple juice
- 3) Which option is the best to fill in the third blank?
- A) Bananas
 - B) Crisp green apples
 - C) Pineapples
 - D) Strawberries
- 4) Which option is the best to fill in the fourth blank?
- A) Mushroom omelettes
 - B) Cheese omelettes
 - C) Mushroom soup
 - D) Onion soup
- 5) Which option is the best to fill in the fifth blank?
- A) Onion soup
 - B) Mushroom soup
 - C) Chicken soup
 - D) Apple pie

Exercise 2 – Write a Conversation

For the next conversation task you need to write your own conversation. You can use the three conversations from above as examples. You need to choose the best words to use. You also need to decide how many people there are in the conversation. Try to write as much as you can and include as much of the new supermarket vocabulary as you can. When you have finished you should find a friend and act out the conversation with them, so you can get practice at speaking the words.

Exercise 3 – Conversation Topics

Question set A

- How often do you go shopping at a supermarket?
- What do you normally buy at a supermarket?
- Have you ever worked in a supermarket?
- How many different supermarkets are there in your home town or city?
- Which is the best supermarket to shop at in your country?

Question set B

- Do you like shopping in a supermarket?
- What is the best part of shopping in a supermarket?
- What is the worst part of shopping in a supermarket?
- Do you think it is difficult to be a checkout operator?
- Do you think that supermarkets can be too big sometimes? Why?

Supermarket Writing Exercises

This supermarket writing page has various writing tasks for you to do so that you can practice writing using supermarket vocabulary and get better at doing it. Doing the activities on this page will help you learn the new words about shopping in a supermarket.

Exercise 1 – Writing Topics

For the first writing task on this page you need to choose one of the following topics and write as much as you can about it. Try to write in full sentences and use as many of the new supermarket words you have learnt from the vocabulary page as possible. The more you write the better you will get, so write as much as possible, and then also do the other topics if you want to.

- Describe the different types of food that a supermarket sells.
- Describe what it is like to go shopping at a supermarket.
- Explain why it is good to go shopping in a supermarket.

Exercise 2 – Write a Summary

Now, for this writing task you need to write a summary of the following passage. You should read the passage and understand it, and then you need to rewrite it so that you use new words and it is shorter. Just keep the most important parts of the original and use new words.

Supermarket Shopping

Shopping in supermarkets is something we do every week. It is a quick and easy way to buy the food and other goods that we need. In larger stores we can buy food, televisions, kettles, clothing and products used for gardening.

People go to supermarkets because of the guarantee that the food is fresh. There is a great variety of choice. It can also be good value as supermarkets buy in bulk and so can reduce the price of products.

Stores can be meeting places for friends. On a cold day you can shop in a warm environment. A number of stores have a cafe adjacent to the food hall. Customers can get a snack, hot drinks or enjoy a hot meal. The customer toilet facilities are excellent and they have special toilets for the disabled.

The different products that are sold can be kept in freezers, cool cabinets, stacked on shelves or covered with see through plastic to protect the produce. Fresh fish is displayed on cold slabs. An assistant will weigh and wrap the fish that you want to buy. At the cheese counter and deli section again an assistant will serve you.

Outside, many supermarkets sell petrol and diesel. This is often the cheapest in the area, and so the filling stations are well patronised. Supermarkets can buy in large quantities and often pass on the savings to the customer, and so try to make the customer return frequently to their particular store.

Exercise 3 – Writing Role-plays

In the last writing exercise you need to use the following role-play prompts to write your own role-play that you can then perform with friends. Each of the prompts has the location, the situation and the participants. All you need to do is write the words that they might say to each other. Try to use plenty of supermarket vocabulary

Role-play 1

- Location: In a supermarket.
- Situation: A customer need help finding the items on their shopping list.
- Participants: A customer and an assistant.

Role-play 2

- Location: At home.
- Situation: Two people are writing a shopping list and deciding what they need to buy from the supermarket.
- Participants: Two people.

Unit 12. TRAVEL

Nearly everyone has to travel, and by learning the travel vocabulary, you will be able to talk about travelling in English. There is a vocabulary list on this page that has many vocabulary items with definitions for you to either learn or refer to when needed.

Travel Vocabulary List with Definitions

This section has a list of travel vocabulary with definitions that you should try to learn.

Airplane: A vehicle designed for air travel that has wings and one or more engines. (noun)

Airport: A place where aircraft regularly take off and land, with buildings for passengers to wait in. (noun)

Annual pass: A ticket which has validity of one year. (noun)

Automatic doors: Doors which are able to operate independently of human control. (noun)

Baggage: Bags, cases, etc. that you take with you when you travel. (noun)

Bicycle: A two-wheeled vehicle that you sit on and move by turning the two pedals (= flat parts you press with your feet). (noun)

Bike chain: An object used to secure a bicycle and prevent theft. (noun)

Bus: A large vehicle in which people are driven from one place to another. (noun)

Bus lane: A special wide strip on a road, on which only buses are allowed to travel. (noun)

Bus station: A place where buses start and end their routes. (noun)

Buzzer: A device that makes a low, continuous sound used to inform the driver to stop. (noun)

Captain: The person in charge of a ship or an aircraft. (noun)

Car: A road vehicle with an engine, four wheels, and seats for a small number of people. (noun)

Check-in: The area at an airport where you show your ticket so that you can be told where you will be sitting. (noun)

Child seat: A piece of furniture or part of a train, plane, etc. that has been designed for a child to sit on. (noun)

Coach: A long motor vehicle with comfortable seats, used to take groups of people on journeys. (noun)

Commute: To make the same journey regularly between work and home. (verb)

Crew: A group of people who work together, especially all those who work on and operate a ship, aircraft, etc. (noun)

Cruise: A journey on a large ship for pleasure, during which you visit several places. (noun)

Customs: The place at a port, airport, or border where travellers' bags are looked at to find out if any goods are being carried illegally. (noun)

Customs officer: A person whose job is to make certain travellers are not taking goods into a country without paying taxes. (noun)

Cycle lane: A part of a road that is separated by a line from the rest of the road, for the use of people riding bicycles. (noun)

Cycle path: A path or marked route that is intended for people riding bicycles. (noun)

Delay: The situation in which you have to wait longer than expected for something to happen, or the time that you have to wait. (noun)

Depart: To go away or leave, especially on a journey. (verb)

Departure gate: An exit which enables travellers to enter an airplane. (noun)

Direct: Going in a straight line towards somewhere without stopping or changing direction. (adjective)

Disembark: To leave a ship, aircraft, etc. after a journey. (verb)

Dock: An area of water in a port that can be closed off and that is used for putting goods onto and taking them off ships or repairing ships. (noun)

Domestic: Not foreign or international. (adjective)

Driver: A person who drives a vehicle. (noun)

Emergency exit: A door which when opened allows a person to leave an enclosed space safely. (noun)

E-ticket: A piece of paper containing pertinent details regarding a journey.

Fare: The money that you pay to travel by bus, plane, taxi, etc. (noun)

Ferry: A boat or ship that carries people, vehicles and goods across a river or across a narrow part of the sea. (noun)

Flight: A journey made by air, especially in a plane. (noun)

Helicopter: An aircraft without wings that has large blades (= long flat parts) on top that go round. It can fly straight up from the ground and can also stay in one position in the air. (noun)

Helmet: A type of hard hat that protects the head, worn by a person riding a bike or motorbike or playing some sports. (noun)

Hire/rent: To pay money to borrow something for a short time. (verb)

Immigration: The place at a port, an airport, etc. where the passports and other documents of people coming into a country are checked. (noun)

Indirect: A journey which requires a stop prior to arrival at the destination. (adjective)

Insurance: An arrangement with a company in which you pay them regular amounts of money and they agree to pay the costs, for example, if you die or are ill, or if you lose or damage something. (noun)

International: Connected with or involving two or more countries. (adjective)

Lorry: A large vehicle for carrying heavy loads by road (US – Truck). (noun)

Meter: A device that measures and records the amount of electricity, gas, water, etc. that you have used or the time and distance you have travelled, etc. (noun)

Motor-bike: A road vehicle with two wheels, driven by an engine, with one seat for the driver and often a seat for a passenger behind the driver. (noun)

One-way: A ticket that allows for the traveler to reach the destination but not to return. (adjective)

Passenger: A person who is travelling in a car, bus, train, plane or ship and who is not driving it or working on it. (noun)

Passport: An official document that identifies you as a citizen of a particular country, and that you may have to show when you enter or leave a country. (noun)

Pick-up truck: A vehicle with low sides and no roof at the back used, for example, by farmers. (noun)

Pilot: A person who operates the controls of an aircraft, especially as a job. (noun)

Platform: The raised flat area next to the track at a train station where you get on or off the train. (noun)

Priority seating: An area reserved for disabled people or those with small children. (noun)

Railway: A track with rails on which trains run. (noun)

Round-trip: A journey going from and returning to the same place. (noun)

Runway: A long narrow piece of ground with a hard surface that an aircraft takes off from and lands on. (noun)

Safety belt: A belt that is attached to the seat in a car or a plane and that you fasten around yourself so that you are not thrown out of the seat if there is an accident. (noun)

Sky train: A train that is driven above ground level on a suspended track. (noun)

Take off: (of an aircraft, etc.) To leave the ground and begin to fly. (verb)

Tandem: A bicycle for two riders, one behind the other. (noun)

Tariff: A list of fixed prices that are charged by a hotel or restaurant for rooms, meals, etc., or by a company for a particular service. (noun)

Taxi stand: A place where taxis park while they are waiting for passengers. (noun)

Ticket: A printed piece of paper, or a message or image received on your phone or computer, that gives you the right to travel on a particular bus, train, etc. or to go into a theatre, etc. (noun)

Ticket counter: A service desk which sell tickets or deals with ticket enquiries. (noun)

Ticket inspector: A person who checks passenger's tickets for validity. (noun)

Ticket machine: An electronic device which enables customers to purchase tickets. (noun)

Tracks: rails (= metal bars) that a train moves along. (noun)

Train: A number of connected coaches pulled by an engine taking people and goods from one place to another. (noun)

Train station: A building used to receive people who travel by train. (noun)

Tram: A vehicle driven by electricity, that runs on rails along the streets of a town and carries passengers. (noun)

Transfer: To move from one place to another; to move something/somebody from one place to another. (verb)

Transit: An act of waiting at another location for the next leg of the journey. (verb)

Traveller: A person who moves from one place to another in a short space of time (US – Traveler). (noun)

Truck: A vehicle for carrying a large amount of goods (UK – Lorry). (noun)

Underground: A train that travels under the ground through tunnels. (noun)

Van: A vehicle for carrying a small amount of goods. (noun)

Vehicle: A form of transport for carrying people or goods. (noun)

Travel Conversation

You will often need to speak to people when travelling, these travel conversations are examples of natural English travel conversations. They will help you by showing the type of things people would say to each other.

Conversation 1

Situation: Patrick, Andrew and Jane discuss how to travel to the city from the university campus.

Jane: Good morning, Andrew.

Andrew: Good morning, Jane. Are you going somewhere?

Jane: Yes. I and Patrick are going to the city to do some shopping and have lunch.

Andrew: That sounds fun. How will you get there?

Patrick: I want to take the train, but Jane prefers to ride her bicycle.

Andrew: Don't you like using the train, Jane?

Jane: The train station is far away and riding my bicycle does not cost anything.

Patrick: Ok. Jane, why don't we travel by bus, there is a bus stop just behind the university.

Jane: It might take longer. I think we will need to take two buses to the city centre.

Andrew: Jane is right. There is not a direct bus into the city. Why don't you use a taxi?

Patrick: That will be quick, but expensive. Can you rollerblade?

Jane: I hope you don't mean we should rollerblade to the city.

Andrew: Is rollerblading popular in America, Patrick?

Patrick: Yes. People often use roller-skates. There is even a designated lane for it.

Jane: In UK we can't do that, the path is just for walking on.

Andrew: I need to go to the train station to buy some tickets. I can give you both a lift in my car.

Jane: That would be wonderful, Andrew. Thanks so much.

Patrick: That is very kind of you, Andrew. Let's go to the city centre!

Conversation 2

Situation: Tui talks with Lucy about her plan to go back to Thailand during half term.

Lucy: What are you doing, Tui?

Tui: I'm planning my trip back to Thailand for the mid-term break.

Lucy: That sounds exciting.

Tui: Not really. I must do a lot of travelling to get back to my home.

Lucy: Really? Why? How will you get home and how long will it take?

Tui: It will take more than 24 hours because I have to use many different types of transport.

Lucy: Will your family meet you at the airport in Thailand?

Tui: No. I must take a bus from the airport to my home. The bus is very uncomfortable.

Lucy: That does not sound nice. How will you get to London Heathrow airport?

Tui: I think it will be cheapest to use the coach, but I have a lot of luggage.

Lucy: That's ok. Usually you can pay extra to take more luggage.

Tui: Really? That's good. Do you know where the bus station is from here?

Lucy: Yes, you can walk there. It will only take you 5 minutes.

Tui: Should I buy a ticket before travelling?

Lucy: Buy your ticket online if you can. It is always cheaper online.

Tui: I want to travel direct to London. Do they have direct buses to the airport?

Lucy: Yes, it takes about 2 hours.

Tui: Perfect! I will take the bus. I was thinking about a taxi, but it's expensive.

Lucy: So, when is your flight?

Tui: Tuesday morning. I need to leave really early as I must check in three hours before.

Lucy: Would you like to take some of my delicious homemade cake for your family?

Tui: Thanks, Lucy. But I don't think I can. The customs officer is usually really strict.

Lucy: I understand. Have a safe journey and see you when you get back.

Tui: Thanks, Lucy. See you soon!

Travel Conversation Exercises

The following travel conversation exercises will help you get better at using English to have a conversation about traveling.

Exercise 1 – Fill in the Blanks

In this travel conversation exercise you need to choose the correct option (A-D) to fill in each of the blanks in the following conversation.

Situation: Bob travels by bus to the city centre.

Bob: Excuse me, driver. _____(1)_____.

Driver: Yes. We go directly to the city centre.

Bob: That's great. I would like one ticket, please.

Driver: _____(2)_____.

Bob: No, I don't.

Driver: _____(3)_____.

Bob: I would like a return ticket please.

Driver: That will be 2.40, please.

Bob: Here you go. _____(4)_____.

Driver: Yes, please press the buzzer when we get near, there is a bus stop opposite the mall.

Bob: Thank you. How often do the return buses leave and when is the last bus this evening?

Driver: Buses run every hour and the last bus is at 2 am.

Bob: Thank you. You have been very helpful.

Driver: You are welcome. No problem at all. _____(5)_____.

Travel Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the travel conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) Can I get on the bus, please?
 - B) Do you go to the city centre?
 - C) Can I have a return ticket, please?
 - D) How long does it take to get to the city centre?
- 2) Which option is the best to fill in the second blank?
 - A) Do you have a bus pass?
 - B) Do you need to go anywhere?
 - C) Do you need a ticket?
 - D) Do you want to go to the city centre?
- 3) Which option is the best to fill in the third blank?
 - A) Do you have the correct change?
 - B) Do you have a bus pass?
 - C) Are you travelling alone?
 - D) Do you need a single or return?

- 4) Which option is the best to fill in the fourth blank?
- A) Will you stop near a restaurant?
 - B) What time does the bus return?
 - C) Will you stop near the mall?
 - D) Where will you stop?
- 5) Which option is the best to fill in the fifth blank?
- A) See you next time.
 - B) Would you like a single or return ticket?
 - C) Sorry for the inconvenience.
 - D) Please take a seat and enjoy the journey.

Exercise 2 – Write a Conversation

For the second travel conversation exercise you need to write a conversation that is similar to the ones above. You can choose what happens and how many people there are, but it should be related to travel. Write what each person would say to the other people. Once you have finished you should find a friend and then you can speak the conversation out loud to each other.

Exercise 3 – Conversation Topics

In this exercise there are two sets of travel conversation topics. Working with a friend you should have a conversation where you answer the question. One person has set A and asks those questions to the person who has set B. Take turns to ask questions.

Question set A

- What is the longest journey you have ever taken?
- Would you like to be the captain of a ship, why?
- How many different types of transport have you ever used?
- Is it safe to travel in the country you come from?
- Have you ever had an accident while travelling?

Question set B

- Do you like travelling? Why?

- What do you like to do while travelling?
- Would you like to be the captain of an airplane, why?
- What is your favourite method of transport?
- Do you get ill when travelling?

Travel Writing Exercises

The travel writing topics and exercise on this page will help you improve your travel vocabulary. By having to use the vocabulary you will learn the meanings better. You will often have to use travel words quickly and in new situations if you need to ask for help urgently, which means you need to be able to use the vocabulary well. This means you need to practice using it now and learn all the meanings.

Exercise 1 – Writing Topics

In this writing exercise you need to write as much as you can about at least one of the following three topics (you can write about more than one if you want to, and this will help you get better faster). Try to use as much of the travel vocabulary as possible.

- What is the longest journey you have ever been on?
- What is your favourite type of transport?
- Do you think people travel too much?

Exercise 2 – Writing a Summary

In this exercise you need to rewrite the following passage so that it says the same thing but uses different words. You may need to use a thesaurus or the Internet to find alternative words to use that have similar meanings.

Safety when Travelling

Nowadays, safety is one of the main concerns people have when travelling somewhere. They often think carefully in order to choose a mode of transport which will safely get them to their destination. When using a car, it is important to wear a safety belt. A child will need to be placed into a special child seat for the purpose of safety. If a person takes a taxi, it is likely that the driver will demand that passengers put their seatbelt on before

setting off. A helmet is necessary when riding a bicycle and a motorcycle as a rider is prone to injury if they fall from the bicycle or motorcycle at a high speed. On passenger ships and aircraft a life jacket is used in emergency situations if it is necessary for them to abandon the craft. It is not often that they need to be used, but the procedure will usually be explained to the passengers before departing from the port.

People that choose to reach their destination by walking must adhere to the rules of the road by keeping to the footpath and crossing only when it is safe to do so. It is especially important to sit properly in a crowded bus as most buses do not have seatbelts, but instead rely on handrails. Most forms of transport pay particular attention to making sure disabled or elderly people are able to travel safely. Special designated areas and seats are provided for this purpose.

In England, most vehicles need to pass a test to ensure that it is roadworthy and safe to use. This is to prevent accidents and make sure that using transport to travel is considered safe. People must be seen to follow the rules of the road and consider other vehicles at all times. If a driver fails to do this they may find themselves in trouble with the police.

Exercise 3 – Role-plays

Below are two role-plays for this writing exercise. You need to write what the people would say in each of the role-plays. Each one has the location, where it takes place, the situation, what is happening, and the participants, the people who are involved.

Role-play 1

- Location: At the train station.
- Situation: The train has been cancelled and the people need to get home.

- Participants: 2 or 3 people and station attendant.

Role-play 2

- Location: At home.
- Situation: 2 people discussing their holiday and how they will travel.

- Participants: 2 people.

Unit 13. UNIVERSITY

This university vocabulary will help you if you need to go and study in another country. Many people choose to go to university in another country if they get the chance, and many international courses will be taught in English; therefore, it is vital for you to know English university vocabulary.

University Vocabulary List with Definitions

The following is a list of vocabulary items all about universities and being a student at a university. The list has a definition for each word as well as its part of speech. You should try to learn the words now and also use the list as a reference source in the future.

Assignment: A piece of work given to someone, typically as part of their studies or job. (noun)

Academic: Relating to schools, colleges, and universities, or connected with studying and thinking, not with practical skills. (adjective)

Academia: The part of society, especially universities, that is connected with studying and thinking, or the activity or job of studying. (noun)

Advisor: Someone whose job is to give advice about a subject. (noun)

Audit: To go to a class or educational course for pleasure or interest, without being tested or receiving a grade at the end. (verb)

Bachelor's degree: A first degree at college or university. (noun)

Bursar: The person in a college or university (in the UK also a school), who deals with its financial affairs. (noun)

Bursary: An amount of money given to a person by an organization, such as a university, to pay for them to study. (noun)

Campus: The buildings of a college or university and the land that surrounds them. (noun)

College: A university where you can study for an undergraduate (= first) degree (American English). (noun)

College of further education: A higher education institution or part of a university that provides vocational or specialized education. (noun)

Community college: A two-year college where students can learn a skill or prepare to enter a university (American English). (noun)

Commencement: a ceremony at which students formally receive their degrees (American English). (noun)

Course: A set of classes or a plan of study on a particular subject, usually leading to an exam or qualification. (noun)

Certificate: The qualification that you receive when you are successful in an exam. (noun)

Credit: A unit that represents a successfully finished part of an educational course. (noun)

Curriculum: The subjects studied in a school, college, etc. and what each subject includes. (noun)

Degree: The qualification given to a student after he or she has completed his or her studies. (noun)

Dean: An official of high rank in a college or university who is responsible for the organization of a department or departments. (noun)

Department: A part of an organization such as a school, university, that deals with a particular area of study. (noun)

Dining hall: A large room in a school or university, where many people can eat at the same time. (noun)

Diploma: A document given by a college or university to show that you have passed a particular exam or finished your studies. (noun)

Dissertation: A long piece of writing on a particular subject, especially one that is done in order to receive a degree at college or university. (noun)

Distance course: A course in which students learn on their own at home and communicate with faculty and other students via the internet. (noun)

Dormitory: A large building at a college or university where students live (American English). (noun)

Education: The process of teaching or learning, especially in a school or college, or the knowledge that you get from this. (noun)

Enroll: To put yourself or someone else onto the official list of members of a group, course, or college. (verb)

Exam: A test of a student's knowledge or skill in a particular subject.
(noun)

Faculty: A group of departments in a university or college that specialize in a particular subject or group of subjects. (noun)

Fail: To be unsuccessful in a test or examination. (verb)

Financial aid: Official help given to a person in the form of money, loans, etc. (noun)

First degree: The degree that undergraduates do. (noun)

Fraternity: A social organization for male students at an American or Canadian college (American English). (noun)

Freshman: A student in the first year of high school, college, or university (American English). (noun)

Fresher: A student who has recently started studying at a college or university (British English). (noun)

Freshers' week: A week at the beginning of a new academic year at university that is organized to welcome new students. (noun)

Grade Point Average: A number that is the average mark received for all the courses a student takes and shows how well the student is doing (American English). (noun)

Graduate: To complete a first university degree successfully (verb); a person who has a first degree from a university or college. (noun)

Grant: A sum of money given by the government, a university, or a private organization to another organization or person for a special purpose. (noun)

Halls of residence: A college building where students live. (noun)

Higher education: Education at a college or university where subjects are studied at an advanced level. (noun)

Homecoming: A celebration for former students, held annually by a university or college (American English). (noun)

Instructor: A university teacher who ranks below assistant professor and teaches a limited number of classes (American English). (noun)

Junior college: A college where students study for two years, which equals the freshman and sophomore years of a four-year undergraduate course (American English). (noun)

Law school: A higher education institution for postgraduates that trains students to become lawyers (American English). (noun)

Lecture: An activity when students make notes and listen to the lecturer. (noun)

Lecturer: A person who teaches in a university but not a professor. (noun)

Major: The main subject that a student studies at college or university. (noun)

Master's degree: A university degree that you get after studying for one or two years after your first degree. (noun)

Matriculate: To officially begin studying at a university; to attend the academic standard required for a course. (verb)

Matriculation: The process of matriculating. (noun)

Medical school: Another name for medical faculty. (noun)

Minor: The second most important subject that a student studies at college or university. (noun)

Pass: To succeed in an exam or test. (verb)

PhD: An abbreviation for Doctor of Philosophy, the highest university degree, which is obtained by doing advanced research. (noun)

Polytechnic: A college which offers vocational courses or focuses on teaching scientific and technical subjects. (noun)

Postgraduate: A university student who has completed a first degree and is studying for a more advanced degree. (noun); more advanced level than a first degree. (noun)

Prerequisite: A class that must be taken before another class. (noun)

Professor: A university teacher of the highest rank. (noun)

Qualification: A course of study that you have completed or an exam that you have passed. (noun)

Quiz: A short test given to students. (noun)

Register: To record a name on an official list. (verb)

Registrar: The administrator who is responsible for student records. (noun)

Registration: The act of enrolling. (noun)

Research: A careful and detailed study of a subject in order to discover new facts or test new ideas. (noun)

Room and board: A room to sleep in with food provided. (noun)

Roommate: Someone who you share a room with for a period of time during your study at university. (noun)

Sandwich course: A course which includes periods of study with periods of work between them to provide students with practical experience. (noun)

Semester: One of the two periods into which a year is divided at university. (noun)

Seminar: A course offered for a small group of students. (noun)

Session: A school or university year. (noun)

Scholarship: An amount of money that a student gets from an individual or organization to help pay for his or her education. (noun)

Sophomore: A student who is in the second year of a university study (American English). (noun)

Sorority: A social organization for female university students (American English). (noun)

Spring break: A two-week holiday from college or university in the spring (American English). (noun)

Student loan: An amount of money that you borrow from the government or a bank to fund your study at a university and which you must pay back after you completed your study. (noun)

Student union: An association of students at a university that is concerned with students' rights, living conditions, etc. (noun)

Syllabus: A list of topics or books that are planned to be studied in a particular subject. (noun)

Term: One of the three periods into which a year is divided at university. (noun)

Textbook: A book that contains detailed information about a subject that people study at university. (noun)

Theological college: A college where students are trained to become priests or church ministers. (noun)

Thesis: The paper written at the end of a doctorate degree. (noun)

Training college: A college for adult learners that gives training for a particular profession. (noun)

Transcript: An official record of the courses that a student has taken and the marks received (American English). (noun)

Tuition: The teaching given to a small group or one person in a college or university. (noun)

Tuition fees: The money that a student pays to get an education at a university. (noun)

Tutor: A teacher who works with one student or a small group of students. (noun)

Tutorial: A one-to-one teaching activity with a tutor. (noun)

Undergraduate: A college or university student who is studying for a first degree. (noun)

University: A higher education institution where people study or do research for a degree. (noun)

Varsity: The main team that represents a college or university in sports competitions (American English). (noun)

University Vocabulary Exercises

Exercise 1 – Correct Definition

1) What is the definition of *Community college*?

A) A college that offers two-year programs for students from the local community (American English).

B) The first degree for people studying at a university.

C) The subjects that are included in a course of study in a college or university.

D) A person who assists students in planning their educational programs.

2) What is the definition of *Dormitory*?

A) A particular kind of teaching or training that aims to develop knowledge and skills.

B) A large room in a university building where people can eat together.

C) A large building at campus where students live (American English).

D) A formal test of a student's knowledge or skill in a particular subject.

3) What is the definition of *Grant*?

A) A first-year student at school, college or university (American English).

B) A university teacher who ranks below assistant professor and teaches a limited number of classes (American English).

C) The main subject that a student studies at college or university.

D) An amount of money given by the government to allow a student to follow a course.

4) What is the definition of *Prerequisite*?

A) A class that must be taken before another class.

B) A course of study that you have completed or an exam that you have passed.

C) The process of matriculating.

D) To succeed in an exam or test.

5) What is the definition of *Scholarship*?

A) A careful and detailed study of a subject in order to discover new facts or test new ideas.

B) One of the two periods into which a year is divided at university.

C) An amount of money that a student gets from an individual or organization to help pay for his or her education.

D) A social organization for female university students (American English).

Exercise 2 – Correct Meaning

1) What is the meaning of the following definition: *The main team that represents a college or university in sports competitions* (American English)?

A) Student loan

B) Term

C) Varsity

- D) Transcript
- 2) What is the meaning of the following definition: *A two-week holiday from college or university in the spring* (American English)?
- A) Sandwich course
 - B) Quiz
 - C) Roommate
 - D) Spring break
- 3) What is the meaning of the following definition: *A university student who has completed a first degree and is studying for a more advanced degree?*
- A) Postgraduate
 - B) Junior college
 - C) Qualification
 - D) Matriculate
- 4) What is the meaning of the following definition: *A student who is still in his or her first term at a university* (British English)?
- A) Fresher
 - B) Homecoming
 - C) First degree
 - D) Law school
- 5) What is the meaning of the following definition: *A high-rank official in a university who is in charge of a department or group of departments?*
- A) Faculty
 - B) Dean
 - C) Credit
 - D) Dissertation

University Reading

This page has a reading passage and then some multiple choice question that are about the passage. By reading and understanding this passage you will be able to practice using university vocabulary. Doing reading exercises where you need to read a passage and then answer questions to test your understanding of it are good ways to reinforce the

learning of vocabulary. You have time to read and understand the passage slowly and are able to stop and look up any words that you do not understand. This means that you will be able to see how vocabulary is used in a natural setting.

How to Choose the Right University

Choosing which university fits your interests and academic background is an important decision that will greatly influence the success of your university study. In the UK alone, there are hundreds of choices and therefore you need to be strategic in making a shortlist of universities and narrowing down your choices into second and first choice. This involves weighing some factors such as your motivation and aspiration, your personality, your location, and your budget.

People attend university for different reasons, so ask yourself what you want from your target university and what you want to do after you graduate. Many people attend top universities because of the prestige without considering their choice of future career. If you have interest in a particular career, you should find universities with a better reputation for your career choice than others. With a degree from a university that is most respected in the profession you want to enter, it will be easy for you to get your dream job and you will be able to climb the career ladder fast.

Your personality types also play an important role in your success as a university student. A scholarly type student usually has self-motivation to work hard in order to ace exams and achieve high grades. This type of person will find comfort in a highly academic environment offered by top world universities such as Oxford or Cambridge. On the contrary, if you are not a type of person who can study for hours and getting top grades is not your main priority, you better go to a university with a more laid-back academic environment so that you will not be stressful all the time and can enjoy your life at university.

Coming home could be a good escape during your hard time at university, so think about the distance between your home and the target university. If you get homesick easily, you should not consider choosing a university outside your hometown or which takes more than a day to travel by land or water. However, if distance is not a problem for you, you might

want to consider studying abroad, especially at a university whose reputation is better than the universities in your home country.

Last but not least, calculate your financial ability, which should cover tuition fees and cost of living. Both vary across the country and different universities, so do your homework by doing some research in order to find out which one fits your bills. If you cannot afford to go to the university of your choice, you can search for financial aid in the forms of student loans, grant, or scholarship. Do remember that if you decide to obtain a loan, you have to pay for it after you finish your study.

University Reading Comprehension

- 1) Why do you need to choose the right university?
 - A) Because it will make you happy.
 - B) Because it has an impact on your success at university.
 - C) Because life at university is difficult.
 - D) Because the right university is difficult to find.
- 2) Which university should you go to if you already have a career choice?
 - A) One with the lowest tuition fees.
 - B) One that offers you a scholarship.
 - C) One that has the highest prestige.
 - D) One that has a good reputation in your future profession.
- 3) What type of student will enjoy a highly academic environment?
 - A) A student who has self-motivation to work hard.
 - B) A smart student who does not need to study hard for exams.
 - C) A student who puts the highest priority on student societies.
 - D) A student who does not have a part-time job.
- 4) Where should you study if you are prone to homesickness?
 - A) Abroad.
 - B) Outside your hometown.
 - C) At your local university.
 - D) At home.
- 5) What can you do if you do not have enough money to fund your study?

- A) Wait for a year to collect money.
- B) Find a full-time job.
- C) Choose to study online.
- D) Find a student loan or scholarship.

University Conversation

Conversation 1

Situation: Andrew and Lucy talk about living in student accommodation.

Andrew: Where have you been? I couldn't find you at the hall of residence.

Lucy: I was at the library all day studying for final exams.

Andrew: Why don't you study in your room?

Lucy: I'm afraid I can't concentrate. It's always noisy next door when Jane brings some friends along.

Andrew: I see. Have you talked to her about that?

Lucy: I tried, but she seems to not even care.

Andrew: Do you want me to talk to her?

Lucy: No, you don't need to. I'm moving out next term.

Andrew: Really? Where?

Lucy: To a flat on the Holloway Road.

Andrew: That's near to my place. Will you live there alone?

Lucy: No, I'll share the flat with my sister. You live in a shared house, don't you? How's your housemate?

Andrew: Well, I share the house with four other students and we get along brilliantly and like to play pranks on one other.

Lucy: How nice! By the way, what are you looking me for?

Andrew: I need my book that you borrowed last week.

Lucy: Oh, I didn't bring it with me. It's in my room. Do you mind stopping by to get the book?

Andrew: Not at all.

Conversation 2

Situation: Tui plans to move out from her studio flat that she has rented for a year.

Tui: I'm currently looking for someone to take over my tenancy. Would you be interested, Jane?

Jane: Is it a one-bedroom flat?

Tui: No, it's a studio.

Jane: I prefer a one-bedroom flat, so my friends can gather in a separated sitting area instead of in my bedroom. Why do you want to move out?

Tui: My sister will come from Thailand to study at King's College. She wants to stay with me so I need to find some bigger accommodation.

Jane: What major is she studying?

Tui: She's majoring in Law.

Jane: Why won't she live in halls?

Tui: Um, she doesn't want to. She can't cook and can't do her own laundry. She's a mummy's daughter, actually.

Jane: But if she lives with you, she won't learn to be independent. Don't you think so?

Tui: I know. It's not that I will pamper her all the time. I'll teach her how to cook simple meals and wash her clothes.

Jane: And manage her spending. That's important, too.

Tui: I agree. Talking about spending, do you know where I can get cheap furniture?

Jane: You can check out Portobello Road Market. I think it's the best second hand furniture market in London.

Tui: I think I've heard of it.

University Conversation Exercises

Exercise 1 – Fill in the Blanks

For the first conversation task you need to choose which option (A-D) from each question is the best one to fill in each of the blanks in the following conversation.

Situation: Bob and Patrick talk about the differences between university in the UK and the US.

Patrick: Bob! Professor Watson is looking for you! She said _____(1)_____ a few times lately.

Bob: You mean Doctor Watson?

Patrick: Doctor? Why don't you call her professor?

Bob: She is not yet promoted to a professorship. That's why we can't call her professor.

Patrick: I don't know that. In the US, _____(2)_____ are called professors.

Bob: Really? What if you are taught by a graduate student?

Patrick: The same. In American universities, people really throw this term around.

Bob: I see. I wonder what else is different between university in Britain and America.

Patrick: I can tell you some of the differences. The first thing that I favor about being a student in the UK is the accommodation. You don't need to _____(3)_____, so you have more privacy.

Bob: What about in America?

Patrick: In America, you're lucky if you have just one person to share with instead of two.

Bob: What about _____(4)_____? You know that in the UK everyone can get a zero-interest loan to fund their higher education.

Patrick: How generous! _____(5)_____ have to pay 4 to 5% interest rate.

Bob: It seems that your government makes a profit from student loans.

Patrick: It's sad but it's true.

University Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the university conversation given above.

1) Which option is the best to fill in the first blank?

- A) you failed the final exam
- B) you left your book in the class
- C) you called your parents
- D) you missed class

2) Which option is the best to fill in the second blank?

- A) all university teachers

- B) all graduate students
 - C) senior lecturers
 - D) senior tutors
- 3) Which option is the best to fill in the third blank?
- A) pay tuition fees
 - B) pay for laundry service
 - C) share a room
 - D) share a kitchen
- 4) Which option is the best to fill in the fourth blank?
- A) student living cost
 - B) student loan
 - C) student tuition fees
 - D) student scholarship
- 5) Which option is the best to fill in the fifth blank?
- A) American students
 - B) British students
 - C) New students
 - D) Freshers

Exercise 2 – Write a Conversation

Exercise 3 – Conversation Topics

Question set A

- What is the best university in your country, and why?
- Do you think that everyone in a country should go to university?
- Why do people want to go to university?
- What are the benefits of going to university?
- What are the drawbacks of going to university?

Question set B

- What do you think is the most useful degree to study at university?
- Would you like to study for a post graduate degree?

- What is the best part of being a student at university?
- What is bad about being a student at university?
- Have you been to university, and what was it like?

University Writing Exercises

Exercise 1 – Writing Topics

- Describe what a student would do all day when at university.
- Explain to someone who has never been to university what fresher's week is like.
- Describe the sort of people that work in a university.
-

Exercise 2 – Writing a Summary

In the second writing exercise you need to read and understand the following passage and then rewrite it as a summary. A summary is just the main parts of a passage, so when you rewrite it you should make the new version shorter than the original and use new words and sentence structures. Use well-formed sentences and have each of them summarize the material from two or three sentences in the original passage.

Life at University: Four Facts You Need to Know

Most freshers are completely new to living away from home. This means they may have to embrace new habits and let go of the old ones. They also have to adapt to a new environment, which could make them feel uneasy and even stressful. Therefore, mental preparation before going to university is important. Here are some facts you need to know to be mentally prepared for college.

Accommodation

Your accommodation might not be as comfortable as home. This can make you feel homesick so do what you can to create a homey atmosphere in your room. You can put up photos of your family, do soft furnishings, set a bedside lamp, or take a house plant.

Food and Laundry

You have to cook for yourself and do your own laundry if you want to save your expenses. It can be a shock for those who cannot cook or those who are used to having their mum or cleaning lady do the laundry for them.

However, learning to cook a few basic recipes and use a washing machine is not that difficult if you want to try.

Shared Kitchen

Your stuff will not always be yours if you use a shared kitchen or shared fridge. You might find that your sauce pan is missing when you want to use it or that the cake that you have been craving all day has vanished from the fridge. These sorts of incidents can lead to tensions between you and your friends, so it is better if you store your own cooking utensils in your room and label anything you leave in the shared fridge.

Freshers' Fair

During Freshers' Fair, all the university societies will try to attract new members by giving away free pens, mugs and other kinds of merchandise. You will find yourself signing up for several university societies, which are way more than you have time for. You do not have to go to any of them if you do not want to, but you will likely get emails from those student societies for the rest of your time at university.

Now, are you ready to go to university?

Exercise 3 – Writing Role-plays

In this writing task you need to choose one of the following role-play situations and write the role-play. In each situation you are told where it happens, what is happening and the people involved. You just need to write what the participants would say to each other. When you have written your role-play you should find some friends and act it out to practice speaking.

Role-play 1

- Location: In a school.
- Situation: A group of school children are talking about going to university.
- Participants: Group of school children (three or more).

Role-play 2

- Location: In an office.
- Situation: A student has failed a class and is talking to their lecturer about it.
- Participants: One student and one lecturer.

Unit 14. WEATHER

Weather Vocabulary List with Definitions

The following list has weather vocabulary items with definitions so you can learn all the words.

Air pollution: Damage caused to air by harmful substances or waste (noun)

Air pressure: The weight of the air pressing down. (noun)

Air: The mixture of gases that surrounds the earth and that we breathe. (noun)

Autumn: The season of the year between summer and winter, lasting from September to November north of the equator and from March to May south of the equator. (British English) (noun)

Blizzard: A severe snow storm with strong winds. (noun)

Breeze: A light and pleasant wind. (noun)

Celsius: A measurement of temperature on a standard in which 0° is the temperature at which water freezes, and 100° the temperature at which it boils. (noun)

Changeable: Often changing. (adjective)

Chilly: (of weather, conditions in a room, or parts of the body) Cold. (adjective)

Clear: Without clouds, mist, or fog in the sky, so that you can see for a long way. (adjective)

Climate: The general weather conditions usually found in a particular place. (noun)

Cloud: A grey or white mass in the sky, made up of very small floating drops of water. (noun)

Cold: At a low temperature, especially when compared to the temperature of the human body, and not hot, or warm. (adjective)

Cool: Slightly cold; of a low temperature. (adjective)

Degrees: Any of various units of measurement, especially of temperature. (noun)

Dew: Drops of water that form on the ground and other surfaces outside during the night. (noun)

Downpour: A lot of rain in a short time. (noun)

Drizzle: Rain in very small, light drops. (noun)

Drought: A long period when there is little or no rain. (noun)

Dull: Not clear, bright, or shiny. (adjective)

Fahrenheit: A measurement of temperature on a standard in which 32° is the temperature at which water freezes and 212° that at which it boils. (noun)

Fall: The season after summer and before winter, when fruits and crops become ready to eat and the leaves fall off the trees. (American English) (noun)

Flood: A large amount of water covering an area that is usually dry. (noun)

Fog: A weather condition in which very small drops of water come together to form a thick cloud close to the land or sea, making it difficult to see. (noun)

Forecast: To say what you expect to happen in the future. (verb)

Freezing: Extremely cold. (adjective)

Frost: The thin, white layer of ice that forms when the air temperature is below the freezing point of water, especially outside at night. (noun)

Gale: A very strong wind. (noun)

Gust: A sudden strong wind. (noun)

Hail: Small, hard balls of ice that fall from the sky like rain. (noun)

Heatwave: A period of time such as a few weeks when the weather is much hotter than usual. (noun)

Heavy rain: A lot of rain all at the same time. (noun)

Hot: Having a high temperature. (adjective)

Humid: (of air and weather conditions) Containing extremely small drops of water in the air. (adjective)

Hurricane: A violent wind that has a circular movement, especially in the West Atlantic Ocean. (noun)

Ice: Water that has frozen and become solid. (noun)

Lightning: A flash of bright light in the sky that is produced by electricity moving between clouds or from clouds to the ground. (noun)

Melt: To turn from something solid into something soft or liquid. (verb)

Meteorologist: Someone who studies the weather. (noun)

Mild: Mild weather is not very cold or not as cold as usual. (adjective)

Overcast: With clouds in the sky and therefore not bright and sunny.
(adjective)

Precipitation: Water that falls from the clouds towards the ground,
especially as rain or snow. (noun)

Puddle: A small pool of liquid on the ground, especially from rain.
(noun)

Rain: Drops of water from clouds. (noun)

Rainbow: An arch (= curved shape) of different colours seen in the sky
when rain is falling and the sun is shining. (noun)

Season: One of the four periods of the year: spring, summer, autumn,
or winter. (noun)

Shine: To send out or reflect light. (verb)

Shower: A short period of rain. (noun)

Sky: The area above the earth, in which clouds, the sun, etc. can be
seen. (noun)

Sleet: Wet, partly melted falling snow. (noun)

Slush: Snow that is lying on the ground and has started to melt. (noun)

Smog: A mixture of smoke, gases, and chemicals, especially in cities,
that makes the atmosphere difficult to breathe and harmful for health. (noun)

Snow: The small, soft, white pieces of ice that sometimes fall from the
sky when it is cold, or the white layer on the ground and other surfaces that
it forms. (noun)

Snowstorm: A heavy fall of snow that is blown by strong winds.
(noun)

Soaked: Extremely wet. (adjective)

Spring: The season of the year between winter and summer, lasting
from March to May north of the equator, and from September to November
south of the equator. (noun)

Storm: An extreme weather condition with very strong wind, heavy
rain, and often thunder and lightning. (noun)

Summer: The season of the year between spring and autumn when the weather is warmest, lasting from June to August north of the equator and from December to February south of the equator. (noun)

Sun: The star that provides light and heat for the earth and around which the earth moves. (noun)

Sunlight: The light that comes from the sun. (noun)

Temperature: The measured amount of heat in a place or in the body. (noun)

Thermometer: A device used for measuring temperature, especially of the air or in a person's body. (noun)

Thunder: The sudden loud noise that comes from the sky especially during a storm. (noun)

Thunderstorm: A storm with thunder and lightning and usually heavy rain. (noun)

Tornado: A strong, dangerous wind that forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground. (noun)

Umbrella: A device for protection against the rain, consisting of a stick with a folding frame covered in material at one end and usually a handle at the other, or a similar, often larger, device used for protection against the sun. (noun)

Warm: Having or producing a comfortably high temperature, although not hot. (adjective)

Weather: The conditions in the air above the earth such as wind, rain, or temperature, especially at a particular time over a particular area. (noun)

Weather forecast: A statement of what the weather is likely to be for the next day or few days, usually broadcast on television or radio or printed in a newspaper. (noun)

Wind: A current of air moving approximately horizontally, especially one strong enough to be felt. (noun)

Winter: The coldest season of the year. (noun)

Weather Reading

The weather reading passage is all about the weather in the United Kingdom. By reading and understanding the passage your ability to understand and talk about the weather will be improved.

Weather in the UK

The weather affects everyone, and everyone has something to say about the weather. This is especially true in a country like the UK that has very changeable weather. In the UK the weather from one day to the next can be completely different, or even from the morning to the afternoon. The weather can change from being rainy one day to sunny the next, or from strong wind and gales in the morning to snow in the afternoon.

In the UK there are four seasons, spring, summer, autumn and winter, and the weather is different in each of them. However, there is not a sudden change between the seasons. The end of the winter season is the same as the start of the spring season. It takes several weeks for the weather to change enough for people to notice the difference.

The summer is the season with the best weather. In general, it is hot and sunny with only a little rain sometimes. However, it can sometimes be cold and wet for one or two weeks at a time. British people like to spend a lot of time outside when it is nice in the summer. After the summer is the autumn. In this season the weather gets colder and there are stronger winds, also it will rain more. All the leaves will start to fall off the trees as it is cold. Frost might start to form on the ground towards the end of the autumn.

Winter is the coldest season in the UK. The temperature will often be at zero degrees Celsius. This means that ice will often form on the ground overnight where there were puddles. This makes it difficult to walk sometimes. There might also be snow, but the UK does not get much snow, mainly just cold rain in the winter. Then when winter ends the spring starts. The temperature will start to get warmer and the winds will not be as strong. Plants start to grow again and new leaves form. It is always nice when the spring starts as it means the nice weather in the summer is nearly back again.

Many people in the UK complain about the weather, but as the weather changes so much it is very interesting and gives the people something to talk about all year round.

Weather Reading Comprehension

- 1) How can the weather in the UK be described?
 - A) Boring
 - B) Wet
 - C) Changeable
 - D) Humid
- 2) How quickly can the weather change?
 - A) From one week to the next.
 - B) From one morning to afternoon.
 - C) From one day to the next day.
 - D) The weather does not change much.
- 3) How many seasons are there in the UK?
 - A) Two
 - B) Three
 - C) Four
 - D) Five
- 4) When will frost first start to form on the ground?
 - A) In the spring
 - B) In the summer
 - C) In the autumn
 - D) In the winter
- 5) Why do people like the spring?
 - A) It means the summer is nearly back.
 - B) It is not winter.
 - C) It is the shortest season.
 - D) It only happens every other year.

Weather Conversation

You might need to have a weather conversation when traveling to an English speaking country. You might need to ask about what the weather will be when planning what to do, or you might need to understand the television when it tells you what the weather will be. Also, in many countries people like to talk about the weather.

Conversation 1

Situation: Lucy and Jane talk about the weather and eating lunch.

Jane: Hi, do you want to go and get some lunch?

Lucy: Yes, that would be great.

Jane: I want to try the new café on the corner of the High Street.

Lucy: Are you sure, it's very small and we may have to sit outside.

Jane: Yes, that's why I want to go. It's autumn already and the weather might not be good for eating outside again until the spring.

Lucy: It looks as if it might rain soon. There has been some drizzle this morning.

Jane: No, the sky is clear and you can see the sun. That will make it warm.

Lucy: But there's a gusty wind that makes it a bit chilly.

Jane: We can wear out coats. It's been overcast for weeks. I want to sit in the sun for a bit.

Lucy: Ok, but if it starts to snow we have to go inside, alright.

Conversation 2

Situation: It has snowed and Tui is excited as it is the first time she has seen snow.

Tui: Hi. Isn't the snow great? I've been playing in it all morning.

Andrew: Yes, new snow makes everything look very pretty and white.

Jane: Snow is nice at the start, but when it's turning to slush it gets nasty.

Tui: Maybe, but this is the first time I've ever seen snow. It's great.

Jane: Do you ever have snow in Thailand?

Tui: No, we never have snow. It's too hot.

Andrew: So this must be fun?

Tui: Yes, very fun. I stayed up late last night watching the snowstorm as the gusts of wind blew the snow.

Jane: Then this morning the sky was clear and the sun was shining on the new snow. That was good to see.

Tui: How long will the snow last before it melts?

Andrew: If the weather and temperature stay cold at about zero degrees Celsius then the snow could be here for several days or a week.

Tui: Great. I want to play in it as much as possible. Do you want to come outside with me?

Jane: Sure, I can do that.

Andrew: Yes, that'll be something good to do.

Weather Conversation Exercises

Now practice using weather vocabulary in conversations by completing the following exercises.

Exercise 1 – Fill in the Blanks

The following weather conversation has five blanks that you need to fill by choosing the correct option (A-D) from the questions that follow.

Situation: Bob and Andrew are going camping and deciding what to take.

Bob: Is the weather going to be good?

Andrew: Yes _____ 1 _____ said that it would be hot and dry.

Bob: Yes, _____ 2 _____.

Andrew: But the weather forecast is normally wrong, so _____ 3 _____.

Bob: I also think it might be quite cold at night if the sky is clear. We might even get frost in the mornings.

Andrew: We should take _____ 4 _____.

Bob: And _____ 5 _____ rains.

Andrew: I don't normally go camping this early in the spring because the weather is so changeable.

Bob: Yes, I know what you mean. It makes packing difficult.

Andrew: But no matter how good or bad the weather is we'll have a good time.

Bob: Yes, we will.

Weather Conversation

Choose the best option (A-D) in the following five questions to fill in the blanks in the weather conversation given above.

- 1) Which option is the best to fill in the first blank?
 - A) the map on television
 - B) the meteorologist on television
 - C) the precipitation on television
 - D) the clouds look very dark
- 2) Which option is the best to fill in the second blank?
 - A) it should be great weather
 - B) it should be terrible weather
 - C) it could be snowy
 - D) it will be very cold
- 3) Which option is the best to fill in the third blank?
 - A) we should have good weather
 - B) we should go outside and check
 - C) we should call our friends
 - D) we should expect rain and gales
- 4) Which option is the best to fill in the fourth blank?
 - A) some sunscreen then
 - B) the long way round
 - C) some warm clothes then
 - D) some extra food then
- 5) Which option is the best to fill in the fifth blank?
 - A) some umbrellas for if it
 - B) some shorts for if it
 - C) some swimming costumes for when it
 - D) some extra tents for if it

Exercise 2 – Write a Conversation

Exercise 3 – Conversation Topics

For this weather conversation exercise there are two sets of five questions. You should take one set and a friend can have the other set. Then

ask each other questions and try to give long answers so you can practice speaking. Once finished you can swap the topics.

Question set A

- What is your favourite type of weather?
- What was the weather like yesterday?
- What type of weather is most fun?
- When was the last time it rained?
- Would you like to be a meteorologist, and why?

Question set B

- What type of weather do you not like?
- What do you think the weather next week will be like?
- Do you like going outside when the weather is bad?
- Have you ever seen snow, and what was it like?
- Are meteorologists good at forecasting the weather?

Weather Writing Exercises

These exercises have been made to give you a chance to write about the weather so you can become better at using the relevant vocabulary.

Exercise 1 – Writing Topics

- Describe what your favourite type of weather is and why.
- Describe what the weather is like in the country you live now.
- Explain why some people complain about some types of weather.

Exercise 2 – Write a Summary

This exercise has a passage that you should read and understand, and then write a summary of it. The summary should contain the main information but be shorter and use new or different vocabulary.

Types of Weather

There are several ways of describing the weather. You need to describe the amount of sun, the level of precipitation, the strength of the wind and the temperature. There are also possibly one or two other aspects to think about.

The first thing many people describe is the sun. They say if the weather is sunny or not. When there are a lot of clouds, the sun's light is stopped from reaching the surface of the Earth. When this happens, it is said to be dull.

Next people think about the precipitation. This is the amount of rain, hail, sleet or snow. Very light rain is called a drizzle while very heavy rain is a downpour. If it is raining a lot people say they get soaked, which means very wet. Precipitation does not need to be liquid water. It could be solid ice and fall as hail or as ice crystals and fall as snow. Sleet is rain that has not fully turned into snow.

The wind would be described as either a breeze, which is a weak wind, or a gale, which is a very strong wind.

Then the amount of sun and wind affects the temperature. If it is dull, it will be cooler than if it was sunny. If there is a strong wind it will feel colder than if there was no wind. A cold temperature would then influence the precipitation: if it is below zero degrees Celsius the rain will freeze and become snow.

The final types of common weather are fog and smog, both of which form in the air and stop people from seeing very far. Smog is caused by pollution, while fog is due to water vapor being in the air.

Exercise 3 – Writing Role-plays

For this exercise you will need to write role-plays. There are two situations presented below and you can write a role-play for one or both of them. In each you are given the people involved, what is happening and where it happens. Write what each person would say.

Role-play 1

- Location: On holiday (you choose where).
- Situation: Deciding what to do the next day when thinking about the weather.
- Participants: Family (mother, father, children).

Role-play 2

- Location: At work on Monday morning.
- Situation: Talking about how the weather affected what they did at the weekend.
- Participants: 3 people.

ЗАКЛЮЧЕНИЕ

Настоящее учебно-практическое пособие – не самоучитель, не сборник тем устной речи и не справочник. Автор ставил своей целью создание пособия, которое в условиях дефицита учебной литературы, чрезвычайно малого количества аудиторного времени, а также низкого языкового уровня студентов поможет им освоить базовый курс английского языка, развить умения и навыки устной и письменной речи в различных ситуациях социально-бытовой сферы общения и сформировать их социально-культурную компетенцию.

Хочется надеяться, что методическая модель, положенная в основу пособия, поможет реализации поставленной цели.

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APPENDIX

The British Isles are located in the northwestern part of Europe. They include two main islands - Great Britain and Ireland, as well as many smaller islands around them.

Great Britain, the largest island, is located in the northwest of the continent and is separated by the North Sea Strait from Norway in the north and from continental Europe in the west. Ireland, the second largest island, is located in the west of Great Britain and is separated from it by the Irish Sea.

The British Isles also include Scotland in the north, England in the south and Wales in the west. In addition, there are many other islands around the British Isles, such as the Orkney and Shetland Islands in the north, Guernsey and Jersey in the English Channel, and many others.

The British Isles are washed by several seas and oceans. In the west is the Atlantic Ocean, in the east is the North Sea, in the south is the English Channel, separating them from continental Europe. The British Isles are also washed by the Irish Sea in the west.

The **climate** in the British Isles is maritime and varies from temperate to subarctic.

The British Isles are characterized by mild winters and cool summers. The influence of the Atlantic Ocean contributes to moderate temperatures, but the weather here is very changeable. British weather is known for its instability, when it can be sunny and warm one day, and the next day it rains.

In winter, the average air temperature is about 4-6 degrees Celsius, usually without frost, due to the influence of warm sea currents. In summer, the average temperature is about 20 degrees Celsius. However, in the south of England and Ireland, summers can be warmer and sunnier.

Rains in the British Isles are evenly distributed throughout the year. Sometimes the weather can be cloudy and rainy, especially in the winter months. The coastal areas are wetter, and the inner plateau is drier.

In general, the climate and weather in the British Isles are changeable and subject to change. They are characterized by moderate temperatures, mild winters and cool summers, as well as frequent precipitation throughout the year.

The UK has a diverse and unique **wildlife**, which includes various ecosystems and animal species.

One of the most beautiful corners of the UK is the Lake District National Park in the north-western part of England. Here you can find beautiful lakes, mountain peaks and pastures, as well as many species of plants and animals, including deer, goats and birds.

Another famous national park is Dartmoor National Park in Southern England. This park is known for its open plains, high mountains, gorges and river valleys. It is home to a large number of wild animals, such as deer and various species of birds.

Also worth noting is the Cairngorms National Park in Scotland, known for its mountains, beautiful forests and rivers. In this park you can find wild eagles, deer herds and even moose.

There are also many nature reserves in the UK that are home to rare and threatened plant and animal species. Some of them include the Island of Skomer on the coast of Wales, the Isle of Scilly in Cornwall and much more.

All in all, the UK offers amazing opportunities to explore and enjoy wildlife. From beautiful landscapes to a variety of animal species, this country has a unique nature that needs to be seen and explored.

Agriculture plays a significant role in the UK economy. The UK is known for its variety of crops and animal husbandry.

One of the key sectors of agriculture in the UK is animal husbandry. They breed cows, sheep, pigs and poultry. The dairy and meat industries are important components of UK agriculture. In addition, the UK is also known for its high-quality cheese and other dairy products.

Crop production is also an important aspect of agriculture in the UK. Various crops are grown here, including cereals, vegetables and fruit and berry crops. Vegetables such as cabbage, carrots and potatoes are widely distributed, and cereals such as wheat and barley play an important role in food production.

Another important area in UK agriculture is the food industry. The processing of agricultural products and the production of food products, such as bread, dairy products, meat products and canned goods, takes place here.

The UK is also actively developing the organic agriculture sector, giving priority to environmentally sustainable production methods.

In general, agriculture in the UK is one of the key sectors of the economy, providing the country with a variety of food products and creating jobs in rural regions.

England is known for beautiful **villages** and **small towns** that embody the comfort and authenticity of British culture. In these places you can enjoy the charm of historical architecture, beautiful landscapes and a peaceful atmosphere.

One of the most picturesque villages in England is Biberton. It is a small village located in the Cotswolds County, and is famous for its historic yellow stone cottages and narrow streets. Here you can stroll through the streets, appreciate the atmosphere of old England and visit local tea rooms or pubs.

Another great place is Windsor, a small town famous for its royal castle, which is one of the official residences of the British monarch. Here you can walk along the picturesque streets, visit many shops and restaurants, as well as enjoy beautiful views of the Thames and the surrounding nature.

Stratford-upon-Avon is also noteworthy. This historic town is famous as the birthplace of the famous playwright William Shakespeare. Here you can visit his ancestral home, look at the theaters where productions of his works are still going on, as well as walk along the beautiful Avon embankment.

These are just some examples of the beautiful English villages and towns that are waiting for you. Each of them has its own unique character and charm, and traveling to such places allows you to plunge into the atmosphere of the history and beauty of England.

The UK has several **industrial regions** that play an important role in the country's economy. Below are some of them

1. South-East and Central England: This region includes cities such as London, Birmingham. It is the largest industrial center in the UK, especially in the fields of finance, technology, automotive and mechanical engineering.

2. North-West England: This region includes the cities of Liverpool and Manchester. It is known for its industry in the fields of shipbuilding, aviation, chemical industry and food production

3. Wales: Wales has a diverse industry, including automotive, energy, steelmaking and agriculture. Some of the main industrial cities in Wales are Cardiff, Swansea and Newport.

4. Scotland: Scotland has a strong industrial base in the oil and gas industry in the North Sea, the production of alcoholic beverages, the production of technical equipment and robotics. Cities such as Glasgow and Edinburgh are the main industrial centers.

5. Northern Ireland: This region concentrates on nuclear power, aircraft manufacturing, food processing and agriculture. Belfast is a major industrial center in Northern Ireland.

Each of these industrial regions makes a significant contribution to the UK economy and has its own characteristics and strengths in various industries.

Manchester is the second largest city in the UK after London, located in the north-western part of England. This city is rich in history and cultural heritage, and is also an important center of industry and commerce.

Manchester is known for its industrial heritage, especially in the textile industry. It was the center of the industrial revolution in the 19th century, and this historical significance can be seen in its architecture. Buildings in the Victorian and Gothic architectural styles give Manchester a distinctive and attractive look.

Manchester is actually one of the largest industrial centers in the UK and has a rich industrial heritage. It was one of the cornerstones of the industrial revolution that took place in Britain in the 18th and 19th centuries.

At the beginning of its history, Manchester was known for its textile production, especially in the cotton industry. The city was home to many factories and mills that produced fabrics and cotton products. This contributed to its transformation into one of the most important commercial and industrial centers of Great Britain.

Today Manchester is a diversified industrial center, which includes not only the textile industry, but also automotive, electronics, food,

pharmaceutical and much more. Due to its variety of industrial sectors, Manchester has been nicknamed the "Industrial Capital of Britain". The city continues to be an important center of production and innovation, attracting enterprises and technology startups from all over the world.

Due to its industrial importance, Manchester is also known for its rich cultural heritage, sports teams and high level of education.

The city is also famous for its sports teams, especially football. Manchester clubs Manchester United and Manchester City are world famous and are among the most successful teams in the history of football. Football has become an integral part of the culture and passion of the locals.

Manchester's cultural scene is rich in a variety of museums, galleries and theaters. The famous Manchester Museum — the Manchester Museum — is one of the most visited museums in the country and offers unique collections of historical and artistic exhibits. Also worth noting is the Manchester Library, which is one of the largest public libraries in the UK.

Manchester also has a rich music scene. The city is considered to be the colony of many famous musical groups, such as Oasis, Stone Roses and New Age.

We should not forget about the culinary achievements of Manchester. The city offers a wide variety of restaurants, cafes and pubs where you can enjoy delicious local and international dishes.

Manchester is a dynamic and picturesque city that offers its visitors and locals many opportunities for entertainment, education and recreation.

Liverpool is the largest port city in the north-west of England. It is located on the banks of the Mersey River and is known all over the world as the birthplace of the legendary band "The Beatles". Liverpool also has a rich history, and its architecture is a mixture of ancient and modern buildings.

Liverpool is an industrial city in England. Historically, Liverpool has been an important center of maritime trade and industry. In the XVIII and XIX centuries, the city developed thanks to trade, shipbuilding and processing of goods such as wool, cotton, sugar and tobacco. During this period, Liverpool became one of the richest cities in England.

Today Liverpool remains an important industrial center, although the scale of the industry has changed significantly. The city specializes in the

fields of automotive, electronic, chemical and food industries. It is also worth noting that Liverpool is a cultural and musical center, known for its museums and historical attractions.

However, it should be noted that in recent decades Liverpool has faced the challenges of structural change in industry and the economy. Currently, the city is actively developing programs for the development of tourism, culture and infrastructure to support its economic and social growth.

The city of Liverpool was founded in the XIII century and has since become one of the most important commercial and industrial centers of Britain. Due to its location on the Mersey, Liverpool became an important port for sea travel and trade, especially during the Industrial Revolution.

One of the iconic symbols of Liverpool is the Royal Liver Building, built at the beginning of the XX century. This building with high towers has become an icon of the city.

Liverpool is closely connected with musical history, especially with the appearance and success of The Beatles. There are many museums dedicated to this famous band in the city, including The Beatles Story and Mathew Street, where the Cavern Club Museum is located, the legendary place where the band first performed.

Liverpool is also a sporting city, known for its Liverpool FC football club. Every year English Premier League matches are held here, in which the best football teams of the country participate.

The city of Liverpool is known for its friendly population, rich cultural heritage, as well as musical and sports atmosphere. Visiting Liverpool is a unique opportunity to immerse yourself in its history, enjoy the architecture and heritage of "The Beatles" and feel the spirit of this unique city.

The city of **York** is located in England and is one of the most historically significant cities in the country. York is known for its medieval heritage, as well as beautiful cultural and architectural attractions.

The climate in the city of York is typical for Great Britain — temperate marine. Winters are relatively cool, the average air temperature in January is about 4-6 degrees Celsius. Summers in York can be warm, the average temperature in July and August can rise to 20-22 degrees Celsius. However, the weather here can also be changeable, and rain is not uncommon in York.

The famous landmark of York is the York Minster Cathedral, one of the most majestic Gothic cathedrals in Europe. York Minster Cathedral (or simply York Minster) is one of the most impressive historical monuments in England and the most majestic Gothic cathedral in Northern Europe. It is located in the city of York in the county of North Yorkshire. The construction of the cathedral began in 1220 and lasted for more than 250 years. York Minster is an example of a high Gothic architectural style, has majestic grandiose dimensions and an impressive appearance. The cathedral is famous for its elegant stained glass windows, which are considered one of the most beautiful in the world. York Minster also has many historical and cultural attractions. One of the most popular is the Cathedral Garden, a space in front of the cathedral where visitors can relax and enjoy a wonderful view of the architecture. The cathedral is often used for ceremonies and concerts, and its visit is a popular tourist event. Every year the cathedral attracts thousands of people who want to see its splendor and learn its rich history.

The city is also famous for its medieval walls that surround it and are of historical interest. There are many museums to visit in York, including the National Railway Museum and the York Historical Museum.

In addition, York offers many shopping opportunities, from large stores to cozy independent shops. There are also many cozy cafes and restaurants in the city where you can taste traditional British dishes.

In general, York is a great place to travel and relax, where you can enjoy the atmosphere of the history and culture of England.

Newcastle is a city in the United Kingdom, located in the north-east of England, on the banks of the River Tyne. The city is known for its history, industry and cultural life.

The climate in Newcastle is a temperate maritime climate, with transitional features to a continental climate. Winters in the city are quite cool, with the air temperature in the region of 0 degrees Celsius. Sometimes there may be precipitation in the form of rain or snow.

Summer in Newcastle is relatively cool, the average temperature is about 15-20 degrees Celsius. Precipitation in the form of rain may be frequent, based on the general climate of the British Isles.

Newcastle is known for its industry, especially in the mining and steel industries. There are also several universities in the city, which gives it importance in the field of education. Newcastle is also famous for its art, museums, numerous parks and scenic spots that attract both locals and tourists.

Newcastle, which is also known as Newcastle upon Tyne, is one of the key industrial centers of the country. In the past and to this day, it is famous for its coal and steel industry.

The coal industry in Newcastle began its development in the 13th century, when the first coal mines were opened. Over time, coal mining has become the main source of income for the region. By now, most of the mines have already closed, but the legacy of the coal industry in Newcastle remains significant.

In addition, Newcastle is also famous for its steel mills. The steel industry in the city developed in the 19th century and became the basis of its economy. Due to its rich coal reserves and proximity to sea transport, Newcastle has become an important center of steel production and the metallurgical industry.

However, the importance of the coal and steel industry in Newcastle has declined since then. Many factories were closed, and some switched to the production of other goods. Instead of being exclusively an industrial area, Newcastle began to develop other industries, such as information technology, tourism and education.

Overall, although the coal and steel industries have an important place in Newcastle's history, the city today represents a more diversified economy.

The city of Newcastle has a long and rich history in the field of shipbuilding. For many years Newcastle has been one of the leading centres of the shipbuilding industry in the UK.

Shipbuilding in Newcastle began in the Middle Ages, when the city was one of the largest commercial ports in England. Wooden ships were built here for trade and military needs. In the 19th century, Newcastle became a leader in the construction of iron ships that were more durable and reliable.

A particularly famous shipbuilding company in Newcastle was the Swan Hunter Shipyard. Various types of ships were built here, including cargo, passenger and warships. Swan Hunter was famous for its high quality and innovative technologies, and its vessels were used all over the world.

However, at the end of the XX century, shipbuilding in Newcastle faced difficulties due to changes in the global economy and a reduction in demand for new vessels. Currently, the shipbuilding industry in Newcastle is giving way to other regions, but the city still retains its historical connection with shipbuilding and has museums that tell about its heritage in this industry.

The city of **Norfolk** is located on the east coast of England and is part of the county of Norfolk of the same name. This city is known for its history, nature and cultural heritage.

Norfolk is an attractive destination for tourists due to its sandy beaches, picturesque landscapes, quiet villages and interesting sights. Here you can find many beautiful castles and manors, such as Sandringham House and Holkham Hall. The city is also famous for its fortresses, including Norwich Castle, which is one of the historical landmarks of the region.

Sandringham Castle is one of the most famous historical buildings in Britain. The castle is located in the county of Norfolk, on the east coast of England, and is one of the residences of the British royal family.

Sandringham Castle is the private property of the King of Great Britain and was acquired in 1862 by Queen Victoria. Here the Royal family spends their Christmas holidays and from time to time receives official guests. The castle also serves as a venue for official ceremonies and events.

The architecture of Sandringham Castle combines elements of neoclassicism and Tudor style. Here you can see magnificent antiques, works of art and historical relics reflecting the history and culture of the royal family.

In addition to the main castle, there are also beautiful parks and gardens on the territory of Sandringham, where visitors can walk and enjoy the beauty of nature. There is also the Church of St. Martin, which is a frequent place for visiting members of the Royal family during their stay at the castle.

Sandringham Castle is of great historical and cultural interest to tourists and is an excellent example of a royal residence in the UK.

Holkham Hall is a historic estate located in Norfolk, United Kingdom. It is one of the most famous and beautiful estates in the country.

Holkham Hall was built at the beginning of the XVIII century and served as the residence of the Coke family. The building is an example of classical English style and is a fine example of late Baroque architecture.

A special feature of Holkham Hall is its beautiful park, which extends over an area of more than 8000 hectares. The park is famous for its natural beauty, well-groomed landscape compositions and a variety of flora and fauna. Here you can walk along scenic trails, enjoy views of the lake and pastures with deer.

In addition to the beauty of nature, Holkham Hall offers visitors unique interiors filled with art and antique furniture. You will be able to see the rich collections of paintings, sculptures and art objects that reflect the rich history and culture of this place.

You can also visit garden plots with exotic plants and flowers, as well as restaurants and shops where you can buy unique souvenirs.

Holkham Hall is a great place to walk, explore and immerse yourself in the history and nature of Great Britain.

Norwich Castle, located in the city of Norwich, United Kingdom, is one of the famous historical landmarks of the Norfolk region. This powerful fortress was built in 1067 by the Normans on the site of a former Anglo-Saxon settlement, and since then it has played an important role in the defense of the region.

Norwich Castle is a solid stone building surrounded by deep moats. It served as a fortress and residence for the Norman King William the Conqueror and his followers. Over the centuries, the castle has undergone many changes and additions, becoming from the moment of its construction a defensive fortress, a prison, a court building and even a museum.

Today, Norwich Castle is a museum dedicated to the history and culture of the region. Inside the castle, you can see various expositions telling about the history of the castle, as well as a collection of works of art and artifacts related to the history of Norfolk. With the appearance of the

museum, the castle has also become a center for cultural events such as exhibitions, concerts and themed events.

Norwich Castle is one of the tourist attractions of the Norfolk region, attracting visitors with its historical and cultural significance.

The climate in Norfolk, as in the rest of the British Isles, is maritime. Summer weather is usually cool, the average temperature is about 20 degrees Celsius, but can reach up to 25 degrees on good days. Winters in Norfolk are usually mild, with an average temperature of about 5 degrees Celsius in January.

In addition, Norfolk is also known for its rich flora and fauna. Here you can meet different species of birds, especially in swampy areas. The Landscape Reserve and the beaches are also popular places for bird watching and outdoor walks.

In general, Norfolk is a great place to relax and explore British nature and culture.

In England, **the education system** offers a wide range of opportunities for quality education at all levels. Here is a brief overview of the main stages of the educational system of England:

1. **Preschool education:** Preschool education is available for children from 3 to 5 years old, which is optional. It can be offered in the form of kindergartens (Nurseries) and kindergartens (Preschools), which provide for the development of children before the start of the compulsory school program.

2. **Basic education:** Compulsory basic education begins at the age of 5 and lasts until the age of 11. During this period, children attend primary school. They study basic subjects such as English, mathematics, science, art, etc., and also learn to develop social and communication skills.

3. **Secondary education:** After basic education, children go to secondary school, which lasts until the age of 16. During this period, children study a wide range of subjects, such as mathematics, English, history, science, geography, foreign languages, etc. After completing compulsory education, students take GCSE (General Certificate of Secondary Education) exams.

4. Higher education: After secondary school, students can continue their education at colleges or universities. There are many prestigious universities in England, such as Oxford and Cambridge, as well as many other higher education institutions offering a wide range of courses and specialties.

5. Vocational education: In England, a huge number of students and professional teachers are also available, training specialists in various fields, such as medicine, law, business, engineering, etc.

Education in England is considered one of the best in the world and offers a lot of opportunities for development and success in various fields.

In England, **preschool education** officially begins at the age of 2.5 and is offered for children aged 2 to 4 years. It is not mandatory, but many parents register their children in kindergartens or invite home nannies to carry out their early education and development.

The preschool education system in England offers various options for parents. Firstly, there are private kindergartens that are commercial institutions and require payment for the services provided. Secondly, there are state kindergartens that are funded by the state and offer free education for children.

Preschool education in England is usually organized in a playful way, with an emphasis on the development of social skills, language development, mathematical skills, creative thinking and physical activity. Educators have the appropriate qualifications and work with children, conducting various games, tasks and activities aimed at their development.

In addition, there are programs for parents who can spend time with their children at home and help them in their development. They can join parents to exchange experiences and get information about methods and strategies for raising and educating children.

Preschool education in England is an important stage in the development of a child, helping him to adapt to the school environment and acquire the necessary skills for successful learning.

In England, **basic education** begins at the age of 5 and lasts until the age of 11. This period is usually called "primary education" or "key stage 1 and key stage 2".

The first stage is called "key stage 1" and includes years of study from 5 to 7 years. During this period, children get acquainted with the basics of reading, writing, mathematics and other subjects. They study phonetics, basic mathematical operations, sciences, art, history and geography.

After finishing "key stage 1", the children move on to the second stage, "key stage 2". During this period (from 7 to 11 years), children continue to develop reading, writing and math skills. They study more complex subjects such as English literature, science, history, geography, art and sports. This stage also includes preparation for the Standard Assessment Tasks (SATs), which are held at the end of "key stage 1" and "key stage 2".

The educational system in England also usually provides for school holidays and vacations throughout the year, so that children have rest and the opportunity to engage in extracurricular activities or relax with their family.

It is important to note that this description is general and may vary depending on the specific school or region of England.

In England, **secondary education** for pupils aged 11 to 16 years is carried out within the framework of the so-called "secondary schools" system: Key Stage 3 (11-14 years old) and Key Stage 4 (14-16 years old).

At the first stage (Key Stage 3), students study a wide range of subjects, including English language and literature, mathematics, history, geography, science, art, physical education, foreign languages (usually French, German or Spanish), etc.

The second stage is to provide the student with a broad general knowledge and skills base. At the second stage (Key Stage 4), students prepare for GCSE (General Certificate of Secondary Education) exams. These are national exams that allow students to obtain a certificate of completion of secondary education. Students choose subjects that they want to study in more depth, including subjects such as mathematics, English language and literature, science and others.

This system provides students with a stable foundation of knowledge and prepares them for further academic and professional paths. After Key Stage 4, students can choose to continue their education at a college, a school with a wide range of subjects, or move on to vocational training.

In England, **higher education** is offered at universities and institutions of higher education, known as colleges or polytechnics. There are several types of higher education institutions in England, including universities, technical colleges, art colleges and design colleges.

Universities in England offer a wide range of study programs ranging from undergraduate to doctoral degrees. They can also offer programs in various specialized fields, such as medicine, engineering, law, art and design, etc. Universities in England are known for their academic reputation and are an attractive place to study for students from all over the world.

There are also technical colleges in England that specialize in practical education and prepare students for specific professions, such as construction, electrical engineering, tourism and hospitality, and others. Art history colleges and design colleges offer programs in art, design, fashion and other creative fields.

The process of admission to higher education institutions in England usually involves submitting an application, providing academic achievements, recommendations and, in some cases, passing tests or interviews. Tuition in England is usually paid, but various financial support programs are available, such as scholarships and loans.

In England, students can apply for student **loans** for education. The system of student loans in England is managed by the Institution for the Distribution of Student Funds (Student Loans Company).

Student loans in England are divided into two types: student loan for tuition fees (Tuition Fee Loan) and student loan for support (Maintenance Loan).

Students studying at higher educational institutions can get a student loan to pay for their studies, which covers the full cost of their studies. The amount of this loan depends on the cost of the course and may vary depending on the chosen educational institution.

Students can also get a student support loan, which is designed to cover living expenses such as rent, meals, educational materials, etc. The amount of this loan depends on the income of the student's family and their place of residence.

However, student loans in England are borrowed funds that students must repay after completing their studies and upon reaching a certain level of income. The loan is repaid through the tax system, and payments depend on the student's earnings. This means that payments begin only after the student reaches a certain income level.

In England, **vocational education** plays a significant role in providing individuals with practical skills and training for specific occupations. Vocational education refers to educational programs that focus on preparing students for careers in specific industries or trades.

In England, vocational education is offered through various pathways, including vocational courses at colleges, apprenticeships, and vocational training programs offered by employers or industry bodies. These programs aim to equip students with the skills, knowledge, and hands-on experience necessary to thrive in their chosen field.

One of the key benefits of vocational education in England is its practical approach. Students engage in hands-on learning and gain real-world experience in their chosen industry. This enables them to develop the necessary skills and competencies to enter the workforce successfully.

Vocational education also fosters strong links between education providers, employers, and industry professionals. This collaboration ensures that the training provided is relevant and aligned with industry needs, increasing the employability of graduates.

Furthermore, vocational education in England offers a range of career options across various sectors such as engineering, healthcare, construction, hospitality. It provides individuals with opportunities to pursue specialized careers without necessarily following a traditional academic route.

Overall, vocational education in England plays a pivotal role in creating a skilled workforce, meeting the demands of the labor market, and providing individuals with practical pathways to meaningful careers.

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