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и искусств СПбГУ

Up & Up

student's book

10

+ 

СРЕДНЕЕ (ПОЛНОЕ) ОБЩЕЕ ОБРАЗОВАНИЕ

Up & Up 10

student's book

Под редакцией В.Г. Тимофеева

**Учебник английского языка
для 10 класса**
(базовый уровень)

3-е издание

Рекомендовано Министерством
образования и науки
Российской Федерации



Москва
Издательский
центр «Академия»
2009



Факультет филологии
и искусств
СПбГУ
2009

УДК 802.0(075)
ББК 81.2 Англ-922
U67

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U67 **Up & Up 10 : Student's Book** : учебник английского языка для 10 класса : среднее (полное) общее образование (базовый уровень) / [В. Г. Тимофеев, А. Б. Вильнер, И. Л. Колесникова и др.] ; под ред. В. Г. Тимофеева. — 3-е изд. — М. : Издательский центр «Академия», 2009. — 144 с. : ил.
ISBN 978-5-7695-6049-1

Учебник *Up & Up 10* является частью учебно-методического комплекса для изучения английского языка в 10 классе средней школы (базовый уровень). Книга ориентирована на особенности культурной, социальной, политической и научной реальности современного мира эпохи глобализации с учетом роли, которую играет в этом мире английский язык как язык межнационального общения.

Диск представляет собой сборник аудиоматериалов к учебнику.

Для учащихся 10 классов, изучающих предмет на базовом уровне.

УДК 802.0(075)
ББК 81.2 Англ-922

Учебное издание

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Изд. № 103108699.
Подписано в печать 08.09.2008. Формат 60×90/8.
Гарнитуры Мириад, Палатино. Печать офсетная.
Бумага офсетная № 1. Усл. печ. л. 18,0.
Тираж 10000 экз. Заказ № 27202.

Up & Up 10 Student's Book

**Учебник английского языка
для 10 класса
(базовый уровень)**

Издательский центр «Академия».
www.academia-moscow.ru
Санитарно-эпидемиологическое заключение
№ 77.99.02.953.Д.004796.07.04 от 20.07.2004.
117342, Москва, ул. Бутлерова, 17-Б, к. 360.
Тел./факс: (495) 334-83-37, 330-10-92.

Под редакцией
В. Г. Тимофеева

Отпечатано с электронных носителей издательства
в ОАО «Саратовский полиграфкомбинат».
410004, г. Саратов, ул. Чернышевского, 59.
www.sarpk.ru

Оригинал-макет данного издания является собственностью Издательского центра «Академия», и его воспроизведение любым способом без согласия правообладателя запрещается

ISBN 978-5-7695-6049-1

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- рецензентам и консультантам Н. В. Баграмовой, О. И. Бродович, Е. И. Казаковой, И. В. Ларионовой, В. Л. Томсон, Е. А. Шаминой за советы и рекомендации, которые были чрезвычайно полезны при работе над проектом;
- Л. Жебровской, К. Крюкову и И. Большову, чьи безукоризненный художественный вкус и упорство позволили авторам реализовать свои замыслы;
- методистам и учителям Н. Е. Буланкиной, О. П. Былим, И. А. Гайдаржи, Т. Б. Палицыной, Н. Д. Сорониной, Н. А. Столяровой, Т. М. Тетериной, Е. А. Шутовой, оказавшим неоценимую помощь в совершенствовании УМК, а также их ученикам, участвовавшим в апробации;
- М. Хиткоку, чья профессиональная помощь была действительно неоценимой;
- музыкантам и исполнителям Д. Максимачеву, М. Делазари, И. Делазари, В. Телегину, студии «Часовщик» и лично Е. Кирцидели, а также А. Добринчук, К. Пасконе, Д. Грант-Смиту, С. Хаф, Е. Шаминой, А. Богдановой, Ф. Тимофееву, обеспечивавшим запись CD.

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Авторы не могут не выразить своей признательности всем тем, чьи статьи, произведения и суждения существенно помогли им при работе над УМК: The Birminghammagazine, 2000, № 12; 2003, № 15 (SB, Unit 7, Ex. 18, адаптировано); Moscow News, 1988, № 12 (WB, Unit 1, Ex. 2, адаптировано); Young Telegraph, 1991, № 20, с. 5, 7, 12 (SB, Unit 1, Ex. 12–14, 29, 31, адаптировано); Л. Пудовкиной и Н. Шулакову, Pulse, 2005, вып. 118, с. 8–9 (SB, Unit 8, Ex. 13); А. Конан Дойлу (SB, Unit 3, Ex. 33, адаптировано); Б. Л. Акерсу, A Science Fiction Writer Looks at the Twenty-First Century (SB, Unit 8, Ex. 24, адаптировано); http://www.ananova.com/news/story/sm_952234.html?menu=news.quirkies.eccentrics (SB, Unit 6, Ex. 17); http://www.ananova.com/news/story/sm_893709.html?menu=news.quirkies.quirkygaffes (SB, Unit 6, Ex. 17); http://www.ananova.com/news/story/sm_1044849.html?menu=news.quirkies.animaltales (WB, Unit 6, Ex. 1); http://www.ananova.com/news/story/sm_968191.html?menu=news.quirkies.heartwarmers (WB, Unit 6, Ex. 1); http://www.ananova.com/news/story/sm_958284.html?menu=news.quirkies.quirkygaffes (WB, Unit 6, Ex. 1); http://www.ananova.com/news/story/sm_843194.html?menu=news.quirkies.eccentrics (WB, Unit 6, Ex. 1); <http://www.edvisorsnetwork.com/phpadsnew/addclick.php> (SB, Unit 9, Ex. 19); <http://www.eltnews.com/features/fun/011.shtml> (SB, Unit 4, Ex. 38, адаптировано); <http://www.netpoets.com/poems/life/1290002.htm> (SB, Unit 4, Ex. 44, адаптировано); <http://teenink.com/> (SB, Unit 5, Ex. 7); <http://www.warphead.com/modules/news/index.php?storytopic=11> (SB, Unit 5, Ex. 36); http://www.backbonemag.com/php_site/home.php?m_column_id=php_news/wmview.php?ArtID=907 (SB, Unit 8, Ex. 39); <http://www.sciencemuseum.org.uk/exhibitions/brain/270.asp> (WB, Unit 4, Ex. 1); <http://home.vicnet.net.au/~carlrw/glenyslynn/keypage.html> (WB, Unit 4, Ex. 15).

Авторы стремились соблюдать требования государственного стандарта об уровне аутентичности текстов и заданий и при создании упражнений использовали оригинальные материалы, стараясь при этом не нарушать чужих авторских прав, опираясь на действующие в РФ положения законодательства. В случае возникновения каких-либо претензий со стороны правообладателей факультет филологии и искусств Санкт-Петербургского государственного университета готов вступить в переговоры для их урегулирования.

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Syllabus

	Functions	Grammar
Intro Unit	Getting acquainted with the textbook	
Unit 1 Who's Who?	Describing people Describing personal qualities required for a job Making a dialogue about personal interests Speaking about one's hobbies	Present Simple vs Present Continuous/ <i>to be</i> Adverbs of frequency State verbs vs action verbs
For Your Project:	Preparing a presentation about a person who lives in your city/village	
Unit 2 East or West	Describing a place Agreeing/Disagreeing Giving/Asking for directions (communicative activity, e.g.: you're in point A, how to get to point B) Doing sums Cooking instructions	<i>There is/are</i> (revision) Adjectives Prepositions of place and directions Commands
For Your Project:	Audio guide of the place you live in	
Unit 3 Time Changes Places	Describing changes Result vs process Expressing your opinion Agreeing/Disagreeing	Present Perfect Simple Comparative adjectives <i>as... as</i> ; <i>not as... as</i> Present Perfect Simple (<i>since, for, already, yet, ever</i>) vs Present Perfect Continuous
For Your Project:	Essay about changes in a place	
Project Page for Units 1 – 3: Designing a poster about the place you live in		
Units 1 – 3 My Success Checklist		
Unit 4 Down Memory Lane	Describing an adventure Describing first memories Describing feelings and emotions	Past Simple vs Past Continuous <i>While + Past Continuous</i> <i>Could vs was able to</i> <i>-ing/-ed</i> adjectives <i>Used to</i>
For Your Project:	An illustrated personal story (childhood memories) or a poem	
Unit 5 Your True Stories	Telling stories and urban legends Telling a story from personal experience Interjections	Past Perfect Sequence of tenses
For Your Project:	My True Tale – a book of your class curious stories	
Unit 6 Isn't It Surprising?	Giving news and details of the news Reacting to news	Present Perfect Simple vs Past Simple
For Your Project:	Preparing a news report for a radio programme. Writing a script	
Project Page for Units 4 – 6: Making a radio programme		
Units 4 – 6 My Success Checklist		
Unit 7 Out and About	Making a dialogue about personal plans (visiting a place) Problem-solving task (deciding how to spend a weekend)	Present Continuous for expressing personal plans and arrangements <i>To be going to</i> for expressing decisions and intentions <i>Will</i> for decisions made on the spot
For Your Project:	A social project	
Unit 8 Time to Come	Giving a weather forecast Speaking about natural disasters Making predictions about the future	Ways of expressing the future: <i>will</i> for predicting, <i>to be likely to</i> , <i>to be possible</i> Modals for probability
For Your Project:	How life might change in the future — a survey	
Unit 9 Your Way	Making dialogues about a job Speaking about one's career plans Asking for advice Giving advice	Future time clauses <i>Should</i> for giving advice/criticism/our expectations
For Your Project:	Message in a bottle	
Project Page for Units 7 – 9: Making a website		
Units 7 – 9 My Success Checklist		
Final Unit	Revision Board Game	

Vocabulary	Writing
Jobs, occupations, hobbies, interests Likes/Dislikes Time, day, date; holidays Adjectives to describe personal qualities	Filling in application forms
Places Towns and buildings Characteristic features of a place Descriptive adjectives Community life Prepositions of direction British vs American English Food and recipes	Info poster of a place A postcard describing a place where you live Recipe of a local food
Verbs of changes Towns and cities Descriptive adjectives Linking words: <i>first, second, on the other hand, as a result</i> etc	Essay: What has changed in the place (based on the discussion; notes for a project)
Home facilities word web Develop self-confidence	Writing about an important event in the past Writing a constructivist poem
Words related to hiking/camping Time words and phrases as discourse markers (<i>beforehand, at that time, when, as, the next day, then, soon, by the time, as soon as</i>)	Writing a story
Newspaper/magazine contents/home news/foreign news/advertisement/horoscope/showbiz news/letters/Agony Aunt section/sports news Adjectives describing one's reaction to the news	Writing a news report
Expressions related to free-time activities Expressions with <i>take</i> and <i>get</i> (<i>to get bored, to get back, to get to, to take place, to take a train, to take a flight, to take something seriously</i>)	A letter of invitation
Verbs to describe weather Verbs to describe future transformations (<i>to increase/decrease, to rise/fall, to go up/go down...</i>)	
Names of professions Giving a description of a job Job-related expressions Abbreviations	Writing a CV/résumé A report on a class survey

Let's Start!



1) What can you do in English? Look at the list of questions. Put a tick (✓) next to the questions you answered "yes".

	Yes	No
Can you give your name, nationality, age?		
Can you say when and where you were born?		
Can you name 5 things you have in your bag?		
Can you name 5 things you can eat?		
Can you name 5 animals?		
Can you name 5 kinds of sport?		
Can you name 5 things found in the classroom? ... in the kitchen?		

2) Work in groups. Ask and answer the questions to find out what your partners can do.

USEFUL LANGUAGE

Can you think of ... ?
 Can you name ... ?
 I think I can.
 Sorry, I don't think I can.
 The first (number 1) is ...
 The second (number 2) is ...
 The third (number 3) is ...
 The fourth (number 4) is ...
 The fifth (number 5) is ...

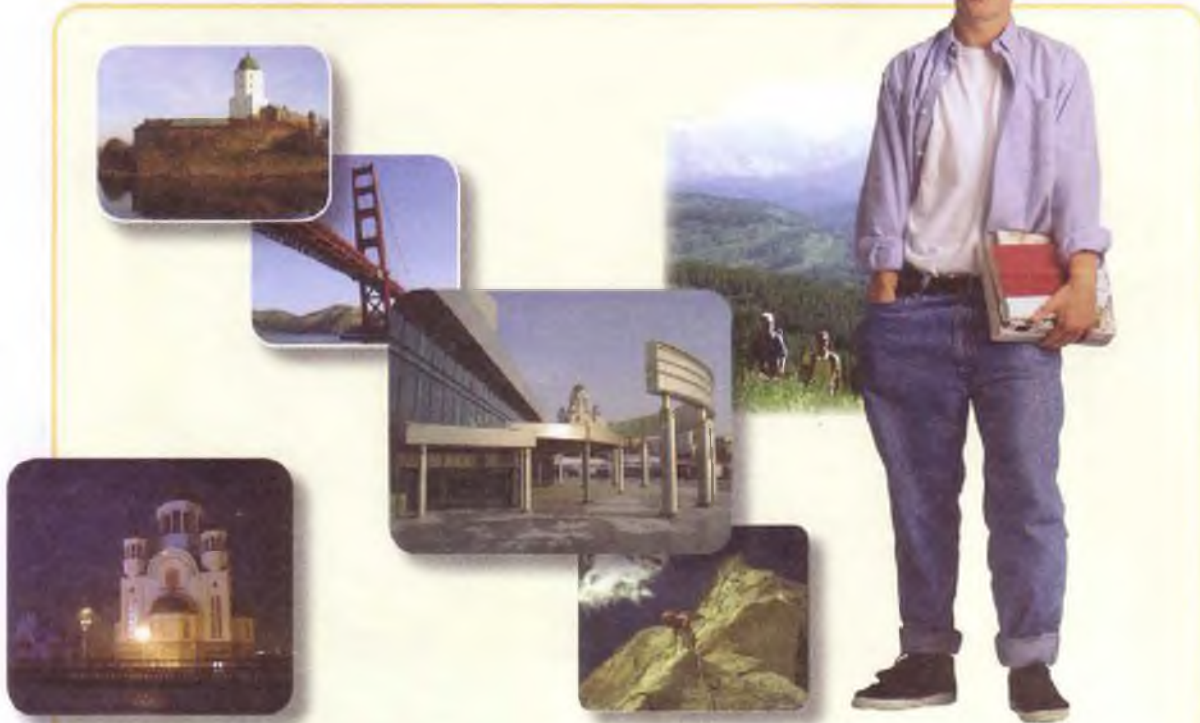
3 Complete the table answering the questions.
Put a tick (✓) in a suitable place.

I can	Themes	C	B	A	
Speaking	family				
	a person's character				
	C. answer some questions about				
	ask some questions about				
	B. give my opinion about	relationships with other people			
		travel			
	A. give and explain my opinion about	hopes and future plans			
		weather			
		food and drink			
		jobs and professions			
		personal experience			
		adventures			
		first memories			
		news			
	social problems				
Reading					
C. read short simple texts, personal letters					
B. understand texts describing events, feelings, wishes					
A. understand a writer's attitudes and viewpoints					
Writing					
C. write simple notes and fill in questionnaires					
B. write simple texts and personal letters					
A. write detailed texts (essays, reports etc)					
Listening					
C. understand the main points in short, clear, simple messages					
B. understand the main points of a variety of radio or TV programmes					
A. understand everything in detail					



4) Write the things you would like to do in English by the end of the course.

5) Here is a list of the Units and their themes. Match the Units and their themes.



Unit 1 Who's Who?

Unit 2 East or West

Unit 3 Time Changes Places

Unit 4 Down Memory Lane

Unit 5 Your True Stories

Unit 6 Isn't It Surprising?

Unit 7 Out and About

Unit 8 Time to Come

Unit 9 Your Way

a. Changes; Results; Experience

b. The news; Advertising

c. Camping/hiking; Urban legends

d. Free time activities; Social projects

e. Hobbies; People; Personality; Music

f. Jobs; Résumé/CV; Career

g. Places; Facilities; Towns and buildings; Food

h. Adventures; First memories; Feelings and emotions

i. Weather forecast; Natural disasters;

Predictions about the future

6) Check your answers looking through the book.

7> Read the sentence. Underline the words you don't know.

Kari goes to KK kauppa to buy cola or kotikalja and bread every day.

- 1. Kari is
 - a. a person's name
 - b. the name of a group of people (e. g. family)
- 2. KK kauppa is
 - a. the name of a shop
 - b. the name of a theatre
 - c. the name of a school
- 3. Kotikalja is
 - a. some kind of drink or food
 - b. a place
 - c. a person



When you read, try to understand the words you don't know before you check them with your teacher or in the dictionary.

8> How many questions can you answer without knowing the exact meanings of these words?

9> Texts A-E below are from the Student's Book. Read each out quickly and decide which Unit it is in.

10> Read the texts again and underline the correct answer in the question.

Unit _____

A. Baths consisted of a big tub filled with hot water. The man of the house had the privilege of the nice clean water, then all the other sons and men, then the women and finally the children — last of all the babies. By then the water was so dirty you could actually lose someone in it. Thus "Don't throw the baby out with the bath water" appeared.

Question: Is this text about life in modern or old times?

Unit _____

B. Under each job, make a list of your duties. Never use personal pronouns (I, my, me). Instead of saying, "I planned, organised, and directed...", you should say, "Planned, organised, and directed...". It is important to use nouns or short phrases that describe your experience and education like: C++, UNIX, network, project management etc, well-known company names and universities.

Question: Is this an instruction, an e-mail, or a detective story?

Unit _____

C. I really like walking in the center of Vyborg. The streets here climb up and down lots of little hills, so the city seems small and mysterious. You never know what's on the other side of the hill! To be honest, when walking around Vyborg, I don't feel like I'm in Russia. This city is different from other Russian ones. Vyborg reminds me more of Northern Europe.

Question: Does this passage come from someone's memoirs, a personal letter, or plans for a future holiday?

Glossary

tub — лохань

mysterious — загадочный

wave — волна

to gain — увеличивать

Unit _____

D. A characteristic of a tsunami is that the wave isn't very deep, less than a metre, but it travels at the speed of an aeroplane and is about 100 kilometres in length. It only gains in height when it comes into the shallows. All that stuff in Hollywood disaster movies when people can be seen running and screaming from the water (or the fire, or the hurricane), turned out to be true. The water came rushing up faster than anyone could run, though.

Question: Is this text about films, transport, or nature?

Unit _____

E. Pigs are very honest. They are also very kind, understanding and very often peace-makers. Pigs are sociable; they like talking and are often very popular. They still find time to be very hard-working, and they are always first to help other people out.

Question: Is it about people, animals, or books?

Grammar

11 Check your grammar. Choose the correct alternative:

	You'll study this grammar in Unit
1. "..... this week?" — "No, he is on holiday." A Is your father working / B Does your father work / C Does work your father	1
2. Mary chess once or twice a week. A is playing usually / B is usually playing / C usually plays / D plays usually	1
3. Everything is going well. We any problems since we came here. A didn't have / B don't have / C haven't had	3, 6
4. Tom his hand when he was cooking lunch. A cut / B was cutting / C has cut	4
5. John in the USA for 25 years. Now he lives in Moscow. A lived / B has lived / C has been living	6
6. I think the weather be nice later. A will / B shall / C is going to be	8, 9
7. The test was quite easy — we thought. A more easy that / B more easy than / C easier than / D easier as	3
8. It is one of the oldest cities the world. A on / B opposite / C in / D under	2
9. I don't think you go there. You'd better stay at home. A might / B should / C could	8, 9
10. The lesson for ten minutes when we arrived. A had already lasted / B lasted already / C have been already lasting	5
11. We tomorrow at 5 pm. A leave / B are leaving / C will leave	7

Pronunciation

12) Look at the list of words in A, B and C columns. Give the title to each column choosing from the following: Countries; People; Capitals.

A _____	B _____	C _____
The USA	Germans	Wellington
Belgium	New Zealanders	Berlin
Canada	Australians	Canberra
Denmark	Dutch people	Ameterdam
Greece	Danes	Copenhagen
Germany	Americans	Brussels
The Netherlands	Greeks	Athens
Australia	Canadians	Ottawa
New Zealand	Belgians	Washington



13) The information about countries is completely mixed up. Work in groups and match the words from the A, B and C columns correctly.

14) Listen, check your answers. Repeat the words after the recording.
track 1

15) Listen to a chant and complete the gaps in it with the words from Ex. 12:
track 2

*I'd like to go to
To have a look at
To talk to local
And use the English language.*

16) Listen again, check your answers and repeat the chant.
track 2

17) Make up a chant of your own with some other words from Ex. 12 and perform it for the class.

Who's Who? ▶

Warm-up

- 1) Look at the photographs of the three people.
What can you say about their character?



Vocabulary

- 2) Guess the meaning of the words.
What helped you to guess? Which words were the most difficult? Why?

popular, organised, loyal, energetic, enthusiastic, critical, relaxed, charming, horoscope, dragon, characteristic, experiment, intelligent, personality, sociable, confident

Check your guesses using the dictionary.



Некоторые английские слова являются «ложными друзьями переводчика», их значения отличаются от сходных русских слов. Например: **intelligent**, **personality**.

Если догадаться о значении устойчивого словосочетания трудно, то при поиске его в словаре выделите ключевое слово и ищите фразу с этим словом в конце словарной статьи.

Например:

to be fussy about → **fussy** — **to be fussy about**.

3> Guess the meaning of the phrases. Try to do it without a dictionary. All the parts are familiar to you.

to keep secrets, to keep thoughts to yourself,
to get out of a difficult situation,
to be the centre of attention,
to be good with money, to be good at maths,
to take risks, to do training, to make peace

4> Work in groups and play the game. Give as many words as possible from the same word families for the following words:



Догадаться о значении неизвестного слова можно по словообразовательным суффиксам. Например:
easy — легкий,
easily — легко.
При поиске слова в словаре необходимо выделить его исходную форму. Например:
playing → play, easily → easy.

Verb	Noun	Adjective
to make decisions		decision-making
to imagine		imaginative
	help, helper	helpful, helpless
to understand		understanding
	peace-maker	
to work hard	hard worker	
to boss		bossy
	agreement	
to determine		determined
	charm	
	relaxation	

5> Match the words (1–6) to their synonyms (A–F):

1	intelligent	A	always telling people what to do
2	bossy	B	feeling sure about your own ability to do things and be successful
3	charming	C	making a firm decision to do something
4	confident	D	liking company, enjoying spending time with other people
5	sociable	E	pleasant or attractive, nice
6	determined	F	clever, quick at thinking, good at learning

6> Read the words in the box and choose the ones which can best describe the people in the pictures in Ex. 1. Describe the people.

USEFUL LANGUAGE

bright and lively, brave, lucky, popular, imaginative, charming, nice, sociable, confident, determined, strong-willed, hard-working, organised, energetic, enthusiastic, kind, quiet, honest

Pronunciation

7) Give the names of the days and months in English.

JAN 2008 mo 7 14 21 28 tu 1 8 15 22 29 we 2 9 16 23 30 th 3 10 17 24 31 fr 4 11 18 25 sa 5 12 19 26 su 6 13 20 27	FEB 2008 mo 4 11 18 25 tu 5 12 19 26 we 6 13 20 27 th 7 14 21 28 fr 1 8 15 22 29 sa 2 9 16 23 su 3 10 17 24	MAR 2008 mo 3 10 17 24 31 tu 4 11 18 25 we 5 12 19 26 th 6 13 20 27 fr 7 14 21 28 sa 1/8 15 22 29 su 2/9 16 23 30	APR 2008 mo 7 14 21 28 tu 1 8 15 22 29 we 2 9 16 23 30 th 3 10 17 24 fr 4 11 18 25 sa 5 12 19 26 su 6 13 20 27	MAY 2008 mo 5 12 19 26 tu 6 13 20 27 we 7 14 21 28 th 1 8 15 22 29 fr 2 9 16 23 30 sa 3 10 17 24 31 su 4 11 18 25	JUN 2008 mo 2 9 16 23 30 tu 3 10 17 24 we 4 11 18 25 th 5 12 19 26 fr 6 13 20 27 sa 7 14 21 28 su 1/8 15 22 29
JUL 2008 mo 7 14 21 28 tu 1 8 15 22 29 we 2 9 16 23 30 th 3 10 17 24 31 fr 4 11 18 25 sa 5 12 19 26 su 6 13 20 27	AUG 2008 mo 4 11 18 25 tu 5 12 19 26 we 6 13 20 27 th 7 14 21 28 fr 1 8 15 22 29 sa 2 9 16 23 30 su 3 10 17 24 31	SEP 2008 mo 1 8 15 22 29 tu 2 9 16 23 30 we 3 10 17 24 th 4 11 18 25 fr 5 12 19 26 sa 6 13 20 27 su 7 14 21 28	OCT 2008 mo 6 13 20 27 tu 7 14 21 28 we 1 8 15 22 29 th 2 9 16 23 30 fr 3 10 17 24 31 sa 4 11 18 25 su 5 12 19 26	NOV 2008 mo 3 10 17 24 tu 4 11 18 25 we 5 12 19 26 th 6 13 20 27 fr 7 14 21 28 sa 1 8 15 22 29 su 2 9 16 23 30	DEC 2008 mo 1 8 15 22 29 tu 2 9 16 23 30 we 3 10 17 24 31 th 4 11 18 25 fr 5 12 19 26 sa 6 13 20 27 su 7 14 21 28

8) Look at the calendar and answer the following questions:

1. When is New Year's holiday?
2. When is Christmas?
3. When is your birthday?
4. When is your mother's (father's) birthday?
5. When is your friend's birthday?



9) Listen, read and check the dates:
track 3

13 June, 2000;
13/06/2000

23 August, 2001;
23/08/2001

2 October, 2003;
2/10/2003

5 September, 2005;
5/09/2005

31 December, 2004;
31/12/2004

Info

American dates are written in a different way:













13/06/2000 (BrE) = 06/13/2000 (AmE)

10) Write down the most important dates for you. Why are they important?

Reading

11 Look at the pictures and match the names of the animals (A-L) to the pictures (1-12):

- | | | |
|------------|------------|-------------|
| A – dog | E – monkey | I – rat |
| B – dragon | F – ox | J – rooster |
| C – goat | G – pig | K – snake |
| D – horse | H – rabbit | L – tiger |

<p>1</p>  <p>1959 1971 1983 1995 2007</p>	<p>2</p>  <p>1948 1960 1972 1984 1996</p>	<p>3</p>  <p>1949 1961 1973 1985 1997</p>	<p>4</p>  <p>1950 1962 1974 1986 1998</p>
<p>5</p>  <p>1951 1963 1975 1987 1999</p>	<p>6</p>  <p>1952 1964 1976 1988 2000</p>	<p>7</p>  <p>1953 1965 1977 1989 2001</p>	<p>8</p>  <p>1954 1966 1978 1990 2002</p>
<p>9</p>  <p>1955 1967 1979 1991 2003</p>	<p>10</p>  <p>1956 1968 1980 1992 2004</p>	<p>11</p>  <p>1957 1969 1981 1993 2005</p>	<p>12</p>  <p>1958 1970 1982 1994 2006</p>

12 In some countries each year has its astrological animal sign. Read the text and work out your animal year. Work out the animal year of your mother, father, friends and relatives.

How to work out your animal year

Unlike our New Year, the Chinese New Year doesn't always start on the same day, because it is based on the movements of the moon. It usually begins in February or at the very end of January. But the animals in Chinese horoscopes always go in the same order. So the year of the Rat always follows the year of the Pig. To find out what sign you were born under look at the pictures in Ex. 11. If you were born in March 1990 for example, your sign is the Horse, and so on. But don't get disappointed if you don't like your sign! It's just fun!

- 13)** Say when you were born and give your sign. Say the same about your parents, sisters, brothers and friends.

Example: I was born on 25 February, 1992. So my sign is the Monkey.

- 14)** Read about your sign and find out what it says about you. Say whether you agree with the description or not.

The Pig



Pigs are very honest. They are also very kind, understanding and very often peace-makers. Pigs are sociable; they like talking and are often very popular. They still find time to be very hard-working, and they are always first to help other people out.



The Rat

Rats are very charming and they love going to parties! They are very popular and make friends very easily. They also have lots of ideas and they always know how to get out of a difficult situation.

The Ox



The Ox takes any responsibilities very seriously. They make very good leaders and they are hard workers. Oxen make decisions easily and really trust their friends. But they also like to be quiet and often try to keep their thoughts to themselves if they can.



The Tiger

The main characteristic of Tigers is their incredible courage. They are very strong-willed and determined and whatever they do, they do it with a lot of energy and enthusiasm. They have lots of ideas and they always love experiments.



The Rabbit

The Rabbit likes a quiet and peaceful life and dislikes any sort of disagreement. They enjoy life, work hard and very seldom take any risks.

Glossary

responsibilities — обязанности

Oxen — pl from Ox

to trust — доверять, полагаться

incredible courage — невероятная храбрость

wisdom — мудрость

fiery temper — строптивый характер

strict rules — строгие правила

in advance — заранее, заблаговременно

firm — твердый, строгий

green issues — экологические проблемы

unfair treatment — несправедливое отношение

The Dragon



The Dragon is the luckiest sign of the Chinese horoscope. They are very confident, intelligent and take advantage of any opportunities that come along. But Dragons can be very quick to criticise others, so try not to have any sort of disagreement with a Dragon.

The Snake



Snakes are born under the sign of wisdom. Their minds are active and they are always planning things, or thinking deeply about how to make the most out of life. Snakes are often very good with money and spend it wisely.

The Horse



Horses are charming, popular animals that like going to parties (probably with Rats). They like to be the centre of attention and enjoy bossing people about. They also have a fiery temper and are not very good at keeping secrets.

The Goat



You enjoy beautiful things in life, but you're not fussy about the way you live. People born under this sign like to be very relaxed and do not like strict rules and timetables. They prefer to work in a team and like leaving any decision-making to other people.

The Monkey



Those born in the year of the Monkey are very imaginative. Just like the real animals, Monkeys want to know about everything that's going on around them. They also like being helpful and ready to offer advice to their friends and family.

The Rooster



The Rooster has a bright and lively personality. They are intelligent; enjoy reading, talking and telling jokes. They are also very organised. So they often like to plan whatever they are doing weeks and weeks in advance.

The Dog



Just like our four-legged friends, Dogs are very loyal. They have firm views on things and they are interested in green issues. They hate unfair treatment of anyone and they are always ready to give advice.

15) Read the text again, find the information in the text and fill in the table:

	Positive characteristics	Negative characteristics	Neutral
People born under the sign of the Goat	Enjoy life, prefer to work in a team	Leave decision-making to other people	Like to be very relaxed and do not like strict rules and timetables
25 July, 1990 (take any date you like)			

16) Work in pairs. Compare your notes and describe people born under three different signs.

17) Look through the text again and find out other animal signs. Answer the questions:

1. Which sign do you like best? Why?
2. Are there any signs you don't like?

USEFUL LANGUAGE

I like ... because it is ...
 The people born in the year of the ... are ...
 They also ...

Speaking

18) Work in pairs. Describe the personal qualities required for the job you would like to do or any of the following: doctor, astronaut, scientist, sportsman. Use the words and phrases from the box.

Example: An economist is very good at maths. He/She usually plans everything weeks and weeks in advance and thinks deeply about things. Economists are very good with money.



USEFUL LANGUAGE

organised, loyal, brave, lucky, strong-willed, understanding, ready to give advice, to do training, to enjoy reading, to be good at maths, to have courage, to make decisions about things, to enjoy playing, to take risks, to have lots of ideas, to think deeply about things, to be the centre of attention, to work in a team, to plan in advance, to love experiments, to observe rules and timetables, to offer advice to people, to be determined

- 19** A. Read the table and fill in the information about yourself.
 B. Work in pairs. Ask your friend questions and fill in the table.
 Ask him/her for explanations and examples. Make notes.

	You	Your friend	Notes
Are you organised? Do you plan everything in advance?			
Are you honest?			
Do you think you are sociable or quiet?			
Do you trust people?			
Do you make decisions easily?			
Do you prefer to work in a team or alone?			
Are you good with money?			

- 20** Make a presentation. Choose three things about you and your friend that could be interesting to others. Give similarities and differences.

Similarities

— Both ... and I are very ... , we ...

— We are usually ...

— We are both very ... so we very seldom/often ...

— ... and I are ... but we sometimes ...

— We can also be ...

Differences

— Unlike ... , who likes ... , I ... and I always ...

— She is ... , while I am ... and ...

— Though we both are ... , she ... and I ...

— But we ...



Grammar

21) Compare the use of the Present Simple and the Present Continuous tenses:

1. Why are you taking a photo of this strange building? — Because I love history and I always take lots of photographs while travelling.
2. We usually spend a lot of time together. We celebrate special occasions like birthdays and Christmas and New Year. I also enjoy playing games with my friends.

Present Simple

A. *am, is, are; have, has*

Example:

He is a good leader.

They have a lot of friends.

B. *verb (+ s for he/she/it)*

Time markers used for regular, repeated actions: *every day/week/month/year; always, often, seldom, never, usually, sometimes.*

Example:

I usually make friends very easily.

She goes to parties every month.



Present Continuous

am/is/are + verb + ing

Time markers used for "right now" actions: *now, at this moment, today*; but the time markers are not always used.

Example:

He is playing really well today.

She can't answer the telephone.

She is cooking.



There are some verbs which are not used in the continuous tenses: *know, remember, want, believe, think, understand, like, hate, love, prefer, see, hear* etc.

If some of these verbs are used in the continuous tense, their meanings are different.

Example:

I think you are right.

But: What are you thinking about?



22) Read the rhyme and choose the picture which suits best. Explain your choice.

*Look! The nights are getting longer,
And the days becoming short,
And the wind is blowing stronger,
And it's no longer hot.*

*Look! The leaves are falling down,
And are covering the earth,
Birds are leaving northern towns,
As it's cold in the north.*

*Get your skates and ski boards ready,
It's not difficult to do,
Hurry up and help your Daddy!
Winter is awaiting you.*



Listen and read the rhyme aloud.

track 4

23 Look through the text in ex. 14 and underline the words *always, often, seldom, never, usually*. Say when these words come before and when after the verbs.

24 Read the sentences and fill in the gaps with the words *always, often, seldom, never, usually*. Work in pairs and compare your answers.

1. He has lots of ideas but knows how to get out of a difficult situation.
2. They are very quiet and try to keep their thoughts to themselves if they can.
3. Mr Jones and his wife are very good with money and spend it wisely. They work hard and very take any risks.
4. Annie is relaxed but she still finds time to help other people out. She hates unfair treatment of anyone and is ready to give advice.
5. The Chinese New Year doesn't start on the same day.
6. The year of the Rat in the Chinese horoscope follows the year of the Pig.
7. We very have classes on Saturdays and study on Sundays.

25 Look at the picture "Crazy World" and say what the people are doing and what they usually do/don't do:





26) Complete the dialogues putting the verbs into the Present Simple or the Present Continuous:

1. — Can I speak to John, please?
— Sorry! He's away! He (visit) our firm in Samara. You can phone on Friday evening if you want. He never (stay) there for the weekend.
2. — Look at Jane! She is so happy!
I (think) she (enjoy) the performance.

3. — And what you (think) about winter?
— You know, I (belong) to the type of people who (not to like) winter. It's very cold and windy in this part of the country. But children (enjoy) it. They (love) the New Year when they (put on) masks and costumes and (have) a New Year tree.



He/she is doing ...
They are doing ...
I like/enjoy/dislike/hate doing ...
I never/usually/seldom do ... in the morning/every day/every week ...

27) Look at the pictures and say what the people are doing. Say whether you like or dislike doing these things; when and how often you do that.



Listening



28

track 5

You are going to listen to the interview with a TV presenter. Look at the picture. What do you want to know about the presenter and the show? Write three questions, listen and check whether the interviewer asks them.



29

track 5

Listen to the interview again and make notes.



Really Wild Show

1	Name	
2	Appearance and character	
3	Job	
4	Is her job dangerous? Why? Why not?	
5	Why is the show so popular?	
6	What is her hobby?	

30

Work in pairs and compare your notes. Why is the show called Really Wild Show? Would you like to watch it? Would you like to have a job like this? Why? Why not?

Reading

- 31)** Work in two groups: Group 1 — read about Steven, Group 2 — read about Sandra. Read your text and try to guess the underlined words from the context. If you fail to do so, look them up in the glossary. Answer the questions about your person:

1. What is his/her hobby?
2. Why did he/she get into it?
3. Does it take up all his/her spare time?
Is it easy to practise?
4. What are the advantages and disadvantages of each hobby?
5. Does he/she enjoy it? Why?
6. What other things does he/she enjoy?

Steven ●●●

I first picked up a racquet at the age of seven. Then in my teens, I had to make the choice between tennis and badminton because I loved both sports. Eventually, I chose badminton and I don't regret taking it up. Four to five million people throughout Hungary play badminton — that's more than the number of those who play tennis and golf put together!

You have to work hard to be good at it. I train every day of the week, and holidays are very rare for me. I do fitness training in the gym, as well as practise a lot to improve my speed. And then of course, there are tournaments to take part in nearly every weekend. So I have to travel all over the country and abroad. I always keep my suitcase packed for the trip. My ambition is to represent Hungary in the Olympics.

I think badminton is the best pastime. It is easy to pick up, it's cheap to play, there's no expensive equipment needed, and it's not affected by the weather — like so many other sports. I also enjoy lots of other things. I like going to discos, nightclubbing, or listening to music — Madonna is my favourite at the moment.

Glossary

spare time — free time

valuable — worth a lot of money

to miss — not to notice



Glossary

in my teens — when I was between 13 and 19

to take part — to participate

ambition — something that you want to do or achieve very much

to pick up — to learn by chance, without any effort

Sandra ●●●

I think that if you are interested in something, you do it with a lot of energy and enthusiasm. I enjoy collecting stamps and this takes up all my spare time. For me collecting stamps is not just buying them. You learn a lot about different people and events. But you have to find time to read a lot. Unfortunately, this hobby is very expensive and you cannot buy all the stamps you want.

To be a good stamp collector, you need to have a good eye for detail. That's because if you notice any printing mistake on a stamp, it becomes more unique and valuable. Whether the mistake is in the printing or the design, it doesn't matter. The important thing is that you notice something which many people miss! It is very exciting! When a stamp appears and there is a mistake in it, a new stamp appears and the old one becomes very rare and valuable.



- 32** Look through the questions again and fill in the table about your person. Work in pairs with a student from a different group, compare your notes and exchange information. Speak about the similarities and differences. Use the tips from Ex. 20.

Questions	Steven	Sandra
1		
2		

Listening

- 33** You are going to listen to the people talking about their strange hobbies. Look at the pictures and guess what the people enjoy doing in their spare time:



- 34** Listen to the people and do your best to understand why they enjoy their hobbies and why other people do not like them. Fill in the table:

Hobby	Things to like	Things to dislike
1...		



track 6

- 35** Listen again and check. What do you think about such hobbies? Do you think they are strange? Why? Why not?

Speaking

- 36** Work in pairs. Tell your friend about your hobby. Follow the plan:

1. What is your hobby?
2. Is it easy to find time for your hobby?
3. What training do you have to do?
4. Why do you like it? What do you enjoy most about it?
5. Can you recommend it to other young people? Why?

USEFUL LANGUAGE

I like/enjoy ...
 I think it is ...
 I do/play it with ... because ...
 It's cheap to ... (play)
 It's easy to ... (learn)
 I have to ... (travel, take part in ..., keep ... etc)

- 37** Think of any person you know well. Describe him/her to your friends and let them guess who the person is. If they fail, let them ask a few more questions to finish off with.



What does he/she do?
 What does he/she look like?
 What kind of person do you think he/she is?
 What's his/her hobby?
 Why are you describing this person?

FOR YOUR PROJECT

- 38** Work in groups of 3–4. You are going to make a presentation about a person who lives in your town/village. Do the following to prepare your presentation:

1. Think of a person you would like to talk about.
2. Prepare a questionnaire to get information from this person and other people who know him/her. Discuss in the group and write down all the questions you want to ask.
3. Get information from different people (in English and in Russian). Make notes while talking to them. Take photos.
4. Interview the person. His/her answers are very important for your presentation. Make notes. Take photos.
5. Make up a plan of your presentation. Plan the responsibilities of each group member.



1. Choose a person whom people know and who is popular where you live.
2. Use the questions from Ex. 19 and 31 for your questionnaire.
3. Use the plan from Ex. 36, the words, phrases and the Useful Language section of the Unit.

Writing



39) Fill in the application form:

The Cultural Exchange Programme

I am applying for the 5-month programme / 10-month programme

Name as it appears on your passport

Surname _____ First name(s) _____

Middle name(s) _____ Nationality _____ Date of birth _____

Age _____ Sex (Male/Female) _____

Address Street/apt _____ City _____ State/province _____

Postal code _____ Country _____ Telephone number + area code _____

Fax number _____ E-mail address _____

Your personal history

Clubs or groups which you belong to _____
Name (Translation or explanation)

Volunteer or paid work experience _____

Do you understand that students are not permitted to smoke while on the Cultural Exchange Programme? Yes / No

Is your diet restricted by food allergies? Yes / No

If yes, please explain fully. _____

Are you a vegetarian? Yes / No

Do you have a pet? Yes / No If yes, what kind? _____

Do you like pets? _____

Your leisure time activities (Mark the ones you play or experience with W; the ones you would like to take up with V.)

Sports

- Aerobics
- Badminton
- Baseball
- Basketball
- Camping
- Cycling
- Fishing
- Football (American)
- Ice hockey
- Ice skating
- Ping pong
- Roller skating
- Skiing
- Surfing
- Swimming
- Track and field
- Volleyball
- Wind surfing

The Arts

- Ballet
- Ballroom dancing
- Drama (acting)
- Drawing or painting
- Jazz dancing
- Listening to music (classical/popular)
- Photography
- Playing instruments _____
- Pottery
- Singing
- Theatre

Other Hobbies and Interests

- Baking
- Chess
- Collecting _____
- Computers/Internet
- Cooking
- Gardening
- Knitting
- Movies
- Reading
- Sewing
- Visiting historic sights
- Visiting museums

Of all the activities above, or others, list below the three activities in which you spend most of your time outside of school. Explain what you do, why you enjoy it and how much time you spend on it. Please continue on a separate piece of paper if necessary.

Warm-up

- 1) Look at the pictures and match them to the titles: a 13th century castle; one of the longest bridges in Europe; an Orthodox church; a sea harbour.

Vocabulary

- 2) Match the words and their definitions. Compare your answers.



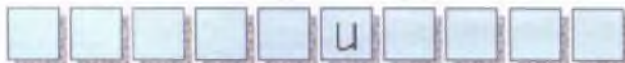
There is/are

There is a ... in ...
 Is there a ... in ... ?
 There is no ... in ...
 There are ... in ...
 Are there ... in ... ?
 There are no ... in ...

- | | |
|----------------------|---------------------------------------------------------------------------------------------|
| Concert hall | • A building or a large long room where paintings, photographs etc are shown to the public. |
| Art gallery | • A place, often outside, where many people buy and sell goods. |
| Souvenir shop | • A hard, wide track that people and traffic can use to go from one place to another. |
| Market | • A road or railway line built over something. |
| Circus | • A place where buses or trains stop, so that passengers can get on and off. |
| Bridge | • A place where people go to receive medical advice or treatment. |
| Nightclub | • A show performed by people and trained animals, often in a large tent. |
| Clinic | • A place where people buy something to remind them about the holiday, place etc. |
| Road | • A place of entertainment open late at night where people can dance and drink. |
| Station | • A place where music is performed by musicians. |

- 3) Play the game. The aim of the game is to get as many points as possible by finding all the letters. If you guess the letter, you get 1 point; if you guess both the letter and the place to put it in, you get 2 points; if you guess the word, you get 10 points. Think over the questions you can ask.

Example:
 A place where you can buy and eat a meal.



USEFUL LANGUAGE

How many letters are there in this word?
 Is there a letter '...' in this word?
 Has it got letter '...' in it?
 Are there two '...' in this word?
 I think '...' is the first/second ... letter.
 I think it is ...



Adjectives

Simple (without prefixes or suffixes):
big, old, nice

The typical suffixes to form adjectives:

- able/-ible: *comfortable, sensible*
- al: *medical, global*
- ant/-ent: *pleasant, intelligent*
- en: *golden, woollen*
- ful: *useful, careful*
- ic: *historic, dramatic*
- ish: *childish, selfish*
- less: *hopeless, endless*
- ing: *interesting, charming*
- ed: *beloved, kind-hearted*
- y: *heavy, hungry*
- ive: *active, creative*
- ous: *famous, ambitious*
- ly: *lovely, friendly*

- 4) Find the adjectives from the list of words and phrases given below. Underline the typical suffixes. Which of the adjectives are simple?

historic, romantic, dangerous,
too much traffic, noisy, modern, quiet,
dirty, expensive, clean, crowded,
has lots of open space, safe, lots of nightlife,
polluted, boring, old, good public transport,
peaceful, cheap, ancient

- 5) Find the opposites from the list above.

Modern	Old

- 6) Divide the words and phrases from Ex. 4 into three groups to describe the places:

Positive	Negative	Neutral

- 7) Without using one town more than twice name a town or city which:

..... has got too much traffic
..... has got lots of nightlife
..... is dirty and polluted
..... is old and romantic

..... is expensive
..... is famous for its historic monuments
..... is packed with tourists

- 8) Work in groups and make a survey asking questions:

Which city is .../has got ... ?
Report the result.



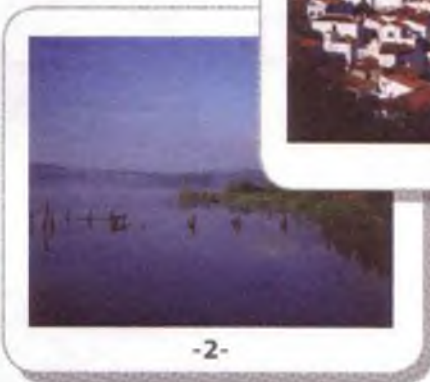
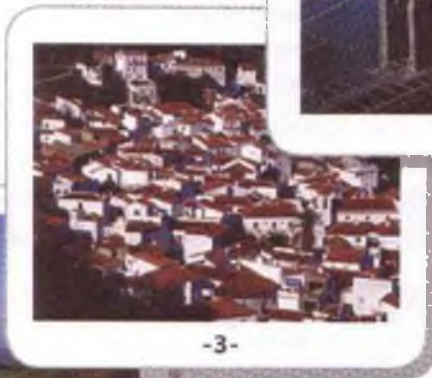
USEFUL LANGUAGE

Some (2, 3, 4) students think that ...
is/has got ...
One student thinks that ... is/has got ...
Most students think that ... is/has got ...

Speaking

9) Look at the postcards. What kind of places are they? Choose from this list. Which adjectives can you use to describe the place?

- a. NY
- b. Town in the mountains
- c. One of the oldest cities in the country
- d. Tallinn at night
- e. Somewhere in Russia



10) Which postcard do you like most?

11) Think of the place you live in. Which postcard is most similar? Give your reasons.

Reading

12) You are going to read a letter written in Vyborg. Before you read fill in the table:

	Yes	No
1. Vyborg is an old European town.		
2. Vyborg is situated in the desert.		
3. There are a lot of historic monuments there.		
4. It is famous for its old castle.		

13) Read the letter and check your answers:

Dear Lauren,

I'm writing to you from Vyborg, which is about 140 km north of St. Petersburg. I'm right near the border with Finland now. Vyborg has tons of history! There's a 13th century castle here! The city has been controlled by Swedes, Russians, Finns, and then Russians again during its history. It used to be rather cosmopolitan, I guess.

The architecture of Vyborg is worth seeing. I've taken a lot of pictures so you'll be able to see for yourself when I get back home. There are plenty of historic monuments but there is some cool 20th century architecture too. There seems to be a clear but uniform style throughout the city. I mean that the buildings are all beautiful in their own way, but that many of them have common features too. Some of the facades have been affected by time and the weather though.

I really like walking in the center of Vyborg. The streets here climb up and down lots of little hills, so the city seems small and mysterious. You never know what's on the other side of the hill! To be honest, when walking around Vyborg, I don't feel like I'm in Russia. This city is different from other Russian ones. Vyborg reminds me more of Northern Europe.

I wish you were here. I miss you, and I know we would have fun walking around the city together. Vyborg is a romantic place. The "white nights" here are unbelievable! For the whole period from mid-May to the end of July the sky is light almost all the time. It won't be easy to sleep tonight!

Love, Chris

14) Answer the questions about the text. Compare your answers in pairs.

1. Is Vyborg a Russian or a Finnish town?
2. Why does Chris think that the architecture in Vyborg has a clear but uniform style?
3. What didn't Chris like about the buildings?
4. Why does Vyborg seem small and mysterious?
5. Why doesn't Chris feel like he is in Russia?
6. What makes Chris feel sad?
7. What are the "white nights"?

Glossary

border — the dividing line between two countries

cosmopolitan place — a place where people from different countries live together

to affect — to do something that produces change in someone or something

to remind — to make someone remember

15) Work in pairs. Imagine Chris. Try to describe this person following the questions below:

1. Is Chris British or American?
2. Is Chris young or old?
3. Is Chris a man or a woman?

USEFUL LANGUAGE

I think Chris is ...
I don't think I have enough information to decide.

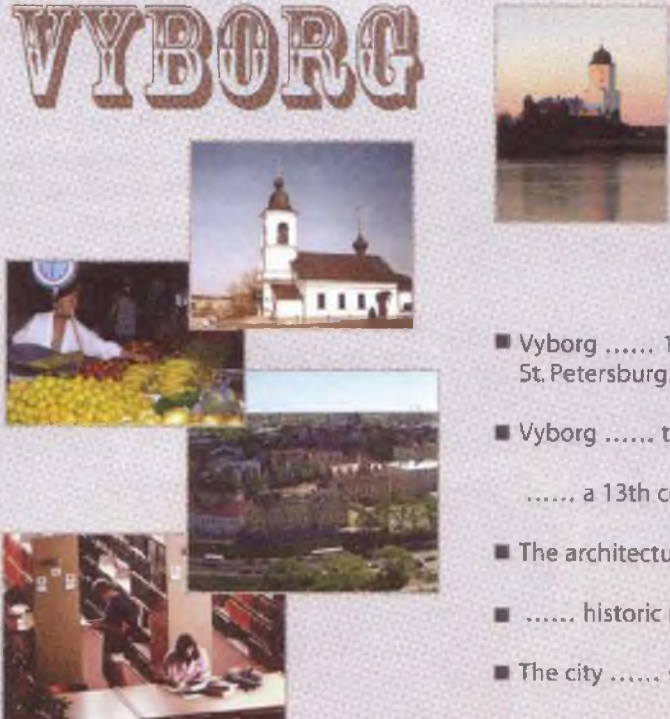
Can the following phrases used by Chris help you?

- tons of history
- cool architecture
- In the center



16) Fill in the gaps in the sentences. Check your answers using the text.

VYBORG



- Vyborg 140 north St. Petersburg.
- Vyborg tons of history.
..... a 13th century castle
- The architecture of Vyborg is
- historic monuments.
- The city small and mysterious.

USEFUL LANGUAGE

It is ... km north/south/east/west of ...
 ... is worth seeing.
 There is/isn't ...
 There are/aren't ...
 It has/hasn't got ...
 Our ... seem(s) ...

17) Look at the poster above. Work in groups. Make an Info Poster for your place.

Speaking

18) Work in pairs.

A. Write 5 sentences about the place you live in.

Example:
Voronezh has got tons of history.
My town is quiet and peaceful.

B. Give your sentences to your partner.
 C. Exchange your opinions agreeing or disagreeing on the sentences.

USEFUL LANGUAGE

Agreeing

It's really crowded here. – Yes, it is.
 Paris is always packed with tourists in the summer.
 The Pushkin Art Museum has a very big collection. – Yes, it probably is one of the biggest in the world.

Disagreeing

Tver is not worth visiting. – Do you think so? – There is nothing you haven't seen elsewhere. – Really? I'm not so sure about that.

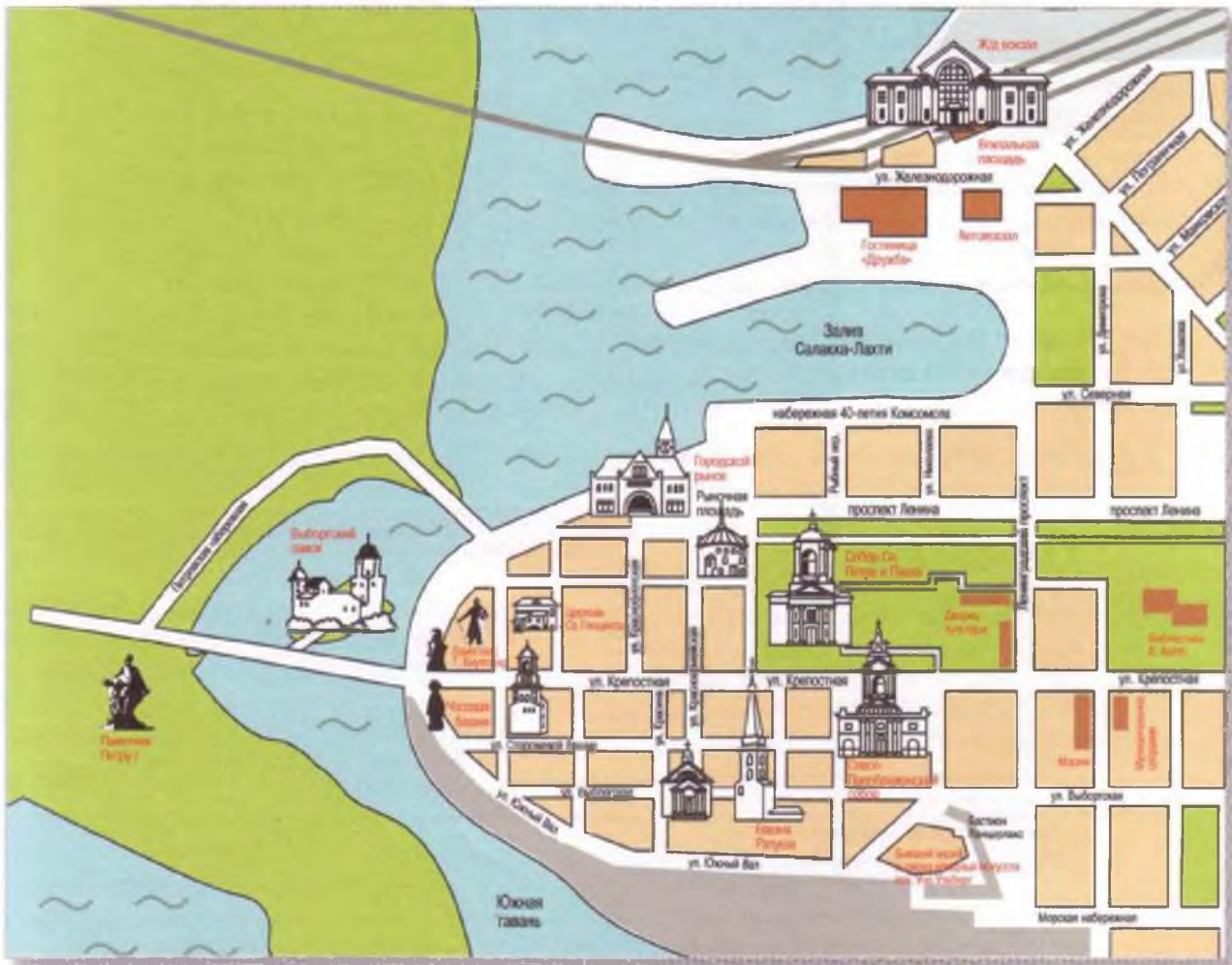
Listening

19 Chris has got a map and some notes to get around the city. Look at the notes. Find 1-6 on the map.

20 Listen to the audio guide and mark the route on the map.

track 7

The castle (1) right in the middle of the harbour (2) on the left of the railway station (3)
 Tyrglis Knutson monument (4) on the right of the castle
 Peter the Great monument (5) on the left of the castle
 The market place (6) on the right of the T.K. monument



Vyborg Walking Tour

We're leaving the castle now. Please and the Castle Bridge. We're entering Krepostnaya Ploshad, the former Tyrglis Knutson square, and now we're walking the gate marked by two female figures placed each other. The figure on the right symbolises trade; the one on the left depicts industry. You can see a statue the square. It is a statue of Tyrglis Knutson, the founder of the castle.

The building right the statue was built in the 17th century to house Vyborg's Town Hall; later it was rebuilt several times and finally it was turned into a block of flats.

We are now walking up Krepostnaya Street and we're then taking We can see the ruins of the old cathedral. Its oldest parts probably date back to the end of the 15th century. The bell tower that you can see the ruins is one of the most important landmarks in the city.

We are now to Krepostnaya Street. Let's walk it and Going down the street, the building is the former Vyborg Roman Catholic church named after St. Hyacinthus. The small natural stone house in the middle of the site , opposite the church, is one of the town's oldest buildings.

We go on walking the street and stop at the crossing. The street leads to the Round Tower, which was built in 1547–1550 to protect one of the gates in the medieval wall of Vyborg. Nowadays it is a very popular restaurant and contains original interiors.

21 Look at the route you have on the map and try to fill in the gaps.

22 Listen again and check your answers.

track 7

23 A Meeting Place

Work in pairs. Look at the map on page 33. Find a place you are going to meet your partner who is at the railway station. Don't name the place. Give directions, but no more than 5.

Example:
You are at the railway station.
Go ... Turn ... Where are you?

Do you meet your partner in the end? If not, try to find out who made the mistake and when. Now you are at the castle and your partner will direct you to a new meeting place.

USEFUL LANGUAGE

Asking for directions

Could you help me please? I need to find ...

Excuse me, could you tell me the way to ... , please?

Excuse me, how can I get to ... ?

Giving directions

Yes, of course. Go along ...

Turn left/right into ... at the cross-roads.

Take the first/second turning on your left/right.

Go past ...

Go/walk straight on.

Go/walk straight down the road.

Saying you don't understand

I'm sorry I don't understand.

Could you repeat that please?

How far is it?

Is it a long way?

No, just round the corner.

Is it very far?

No, about a five/ten-minute walk.

Yes, it's too far to walk.

Yes, it's a long way.

Speaking

24 Work in pairs. You are in the Market Square. Ask your partner how to get to the:

- castle; Roman Catholic church; harbour;
- restaurant; T. Knutson monument; Castle Bridge.

Reading

25 Read the text and answer the question that follows:

Dear John,

24 July, 2004

I'm in the city of Novosibirsk now. The local people call it "Novosib". My business trip is going well so far. I've already started researching the possibility of becoming partners with local businesses. I've met with several companies, and I can say that we'll have to take some risks if we want to work with them. The important thing is to build a good relationship so that we can trust our new business partners. Thankfully I make friends easily, and I've been staying away from arguments so far. There is great potential here, but we'll have to be careful with how we try and use it.

It's a good thing that they have good public transport in Novosibirsk and cabs are not very expensive anyway; it would be impossible to walk in such a big city though the sidewalks are wide and clean enough. The area of the city is huge. It is built on two sides of the Ob River. I'm staying on the left side, but the center of the city is on the right. I cross the river each day, and the bridge is so long! You can see for miles in each direction. The city is quite young and modern. There is even a subway system here (it's called the "metro" in Russia). The subway must be helpful in winter especially. I cannot imagine a long line of people waiting at the bus stop for half an hour when it's -4°F. The city is the transportation center for all of Siberia. Everywhere here I see trucks on the roads, and boats going up and down the river. And of course this is a major stop for the railroad.

Novosibirsk was built in order to develop science in Russia, so there is a very good university here, including a special "science town". There are a lot of scientists and engineers in Novosibirsk. I think that this is the right city to find talented computer programmers and researchers. We should invest more time and money into developing business here. Pack your suitcase for the trip and come on out here. You'll get the same impression, I'm sure.

Yours sincerely,
Ernest Fisher



Glossary

business trip — командировка

to research — исследовать

relationship — взаимоотношения

area — территория

major (adj) — значительный, важный

including — включая, в том числе

- 4°F — minus four Fahrenheit

[ˈfærənhaɪt]

Is it true or false?

1. Mr Fisher's business trip has come to an end.
2. Mr Fisher considers himself to be sociable and he dislikes all sorts of disagreements.
3. The city is too big not to use public transport.
4. Mr Fisher is living in the centre of the city.
5. It is rather cold for Mr Fisher now.
6. It is not a problem to find educated partners in Novosibirsk.
7. Mr Fisher is looking forward to meeting his boss in Novosibirsk.



26) Work in pairs. Compare your answers and find sentences in the text to prove your ideas.

Vocabulary

27) Find in the text the American words to complete the table below:

British English	American English
taxi	
pavement	
queue	
lorry	
underground	

28) Read the information. Change the temperatures into Celsius. Is it true?

The average yearly temperature (in degrees Fahrenheit) in Russia, the coldest nation in the world is 22.46. The average yearly temperature in Canada, the former title-holder is 24.08. The average yearly temperature in the US is 52.5.

- Russia —
- Canada —
- The US —



Info

Temperature

$^{\circ}\text{Fahrenheit} = (9 \div 5 \times X^{\circ}\text{C}) + 32$

$^{\circ}\text{Celsius} = 5 \div 9 \times (X^{\circ}\text{F} - 32)$

Arithmetic:

+ **addition** e.g. $6 + 4 = 10$ (six plus/and four equals/is ten)

- **subtraction** e.g. $6 - 4 = 2$ (six minus four equals/is two)

\times **multiplication** e.g. $6 \times 4 = 24$ (six times/ multiplied by four equals/ is twenty-four)

\div **division** e.g. $4 \div 2 = 2$ (four divided by two equals/is two)

Pronunciation



29 > Listen and say these sums:

track 8

- a. $9 \times 9 = 81$ nine times nine is eighty-one
- b. $25 \div 5 = 5$ twenty-five divided by five is five
- c. $90 - 5 = 85$ ninety minus five is eighty-five



30 > Do and say the sums:

- $45 \div 5 =$ $99 \div 9 =$
- $9 \times 5 =$ $9 - 5 =$
- $29 - 20 =$ $5 \times 10 =$



31 > Listen and repeat the sums.

track 9

Writing

32 > Complete the postcard that Chris sent to his family from Siberia using the words below:


peace; fantastic; cold; take pictures; warm;
by train; large; get lost; blue and white



Hi everyone,

I've been in Siberia for almost a week. It is ! I thought it would be cold and black. Why, even in the summer? It is, green, and I enjoy the and quiet of the place. You can't imagine how it is. I hope I'm not going to here. I'm glad we are traveling The landscape is changing violently: hills, small farms, pine and white birch trees, fields, steppe, and forests again, and the huge lake Baikal. We've passed six big cities. It is a great place and I lots of so you'll be able to see for yourself when I get back home.

See you soon,
Chris.




Mr. Smith
15 - B, Claremonte Ave
96011 NY USA

33 > Write the similar postcard to your friend using the prompts below:

H,

I've been in for It is ! I thought it would be It is,, and I enjoy the of the place. You can't imagine how it is. I'm glad we are travelling The landscape is changing: We've passed It is a place and I lots of so you'll be able to see for yourself when I get back home.

See you soon,
.....



Food We Like

Reading

34 Read the text and choose the best alternative for the tasks below:

Glossary

is well beyond a solution — (вопрос) без ответа

not the real article — ненастоящий **stock** — бульон

recipe ['resɪpi] — рецепт

Forever Borsch!

Borsch has been in existence for a very long time and often represents Russian cookery on the world stage. Here is the list of things which it is very important for a visitor to know about borsch.

1. Never discuss with your hosts the origins of borsch. The question about whether Ukrainian, Lithuanian or Russian borsch was the first one is well beyond a solution.
2. After having tasted borsch once, a second time you must never say that this one is not the real article. It is possible to come across borsch made with beef, lamb, ham, sausages, chicken, duck or goose, mushrooms, and even mustard. It can also be made with a variety of vegetables, a kind of hot mosaic of tastes: potatoes, cabbage, maize, carrots, and even marrow. Spices will only improve the best borsch.
3. There is no borsch without beetroot. It is the main ingredient, dominating the flavour of the best borsch. It is what gives borsch its characteristic colour and its unique flavour.
4. Never mention that the borsch you are eating is over-fatty or not fatty enough. Sometimes borsch is fatty, sometimes salty — this is the Ukrainian borsch — and sometimes even totally vegetarian. Whichever it is, it should always have that natural and transparent sweet-and-sour taste, either subtly or strongly, which is created by sugar and vinegar. The final thing to note is that it can either be eaten hot or cold.
5. It is traditional to add smetana (a kind of soured cream) to most varieties of borsch. Exceptions are Lithuanian and Odessa borsch, cooked with chicken or goose stock, with which smetana does not mix well.
6. It is very difficult to describe the definitive recipe for borsch, since every housewife has her own recipe.
7. Don't believe that one can make excellent borsch in a hurry — the preparation of good borsch takes no less than two or three hours. After all it is a soup that contains many ingredients, sometimes dozens of different ingredients, and therefore it takes a long time to mature.
8. Borsch is not often the subject of discussion, because it is simply part of Russian life.



1. It is not a good idea to discuss the origins of borsch because
 - a. it has been in existence for a long time.
 - b. there is no simple solution to the problem.
 - c. there are dozens of recipes for borsch.
2. Never say that borsch you are eating is not the real article because
 - a. you have tasted borsch only once.
 - b. it is not polite.
 - c. there are dozens of recipes for borsch.
3. The characteristic colour of borsch is given by
 - a. spices.
 - b. cabbage.
 - c. beetroot.
4. There would be no borsch without
 - a. pickling liquid made of beetroot.
 - b. cooked beetroot leaves.
 - c. the main ingredient, which is beetroot.
5. Never mention that borsch is over-fatty or not fatty enough because
 - a. it is not polite.
 - b. there are dozens of recipes for borsch.
 - c. vegetarian borsch is not fatty.
6. It is not traditional to add smetana to Lithuanian or Odessa borsch because
 - a. lack of smetana is the only thing that makes Lithuanian or Odessa borsch different from other varieties.
 - b. neither chicken nor geese eat smetana.
 - c. chicken and goose stock doesn't mix well with smetana.
7. One can never make excellent borsch in a hurry because
 - a. it takes time to study the definitive recipe for borsch.
 - b. the ingredients take a long time to mature.
 - c. it is difficult to describe the definitive recipe for borsch.

35 Find the words in the text to put into the table:

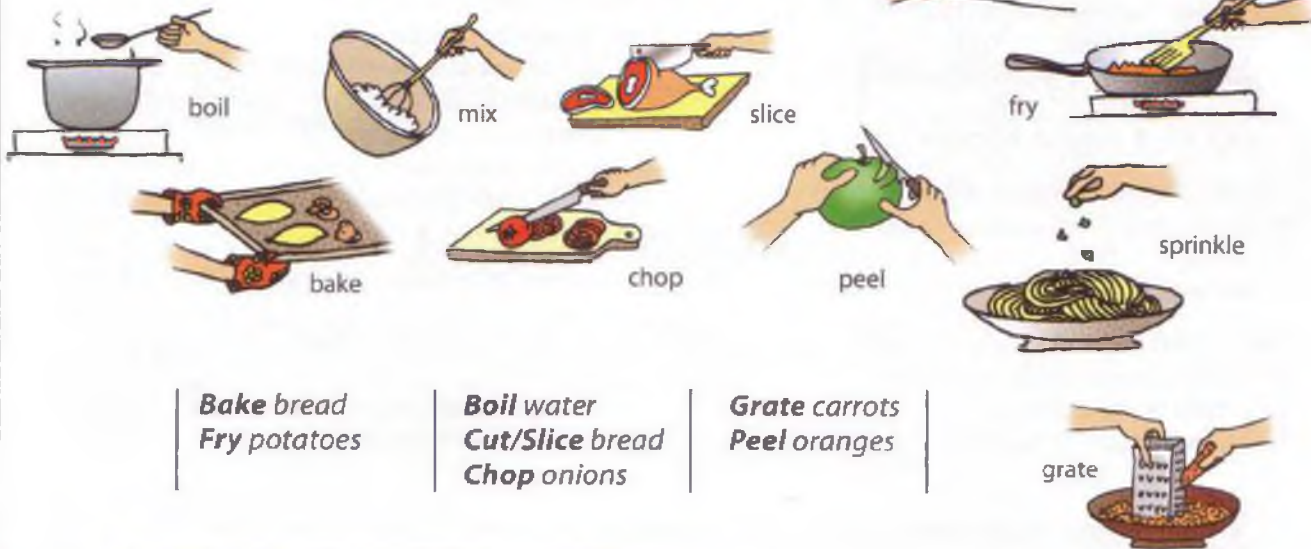
Fruit	Meat	Vegetables	Spices	Dairy products

36 Name the pictures and add the words from the pictures to the table in Ex. 35:



salt and pepper, onions, tomatoes,
cucumbers, eggs, butter, cheese,
milk, oranges, apples, pears, bananas

37 Look at the examples with cooking verbs. Add more words from Ex. 35, 36 to match the verbs.



Pronunciation

38 Look at the lists of words. In each list find and underline the words containing [aɪ]. Listen and say these words:

track 10

- a. big, pint, apple, ripe, spicy, ice, sharp, fried, kitchen, white;
- b. glass, pie, knife, cream, wine, table, rice, fruit, slice, fish.

39 Match the words from list a to the words from list b. Listen, check and repeat.

track 11

Example: *ice cream*

Writing

40 Work in pairs. Study the omelette recipe and complete the cooking instructions for a vinaigrette salad recipe:



Omelette recipe

Ingredients	Verbs	
2 eggs	put	Cooking instructions: put 2 eggs and a cup of milk into a bowl, add some salt and pepper, and mix thoroughly. Put the mixture into a frying pan with oil. Fry it for 7 minutes. Sprinkle the omelette with cheese. Serve with pieces of toast.
A cup of milk	add	
Oil	mix	
Salt & pepper	fry	
	serve	



Vinaigrette salad recipe

Ingredients	Verbs
Beetroot	boil
Potatoes	peel
Carrots	chop
Onions	make
Pickled cucumbers	mix
Salt & pepper	put
Oil	add
Vinegar	

Cooking instructions: _____ some _____, _____, and _____, _____ the boiled vegetables and _____. Then chop _____, _____, _____, and _____. Make vinaigrette mixing salt & pepper, _____, and _____. _____ the chopped vegetables into a bowl and _____ vinaigrette sauce.

41) Write a borsch recipe of your own:

Borsch recipe

Ingredients	Verbs

42) Work in groups. Choose a local food and write the recipe.



FOR YOUR PROJECT

43) Work in groups. You are going to make and record an audio guide of your town (village). Find a map of your town or draw it. Work out the route of your tour and put it on the map. Think about the places you are going to speak about: collect all the historical and cultural information. Think about the language you are going to use. Record the first version of the tour. Listen and correct the mistakes. Record the final version.

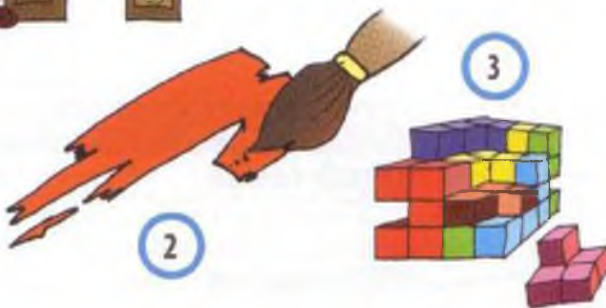
Time Changes Places

Warm-up

1) Look at the pictures. Match the words from the list to the pictures.

to create
to transform
to paint

to replace
to remove



Listening



track 12

2) You are going to listen to a song.
Put the verbs from Ex. 1 in order they appear in the text.

I was born in Youhttown
Fifty summers ago
Under the blue moon of Kentucky.
But there was nothing there
Except dreams that you know,
And I thought in New York I'd be lucky.

So I kissed Mom goodbye
Thirty-two years ago,
Left the town of my youth for skyscrapers.
Today I'm getting back
To the place that I know,
And this time it will be in the papers.

For (0) I've become a millionaire,
I'm smoking fat cigars,

I(1) here, there and everywhere
Except Youhttown and Mars.
Now I'm getting back home
Crossing the sea
Coming straight from Rome,
And what do I see? —

They (2) the walls
Of the stables,
They (3) the Town Hall
Of seven gables.
Every thing they (4)
Brings me down!
For I can't recognize
My Youhttown!

They (5) the old pub
 With a graveyard,
 They (6) my bathtub
 With the Safeguard,
 They (7) country roads
 Into highways,
 They (8) all the bygones
 Be bygones!

Tell me who (9)
 Railway stations?
 Do they think they (10)
 Communications?
 Every thing they (11)
 Brings me down!
 For I can't recognize
 My Youthtown!

Who (12) this monument
 To me?
 Who (13) my pale face
 Red and gloomy?
 (14) they also
 My old house? —
 A museum, perhaps? —
 No one doubts!

I was born in Youthtown
 Fifty summers ago
 Under the blue moon of Kentucky.
 And no matter what happens,
 You should never go
 Back to town where you were —
 Back to town where you were —
 Back to town where you were —
 So unlucky.



track 12

3 Listen to the song again and fill in the gaps with the verbs in the Present Perfect Simple.

Example:
 (0) *I've become a millionaire.*

to transform, to change (2), to wash, to let, to improve, to create, to make, to remove, to replace, to paint, to turn, to ruin

Glossary

skyscraper — a very tall modern city building

stables — a building where horses are kept

gable — a part of building — a wall under the roof

graveyard — an area where people are buried

bath tub (AmE) — a bath

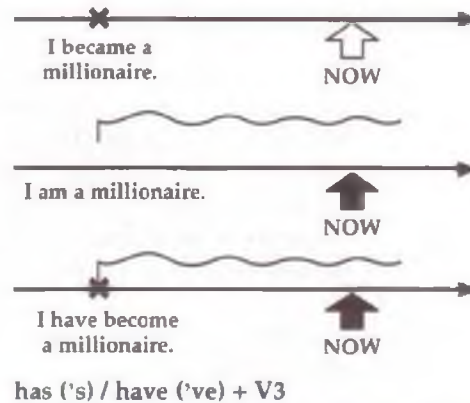
to let bygones be bygones — to forget something bad that someone has done to you and forgive them

to bring down — to depress

gloomy — sad

Present Perfect Simple (1)

The Present Perfect Simple shows the **present situation** in relation to a **past action**. The action was in the past, but the results are still present.



4 Work in pairs and answer the following questions:

1. How old is the person in the song?
2. Is it a he or a she?
3. Where did he/she go from his/her Youthtown?
4. How did he/she feel?
5. What has happened to him/her?
6. What has changed in his/her life?
7. What has changed in his/her Youthtown?
8. Are these changes positive/negative?
9. How does he/she feel now?
10. Do you like the song?

Reading

- 5) Read the text. Ignore the gaps and choose the best title to match the text:

Business in St. Petersburg

Happy people

The story of modern art

*Changes in St. Petersburg:
for better or for worse?*



- 6) Put the given verbs into the Present Perfect form and fill in the gaps in the text:

to lose	to become (2)	to turn	to be hung
to change (2)	to transform	to replace	to cover
to develop	to be created	to help	to be built

St. Petersburg (1) a lot already in the 21st century. Business (2) stronger and stronger in the city. As business grows in St. Petersburg, the "face" of the city (3) in some ways too.

Firstly, every year there are more and more cars in the city. This is normal when an economy grows, but the number of roads in the city is the same as before, which makes the situation worse! So there is a lack of balance between cars and roads.

As a result, there are often traffic jams in the city now. People even drive on the pavement at times in order to get around traffic jams! This is one example showing that speed and business (4) safety as a top priority for many drivers in St. Petersburg.

Secondly, many of the buildings in the city look more commercial today than they did before. Many modern business centres (5) recently in St. Petersburg. These business centres aren't always very beautiful, but they are practical for companies that don't have a building of their own. The new business centres (6) to attract many new businesses to the city.

Moreover, big signs (7) on many buildings to advertise shops or real estate or manufactured goods. Very long, very wide advertisements which are used to hide broken walls and windows (8) the exterior of some buildings. Thus in several cases the old buildings of St. Petersburg (9) into enormous advertisements!

After that, St. Petersburg now has many new cafés, restaurants, coffee shops, and teahouses (some of which are very small, less than 20 m²) where people can relax after work. All these new cafés (10) the atmosphere in the city. They give people more ways to spend their money and to go out. Maybe the restaurant business is popular in St. Petersburg because the weather is often bad.

People like to sit inside with a nice warm meal!

In addition to this, St. Petersburg (11) cleaner, more beautiful and better in many ways. Many of the buildings are freshly painted and repaired. They look very proud and happy in their shiny new exteriors.

On the other hand, some things haven't changed at all. There are still many laws protecting the "face" of the city. For example, St. Petersburg still has no buildings taller than the top of the spire of the Peter and Paul Fortress.

Finally, St. Petersburg (12) in many ways recently, both for better and for worse. The city has become more of a home for business.

As a result the city (13) some of its former beauty; however, attractive buildings, shops, and restaurants (14) to make the city more dynamic and pleasant to live in.

- 7** Read the text and choose the linking words and phrases to complete the table:

Showing a sequence	
Making a contrast	
Adding another point	
Giving a result	

- 8** Look through the text and make notes under the headings in the table. Compare your notes with your partner's.

Changes for the better	Changes for the worse
more cars in the city	there are often traffic jams in the city

- 9** Use the linking words to make sentences.

Example:

There are more cars in the city but there are often traffic jams.

Vocabulary

- 10> Look at these words from the text. Group them according to the headings:

Words to describe the place		Verbs to describe changes	
advertisement	cover	repair	spire
transform	traffic jam	coffee shop	business centre
pleasant to live in	create	teahouse	
turn into	pavement	develop	

- 11> Complete the following sentences using some of the words above:

- I think it's a good idea to broken walls with big
- My town is very beautiful and
- Only big cities nowadays — the smaller the place, the fewer changes for the better can be seen.
- Sometimes to a sofa means to your room completely.
- Moscow are the biggest in Europe, and some people even drive on the to get around them.
- I don't understand people spending time in or — I think they just waste their time.

- 12> Do you agree with these ideas? Change them if necessary to present your point of view.

Grammar

- 13> Find and write out all the comparative adjective forms from the text.
Write the original form.

Example:
stronger — strong

- 14> Study the Grammar Box and explain the rules.

- 15> Write the comparatives of the following:

big	dirty	industrial	crowded
small	comfortable	polluted	busy
clean	pleasant	safe	

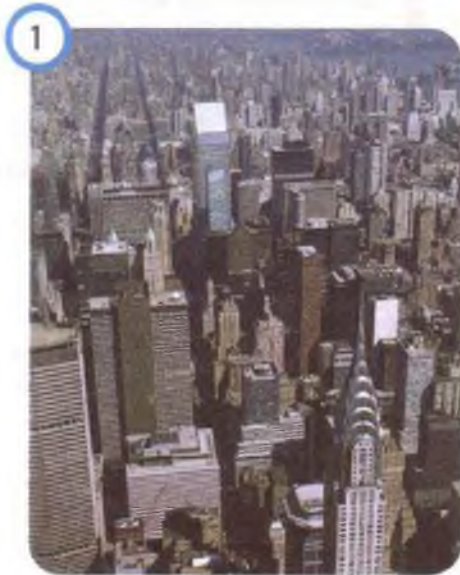
Comparative Adjectives

old — older
tall — taller
nice — nicer
noisy — noisier
beautiful — more beautiful
good — better
bad — worse
little — less
far — further

- 16** Listen to the recording. Which two places are being compared by person 1 and 2?
What adjectives are used to compare them?

- 17** Complete the sentences. Listen again and check.
1. Wilson is St. Petersburg. (6 words)
 2. Madeira is Norway. (5 words)

- 18** Look at the pictures. Make sentences to compare them.
Use *as ... as*, *not as ... as*.



- 19** Think of the place you live in and use the list of words in Ex. 15 to compare your place to one of the pictures.

Speaking

- 20** Make short conversations about changes in your town/village.

USEFUL LANGUAGE

I think ...
I believe ...
I can see what you're saying.
To be honest ...
I know what you mean.

21) a Work in groups. Look at the group 1 questions about changes in your town. Think about the answers. Discuss your answers in the group.

Questions for group 1:

1. How many trees have been cut down recently around your town?
2. How many new trees have been planted around your town?
3. How many old buildings have been removed?
4. How many buildings have been built?
5. How many buildings/schools/fences have been painted?
6. How many buildings/schools/fences have been repaired?



Models for conversations:

— You know, hundreds of trees have been cut down around my house recently. I think that's a change for the worse.

— I know what you mean, but there's more open space now.

— Some old trees have been cut down around our school. In my opinion it's very bad.

— To be honest, they were very dangerous for people.

22) a Look at the prompts for group 2 questions (22 b). Divide them into positive and negative.

Results of changes:

- We've got a new place to meet/relax/spend free time etc.
- The place has become noisier/busier/more comfortable/dirtier etc.
- There's lots of nightlife now.
- There's good public transport now.
- It has made the road situation better.
- The place has become more dangerous because the cars go faster.
- They have covered broken walls and buildings up.
- They help in choosing goods before going to the shop.
- They have turned the place into an enormous advertisement.
- The place has become really worth seeing.
- Our place attracts more and more visitors.
- The number of visitors is the same as before.
- The competition has made the mobile services cheaper.
- More people have got mobile phones.
- We spend more money on communication.
- We've learned a lot from the Internet.
- We can contact people all over the world by e-mail.
- We've stopped writing letters.

Positive results	Negative results
We've got a new place to meet/relax/spend free time etc.	The place has become noisier.

23) a Make conversations with a person from group 2 using the models and the prompts.

21 > b Work in groups. Look at the group 2 questions about changes in your town. Think about the answers. Discuss your answers in the group.

Questions for group 2:

1. How many buildings have turned into something else? (A shop has turned into a café.)
2. How many roads have been opened/repared recently?
3. How many advertisements have appeared around your town recently?
4. How many visitors have come to your town recently?
5. How many mobile operators have come to your town/area?
6. How many people have access to the Internet?



Models for the conversations:

— You know, hundreds of trees have been cut down around my house recently. I think that's a change for the worse.

— I know what you mean, but there's more open space now.

— Some old trees have been cut down around our school. In my opinion it's very bad.

— To be honest, they were very dangerous for people.

22 > b Look at the prompts for group 1 questions (22 a). Divide them into positive and negative.

Results of changes:

- There's more open space.
- You can see further in each direction.
- The place has changed completely.
- It's more pleasant to live in this place.
- The place has become more beautiful and romantic.
- The place is different now.
- There are sites for new buildings.
- This place now has a definite style of its own.
- Some of them were historic monuments.
- They have transformed the face of the place.
- They have attracted new businesses.
- They have too many common features.
- They have changed the atmosphere in the place.
- They were really affected by time and weather.
- The painted items now look very proud in their new exteriors.
- They look very modern now.
- The painted items have lost their original beauty.
- It was too expensive to do that.

Positive results	Negative results
There is more open space.	The place has become noisier.

23 > b Make conversations with a person from group 1 using the models and the prompts.

FOR YOUR PROJECT

24 You are going to write an essay about the changes which have happened in your town/village. Use the results of your conversations above. Write about 150 words in 4 paragraphs. Follow the plan below. Make a list of useful words for each paragraph before you write.

- **Paragraph 1. Introduction.**
Introduce your town with a general description.
Useful words:
- **Paragraph 2. Changes for the better and their results.**
Describe the changes for the better and write about the results.
Useful words:
- **Paragraph 3. Changes for the worse and their results.**
Describe the changes for the worse and write about the results.
Useful words:
- **Paragraph 4. Conclusion.**
Sum up the results and come to a conclusion about the present state of your town.
Useful words:

Pronunciation

25 Underline the stressed syllable in each word. Most of these words have the same vowel sound in the last syllable. What is it? Find the three words that have a different sound.

stronger	enormous	order	broken	cover
normal	tennis	driver	practical	important
number	situation	relax	telephone	

 **26** Listen, check and repeat the words.

track 14

27 Read the list of words. Find and underline the sound [ə].

pleasant	transform	attract	practical	cleaner
develop	restaurant	balance	atmosphere	
cover	economy	beautiful	popular	

 **28** Listen, check and repeat the words.

track 15

Listening

- 29** You are going to listen to an interview with Chris Compson, an English pop star who has been touring in Russia. Look at the following. Try to imagine what he is talking about. Work in pairs and compare your ideas.

balalaika	school
castle	Russian dolls
borsch	hotel
movie	camping
Russian	trip
pop music	art gallery
snow	round-the-fire singing
car	airport
monster	folk instrument

Present Perfect Simple (2)

The Present Perfect Simple shows the **present situation** in relation to a **past action**.

It describes experience in life up to now.

Time markers: *ever, never*

Example:

*Have you **ever** eaten borsch? — No, I've **never** eaten it.*



- 30** Listen and tick the words you hear in the interview. Were your guesses correct?

track 16

- 31** Number the sentences according to the interview. Listen and check.

track 16

- I haven't tried borsch here.
- I've been told it's quite different in other towns across Russia.
- I've been here twice.
- I haven't had the chance to explore the country.
- I haven't played the balalaika.
- I haven't seen much except airports, hotels and concert halls.
- I've never been camping in the forest at any time in my life.
- I've never been a good driver.
- Have you given local musical culture a try?
- I haven't driven a car in Russia.
- I haven't bought Russian dolls for my parents.
- I haven't taken a trip across Russia.
- I haven't seen him since.

Glossary

gigs, gigging (*informal*) — pop music or jazz performance

to give something a try (*informal*) — to try using or doing something to see if it is suitable or successful

guy (*informal*) — a person, male or female

Speaking

- 32** Use the prompts below and the ideas of your own to make a class experience survey. Work in small groups and prepare a list of ten *Have you ever...?* questions to find out about your classmates' experience. Ask students from another group your questions and note the answers. Sum up the results.

Visit museum/art gallery; go camping; take a trip; drive a car; plant a tree etc.

USEFUL LANGUAGE

Summing up:

All the students have ...
Nobody/everybody has ...
Some students have ... etc.

Example:

1. *Have you ever been to a castle?*
2. *Have you ever made important decisions?*

Reading

- 33** Read the text:

One Saturday morning in autumn, I went to see my friend Sherlock Holmes at his rooms in Baker Street. When I came, I saw that he already had a visitor. That was a very fat old man with very bright red hair and a red face. "This is very good that you have come, my dear Watson," with these words Holmes turned to his visitor. "Doctor Watson has helped me in many of my cases, Mr Wilson, and I am sure that he will be very useful to us in this case too. Watson, this is Mr Jabez Wilson." The fat gentleman got up from his chair to greet me.

Holmes saw that I was watching the old man and guessed my thoughts. "You are trying to be a detective, Watson!" he said. "Well, Mr Wilson's appearance tells us about his past life. It's clear that he has been a workman, that he has been writing a lot recently, and that he has been in China."

Mr Wilson was very astonished. "How do you know, Mr Holmes, all these things? I didn't tell you about them. You are right that I was a carpenter when I was young. But who told you?"

"Your hands prove it, Mr Wilson," Holmes answered. "Your right hand is larger than your left one. You have worked with it, and so it is more developed."

"But how do you know that I have been writing a lot recently?"

"It is very easy. I looked at your sleeves. Your right sleeve nearly wears out at the wrist, and the left sleeve nearly wears out at the bend of the arm.

That means that your left arm and your right wrist have been rubbing on a desk. So you have been writing."

"And how did you guess about China?"

"There is a tattoo of a pink fish on your right wrist. Only in China they do this kind of tattoo. I know it, Mr Wilson. I have studied tattoos: in fact, I have written a book about them. I also can see a Chinese coin on your watch chain. So it is not difficult to guess that you have been in China."

Mr Wilson laughed loudly.

"It is really very easy."



34 Put the words from the text into their definitions. You will need to make some changes.

develop sleeve coin rub astonished carpenter case

1. A makes and repairs wooden things, especially parts of a building.
2. When something, it grows over a period of time, so that it becomes stronger and larger.
3. To be means to be very surprised.
4. A is an incident that you are explaining.
5. A is a part of your shirt, blouse or coat that covers your arm.
6. If you against a table, you move it back and forward while pressing it against the table.
7. are metal money.



35 Put the verbs given in brackets in the right form. Check your answers in the text.

1. Doctor Watson me in many of my cases. (help)
2. This is very good that you, my dear Watson. (come)
3. It's clear that he a workman. (be)
4. Your right hand is larger than your left one. You with it, and so it is more developed. (work)
5. I tattoos: in fact, I a book about them. (study; write)
6. How do you know that I a lot recently? (write)
7. That means that your left arm and your right wrist on a desk. (rub)

Grammar

36 Look at the pairs of sentences and answer the questions:

1. *I've been doing my homework for two hours.*
2. *I've already done all my homework.*

- a. Which sentence describes the activity?
- b. Is this activity finished?
- c. Which sentence describes the result of the activity?
- d. Find the time markers in every sentence.

3. *He's been watching videos for hours.*
4. *He's watched 4 videos today.*

- a. Which sentence answers the question How long..?
- b. Which sentence answers the question How many..?

Present Perfect Continuous

The Present Perfect Continuous shows the **present situation** in relation to a **past action**; it emphasises the length of the action time.

Time markers: *all day / morning etc, for ages; lately, recently*

has ('s) / have ('ve) + been + Ving



37> Put the verbs in brackets into the correct tense: the Present Perfect Simple or the Present Perfect Continuous. Check your answers in pairs.

1. Tom: you (sunbathe)?
Mary: Don't be silly! It (rain) all day!
2. Olga (collect) badges since she left school.
Now she (collect) so many that she doesn't know where to put them.
3. Steve (be) a secretary for three years.
Lately he (look) for a better post but so far he (not find) anything.
4. You look tired. — Yes, I (play) tennis and I (not play) for years.
5. Mrs Jones (live) next door for quite a long time now but she never (say) more than 'Good morning' to me.



38> Look at the list of jobs your parents asked you to do in the morning. It's lunch time now and you've done only half of the jobs (you choose which ones). Your mum is calling you to check how much you've already done. Work in pairs to make a telephone conversation.

- Do the washing-up
- Water the plants
- Remove the broken armchair
- Paint the fence in the garden
- Do the shopping
- Cook dinner

Mum: Hi, how is it going?
You:
Mum: Have you done the washing-up?
You: Yes.
Mum: Have you done the shopping?
You: No, I've been doing the washing-up and watering flowers.

Mum: OK, see you in the evening then. Bye.

39> Complete the time phrases below so that they are true for you:

Example:
since yesterday — for 24 hours

- | | |
|-----------------------------------|-------------------------|
| since 2003 | for years |
| since 1, January | for days (months) |
| since last Tuesday | for days |
| since the beginning of the lesson | for minutes |

Since and For

Since + a point in time
 since Monday, since I was 6 years old, since 1999

For + a period of time
 for a few days, for two years, for ages

40> Make true sentences using these time phrases.

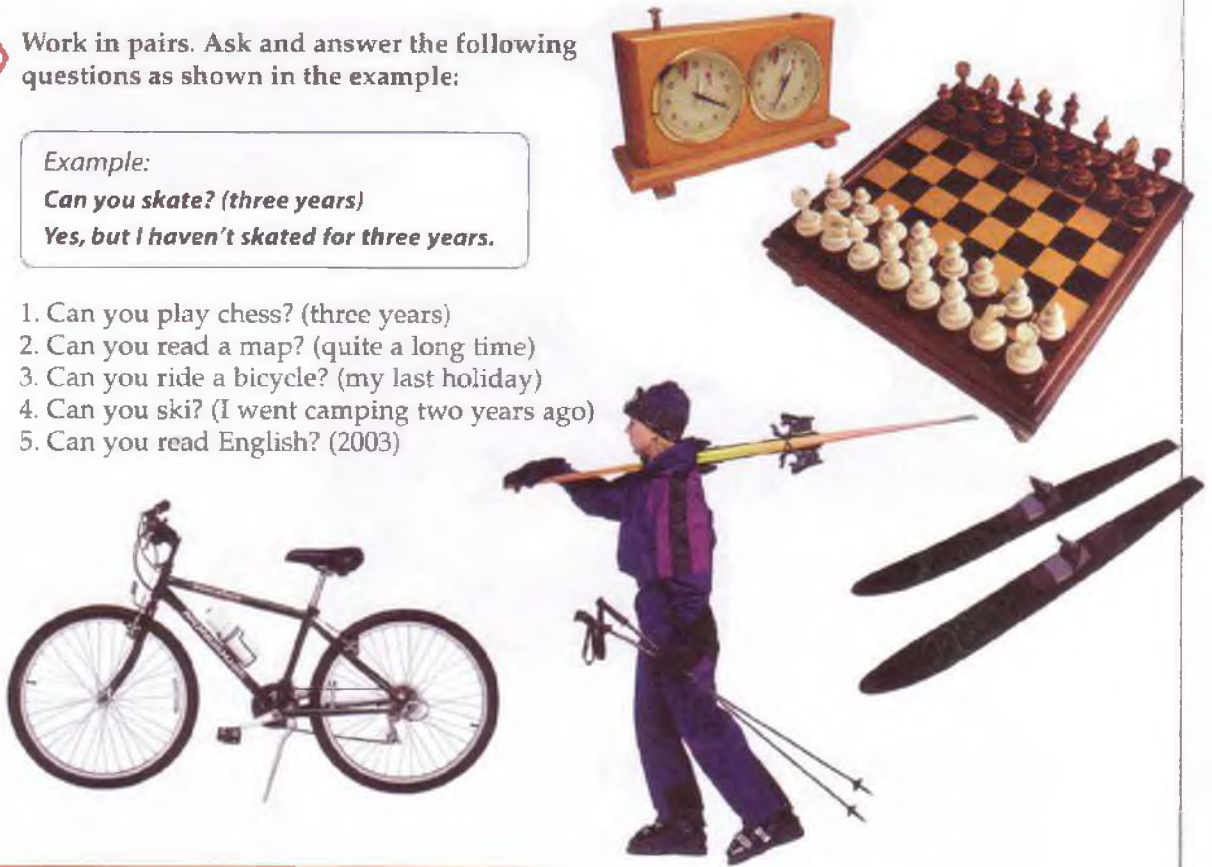
41 Work in pairs. Ask and answer the following questions as shown in the example:

Example:

Can you skate? (three years)

Yes, but I haven't skated for three years.

1. Can you play chess? (three years)
2. Can you read a map? (quite a long time)
3. Can you ride a bicycle? (my last holiday)
4. Can you ski? (I went camping two years ago)
5. Can you read English? (2003)



Speaking

42 Make sentences about yourself using the prompts. Work with other students. Ask questions to find the people with the same answers.

Three things I have done since I was 6 years old.

Three things I have been doing for a couple of weeks.

Three things I haven't done this week.

Project Page for Units 1-3



Designing a poster

Your group is working for a youth travel agency. You have been asked to prepare and present a poster about the place you live in. This poster will be put on the travel agency website and people in different countries will see it. Your aim is to make an interesting poster using the material prepared by the students in your group to attract new visitors to come to your town.

1. In your group look at the materials you have collected while working on Units 1–3.

These are:

- Presentation about a person who lives in your town/village
- Info Poster of your place
- Audio guide of your place
- A postcard
- A recipe of a local food
- An essay about changes in your town

2. Discuss all the materials and decide which of them are worth using. Choose only the 3 or 4 best items that might be interesting for the future visitors to your town.

Work on the poster all together and help each other. Many hands make light work!

Choose interesting material and original layout and presentation ideas.

Check whether the material for your poster is good enough to be used.

Speak clearly and fluently during your presentation.

Be artistic!

3. Decide on the design and layout of your poster.
4. Decide who will do what in your group. You will need to make and use pictures of your town.
5. Prepare your poster. Don't forget to be careful about the length of time it takes!
6. Present your poster.

My Success Checklist

I know	Yes	No
More useful words and expressions for describing a person		
a place		
food		
How to pronounce and write dates		
More about how to use the Present Simple		
the Present Continuous		
the Present Perfect Simple		
the Present Perfect Continuous		
More about using always, usually, never, often, seldom		
never/ever		
More about adjectives		
More about formal and informal language		
More about British and American English		
More about comparative adjectives		
More about writing logical reports		
More about keeping a conversation go		
I can		
Talk about a person's character and qualities		
Talk about my likes and dislikes		
Talk about hobbies		
Talk about places		
Talk about food		
Talk about changes		
Ask and talk about personal experience		
Ask and give personal information		
Fill in an application form		
Give and understand directions		
Write a postcard		
Understand recipes		
Write recipes		
Give my opinion on changes and results		
Say sums		
Agree and disagree politely		
Understand definitions		

Down Memory Lane

Warm-up

- 1) Write down three words that describe the sort of child you were. Read out the words you have written and listen to other students' words. Which word has been used most often?
- 2) Work in pairs. Look at your words. Can you use the same words to describe yourself today? Give your reasons.

Listening



track 17

- 3) Listen to 3 teenagers speaking about their earliest memories and match them to the pictures. There is one extra picture.

Glossary

- to shave — брить
- bald — with no hair on your head
- furious — разъяренный
- hilarious — extremely funny



track 17

- 4) Listen again and say which of the speakers

- | | |
|-------------------------------------------|---------------|
| a. was away from home for the first time. | Speaker |
| b. was left alone with his/her sister. | Speaker |
| c. was given a nice birthday present. | Speaker |
| d. found it hard to leave his/her mother. | Speaker |
| e. shocked his/her mother. | Speaker |

5 Listen again and tick the expressions the speakers used to describe their memories:

track 17

- One of my earliest memories ...
- I'll never forget ...
- What I remember is ...
- What comes to my mind is ...
- I can still remember ...

Vocabulary

6 Read the sentences and decide what parts of speech the words in bold are:

1. I find it hard to **memorise** long poems.
2. I **remember** being really nervous on my first day at school.
3. I'll never **forget** the look of surprise on her face.
4. I can only dimly **remember** our conversation.
5. The **memory** of that day is still clear in my mind.
6. I clearly **remember** my grandparents.
7. A meeting was held in **remembrance** of those who died in the war.
8. Sorry for being so **forgetful**!
9. My first day in the kindergarten was a **memorable** experience.

7 Use the sentences from Ex. 6 to complete the word-formation table:

Noun	Verb	Adjective
memory		
	remember	
	forget	

8 Cross out the phrases which cannot follow the verbs:

- memorise** (a long speech, about one day, a poem)
remember (climbing a mountain, of a trip, a person, what happened)
forget (about a party, those days, your keys, where you left your bag)

9 Complete the sentences below for yourself. Find out what your partner wrote.

1. One of my most vivid memories is of ...
2. I clearly remember the day when ...
3. I can't remember the days when ...
4. I'll never forget ...



Follow this plan to tell your story:

1. When did it happen? How old were you?
2. Who was there when it happened?
3. What actually happened? Give a short description.
4. What were people's reactions?
5. What did you feel in the end?

Speaking

10 Think of a day or a situation you remember from your childhood. Work in pairs and share your first memories. Use the tips.

Grammar

11) Work in pairs. Read the sentences from the listening task and answer the questions:

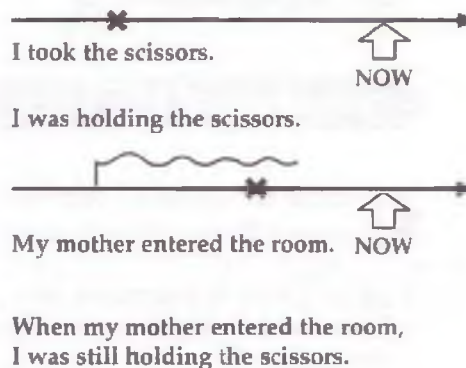
1. *My parents watched me while I was playing with the doll.*

- What two actions are described in this sentence?
- Which of these two actions is shorter/longer?
- Which action was complete?
- Which action was in progress?
- What structures are used to show this?

2. *When my mother entered the room, I was still holding the scissors.*

- What two actions are described in this sentence?
- Which of these two actions is shorter/longer?
- Were the actions complete or in progress?
- What structure is used to show this?

Past Continuous vs Past Simple



12) Look at the pictures in Ex. 3 and complete the sentences:

- When our mother (see) us, I (cut) my sister's hair.
- While I (cut) my sister's hair, she (laugh).
- My parents (give) me a bicycle for my birthday and next day I (go) cycling.
- My mother (look) at me while I (play) with the toys in the kindergarten.
- As I (ride) on my new bike, I suddenly (meet) Ann.

13) Play the game "What were you doing yesterday?". Follow the steps:

- Write down three sentences describing what you were doing yesterday at 3 o'clock, 6 o'clock and 8 o'clock. Don't show your sentences to your classmates.

Example:
I was writing an essay yesterday evening at 8 o'clock.

- Go round the classroom and find someone who was doing the same as you at the same time yesterday.
- The winners are those who are the first to find partners and to say what they were doing.

USEFUL LANGUAGE

At 3 o'clock we were both ...
At 6 o'clock we ...
At 8 o'clock we ...
Unfortunately, we weren't doing the same.

Reading

- 14** Read the text and answer the questions:
1. Did Alex climb the mountain?
 2. Did he enjoy it?

Climbing a mountain

When I was at primary school, I liked to take trips with my parents. Those were great days for all of us. We could talk for hours about everything, laughed and had a lot of fun.

One day, when I was about 7, we took a trip to one of the biggest mountains in our region.

I could not sleep the night before because I was so excited about the trip. The weather was hot and sunny. The first hour of climbing was not hard. Then it became more difficult and I felt tired. I wanted to take a rest for at least a minute, but I could not stop because my father said: "You need to **put up with** some difficulties. If you can do this now, you'll be a better climber than me." So, we were climbing and my father was **encouraging** me. While I was climbing up along a tough and narrow path, I felt absolutely exhausted. But soon we took a short break before climbing to the top of the mountain.

At that time the fresh and sweet wind made me feel so cool. I said "Father! Hurry up! I want to see the top!" Two hours later, I was able to get to the top of the mountain. I felt so proud of myself. On the top I could see the huge sun going down in the west. It looked like a big fireball. I can't remember what my father told me on the top but now I **realise** that he taught me the way to **get over** my problems and helped me develop self-confidence.



- 15** Read the text again and decide whether these statements are true (T) or false (F):

1. The boy wanted to climb the mountain very much.
2. The boy slept well before the trip.
3. The weather was bad during the trip.
4. The boy felt tired at once.
5. The boy wanted to become a better climber.
6. The boy could take a rest quite often during their trip.
7. They took the trip at sunset.
8. The boy learned a good lesson during the trip.



Guessing new words from context

Context – the words surrounding a particular word that help to give it its meaning.

- If you can ignore the new word, go on reading.
- If you can't ignore it, try to guess the meaning.
- Decide what part of speech it is.
- Read the sentence attentively and guess what it might mean.
- Read the sentence again and decide whether it works.
- If it still doesn't work, make another guess.

- 16** Guess the meaning of the words in bold from the text. The questions will help you:

1. **put up with** — You can either accept difficulties patiently or give up. What do you think the boy's father meant?
2. **encourage** — Was the boy's father trying to give him support and hope or show that their efforts were useless?
3. **realise** — What did Alex start to understand after the experience?
4. **get over** — Did Alex solve his problems?

17) Have you ever had a similar experience? In what way was it similar to Alex's experience?

USEFUL LANGUAGE

I also ...
 Like Alex, I ...
 I felt the same as Alex when ...

Vocabulary

18) Match the parts of the phrases from the columns. Look through the text to check yourself.

- | | |
|---------------|--------------------|
| 1. to have | a. a short break |
| 2. to talk | b. self-confidence |
| 3. to take | c. for hours |
| 4. to develop | d. a lot of fun |

19) Work in pairs. Find in the text the words that describe what Alex felt and make up the word web. Say when he felt these emotions and why. Add more feelings to the web.



20) Work in pairs. Decide which of the sentences below describes a person's feelings and which the quality of the trip:

1. I was excited about my trip.
2. The trip was exciting.

21) Work in groups. Look through the following adjectives and make sure you understand all of them. Add more feelings to the word web in Ex. 19.

- | | |
|------------------------|----------------------|
| surprised/surprising | pleased/pleasing |
| tired/tiring | thrilled/thrilling |
| frightened/frightening | moved/moving |
| excited/exciting | impressed/impressing |
| interested/interesting | |

-ed and -ing adjectives

Adjectives ending in *-ing* describe the thing or person that has an effect on us.

Example: Today's lesson was interesting.

Adjectives ending in *-ed* describe our feelings about something or someone.

Example: I was interested in History.

22) Look at the pictures in Ex. 3. Say what the children felt in those situations. Explain your opinion in 2-3 sentences.

23) Work in pairs. Write down what you felt in the following situations:

- a. when you last received a birthday present.
- b. when you last took an exam.
- c. when you last went to the cinema.
- d. when you last went to a party.
- e. when you last went on a trip.

Talk to your partner and compare your feelings. Explain why you felt like that.

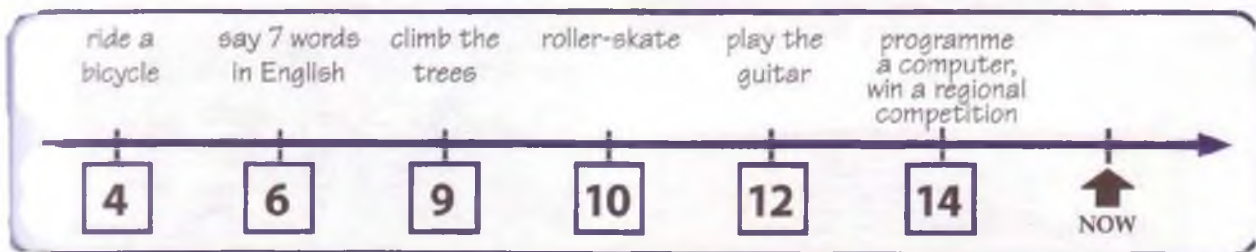
Grammar

- 24** Read the sentences from the text (Ex. 14) and answer the questions about each of the sentences:
- We **could talk for hours** about everything, laugh and had a lot of fun.*
 - I **could not sleep** at night because I was excited about my trip.*
 - Two hours later, I **was able to get to the top** of the mountain.*
- Does the phrase in bold type describe a general ability or a particular situation in the past?
 - What item from the box on the right does each sentence refer to?

Could / Was able to

- Could** — for general ability in the past (MOГ, yMeH)
Example: *I could read when I was 5.*
- Was able to** — for a particular situation in the past (MOГ, cyMeH)
Example: *He felt tired but he was able to climb on the top of the mountain.*
- Could not** — for both cases

- 25** Find in the text more sentences with *could/was able to*. What do they describe?
- 26** Look at the time-line below and complete the memories Alex has written with *could / couldn't / was/were able to* and factual information if necessary:



At the age of four I (1) and enjoyed it very much. Then the serious work started... When I was six, I (2) and once I (3) pronounce five of them quickly to imitate a sentence and it impressed my mum a lot. Then I decided to take up physical exercise. At the age of nine I (4) quicker than any of my friends, and at 10 I (5) and I spent about 2 hours every day doing it. Then my mum thought I should do something different and I went to music classes. As a result, at 12 I (6) , but only a little bit. My biggest problem was that I (7) perform in front of the public. So, I decided to take up computer programming and last year I (8) for teenagers.

- 27** Listen to Alex and check your answers.

- 28** Find out something amazing about each other. Follow the steps:

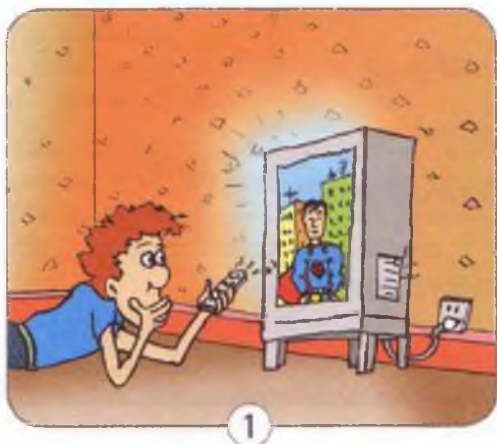
- Draw a time-line for yourself and write 6–7 sentences about yourself as in Ex. 26.
- Display your work in class but don't sign it.
- Read the descriptions.
- Go round the class and ask each other questions to find out who the authors are.
- Report your findings to the class.

USEFUL LANGUAGE

I found it amazing that ...
Surprisingly, ...
It's interesting that ...

Listening

- 29) Look at the pictures and guess what Steve is going to tell us about his childhood. Put the pictures in the correct order.



Steve

Glossary

- Good deal?** — Договорились?
edge — край
to take a deep breath — глубоко вздохнуть
arms extended — с раскинутыми руками
knocked out — без сознания
tongue — язык

- 30) Listen to the story to check your guesses.
 track 19

- 31) Listen again. Answer the questions. Work in groups to check the answers.
 track 19

1. How old is Steve now?
2. What kind of person was Steve 10 years ago? Explain your opinion.
3. Who was Steve's idol? Why?
4. Why did he decide to jump from the second floor?
5. What was the deal?
6. What happened to Steve?
7. Did he achieve what he wanted to achieve?
8. Did Steve learn anything from this experience? What did he learn?



32 Work in groups. Decide which of the words below can be used to describe what Steve, his friends and his mother felt. Explain your choice.

- | | | |
|------------|--------------------|------------------|
| happy | frightened | proud of someone |
| frustrated | angry | thrilled |
| determined | sad | surprised |
| excited | envious of someone | |

33 Work in groups. Agree or disagree with the statements. Explain your opinion.

1. Steve was very brave.
2. Movies like "Superman" can make people do crazy things.

34 Work in pairs. Answer the questions:

1. Have you ever done anything like this jump?
2. What were the most important lessons you learned in life?
3. What made you learn them?

USEFUL LANGUAGE

We completely agree with the statement because ...

We can't agree with the statement because ...

We agree up to a point. On the one hand ... but on the other hand ...

Vocabulary

35 Work in pairs. Look through the list and tick the facilities you use in your homes nowadays. Put them in the order from the most important to the least important for you.



1



2



3



4



5



7



6



8

- central heating
- cold/hot running water
- electricity
- gas
- bath/shower
- washing machine
- dishwasher
- satellite TV
- the Internet

USEFUL LANGUAGE

We think the most important facility is ...

The second most important facility is ...

We can't do without ...

We have chosen ... as the least important facility because ...

We don't find ... very useful as ...

Pronunciation

36 Say these words aloud and put them into the correct column. Then listen and check yourself.

track 20

- | | | |
|-------------|------------|----------|
| heating | satellite | thrilled |
| electricity | excited | pleased |
| machine | frightened | feel |
| dishwasher | determined | |

[aɪ]	[i:]	[ɪ]

Reading

37 Look at the pictures and decide what period in human history they show.



thatched roof



pot, stew



bride, bouquet of flowers



tub

Glossary

- to complain — жаловаться
- odour — неприятный запах
- underneath — под, внизу
- slippery — скользкий
- hence — таким образом
- stew — рагу
- leftovers — объедки, остатки еды
- pease — горох

38 Read the texts and match them to the pictures:

The next time you are washing your hands and are complaining because the water temperature isn't just how you like it, think about how things used to be. Here are some facts about the 1500s:

- A Most people got married in June because they took their yearly bath in May and still smelled pretty good by June. However, they were starting to smell so brides carried a bouquet of flowers to hide the body odour. So today's custom of carrying a bouquet when getting married is an old one.
- B Baths consisted of a big tub filled with hot water. The man of the house had the privilege of the nice clean water, then all the other sons and men, then the women and finally the children — last of all the babies. By then the water was so dirty you could actually lose someone in it. Thus "Don't throw the baby out with the bath water" appeared.
- C Houses had high thatched roofs, with no wood underneath. It was the only place for animals to get warm, so all the dogs, cats and other small animals like mice and bugs lived in the roof. When it rained, it became slippery and sometimes the animals would slip and fall off the roof. Hence the saying "It's raining cats and dogs".
- D In those old days, they cooked in the kitchen with a big pot that always hung over the fire. Every day they lit the fire and added things to the pot. They ate mostly vegetables and did not get much meat. They would eat the stew for dinner, leaving leftovers in the pot to get cold overnight and then start again the next day. Sometimes the stew had food in it that had been there for quite a while. So the rhyme "Pease porridge hot, pease porridge cold, pease porridge in the pot nine days old" appeared.

Now, whoever said that history was boring!

39) Work in pairs. Decide whether the statements are true or false. Correct the false statements.

In the 1500s:

1. People washed in May and in June.
2. Brides carried a bouquet of flowers to look good.
3. Children always had cleaner water for washing than their parents.
4. They used the same water for the whole family.
5. Animals hid from rain in the roofs.
6. Animals fell off the roofs in the rain.
7. People rarely washed the pot for cooking.
8. People ate lots of meat.
9. Sometimes people ate food which was not very fresh.

40) Do you know the origins of any Russian sayings or proverbs? Share your knowledge with the class.



Grammar

41) Read the sentence and answer the questions:

People used to live in houses with thatched roofs.

1. When did people live in the houses with thatched roofs?
2. Do they still live in such houses?
3. What structure shows that?

42) Read the texts again and fill in the table. Compare your notes in pairs. Can you add any more examples of your own?

What people used to do	What people do now instead
1. People used to get married in June.	1. People can marry in any month of the year, but brides still carry bouquets while getting married.
2...	2...

43) Work in pairs. In your imagination go back to a past time. Look through the list of facilities in Ex. 35 and describe what people used to do instead of using them. Make notes of your ideas. Share them with another pair.



USEFUL LANGUAGE

- to burn wood
- to burn oil lamps
- to get water from lakes and rivers
- to cook on a fire
- wall paintings
- to pass/get information

Writing

44 Read and listen to the poem. Work in pairs and do the task below. Share your ideas with the class.

track 21



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A Book of Memories
By Kathleen Sheppard

Hidden in the attic,
All the way upstairs,
Is something very special,
That I would like to share.

My hopes,
My dreams,
Old photographs,
Of good times and bad times that make me laugh.

The joy of a hug,
The thrill of a kiss,
Leaves me to remember the pure, simple bliss.

I cry for the fun,
And giggle for the pain,
I enjoyed good life I was able to maintain.

The thoughts and wishes,
They all stay with me,
All of these are contained in my book of memory.

Glossary

attic	— чердак
upstairs	— наверху
hug	— объятие
bliss	— complete happiness
giggle	— смехок
to maintain	— поддерживать



1. Summarise the idea of the poem in one sentence.
2. What do you think made the author write this poem?
3. What kind of memories does the author have?
4. Do you keep any special things from your past? Do you ever look through them?
5. Translate the poem into Russian.

45 This poem appeared on a website for those who want to share their poems with others. Read what some people wrote in response to it. Write a response to this poem in one or two sentences.

*I really loved this poem!
It makes me want to look through all the boxes in my attic.
So many memories in my book!*

46> Follow the steps below to write your own poem:

A plan for a 5-line constructivist poem

1. On the first line write a noun of your choice.
2. On the second line write two adjectives joined by and describing this noun.
3. On the third line write a verb and an adverb to describe this noun in action.
4. Start the fourth line with *like* or *as* followed by a comparison.
5. Start the final line with *if only* followed by a wish.

Example:

Rainbow
colourful and bright
shines happily
like a large diamond
if only I could hug it.

Speaking

47> Draw a time-line of your memories. Include the most memorable and important events. Use colours, symbols, signs but no words.

48> Work in pairs. Find out about your partner's memory lane and share your memories with him/her.

USEFUL LANGUAGE

Listening with interest
How funny/amazing/sad ... !
Really?
Oh, no!
So, what happened?

FOR YOUR PROJECT

49> Write about an event from your time-line.

50> Work in groups.

1. Collect all the stories, poems and translations from your group and read them to each other.
2. Discuss them and choose the best ones.
3. Decide how to illustrate your work.
4. Send a member from your group to another group with your best story or poem.
5. Listen to the member from another group with their best story or poem.
6. Discuss all the best stories and vote for the absolute winner.

USEFUL LANGUAGE

Writing about an event in the past
This all happened about ... years ago / when I was ...
One day when I was ...
Suddenly ...
After a while ...
So, anyway ...
Then ...
Eventually ...
In the end ...
I felt ...

- 5) Work in pairs. Decide whether these stories are true. Give your reasons.

USEFUL LANGUAGE

I believe this story is true.
It can't be a true story because ...
I don't believe that this story is true because ...

Speaking

6) "Bluff club" game

Work in groups of 3-4.
In turns tell each other true or imagined stories.
The aim of the game is to choose the best storyteller.

Reading

- 7) Read the advertisement and the info box and say whether you would like to go on this trip and why:

Example: I'd like to go on such a trip because I like traveling (AmE) with friends.

"A school-sponsored, nine-day hiking and backpacking trip in Arizona"



Info

*Arizona, named from the Indian word **Arizonac**, meaning "little spring" or "young spring", is a state in the southwest of the United States, bordered by Utah, New Mexico, Mexico, and, across the Colorado River, Nevada and California. The Grand Canyon of the Colorado River is Arizona's most famous sight; it is also famous for its inspiring natural landscapes, tall mountain ranges, swift rivers, grasslands, sand dunes, and cactus forests.*



8) You are going to read a story written by Donna, a girl who took part in this trip. Tick the things you think she did during the trip:

- swam across rivers
- climbed mountains
- jumped over a pit
- stayed at hotels
- carried a heavy backpack
- got soaked
- enjoyed nature
- got injured
- felt lonely on the trip
- made friends on the trip

Read the text and check your guesses:



A STORY OF A GRUMPY CAMPER



...I saw an endless pit in front of me. The thought of jumping over it — wearing a 45-pound backpack made my legs tremble. “I thought this was supposed to be fun,” I grumbled to myself. The trip had sounded great: a school-sponsored, nine-day hiking trip in Arizona with a group of students. I’d known beforehand that this trip wasn’t going to be a walk in the park, but I had never expected this. It was raining, we got lost, and now I had to jump over the pit — and do so in the dark with a heavy pack!

I watched a few people jump and land on the other side, and decided I might as well do this. I got across fine, but then slipped and fell forward, and my face smashed into the knee of the person who had been trying to catch me. Blood spilled from my nose as I stood up.

At that time I was certain the trip could not get worse. I was nearly crying when we set up our tents that night. As I lay in my tent, all I could think about was how miserable I felt. “Want to talk?” asked Lori, the girl I shared the tent with. “No, I’m trying to sleep,” I replied. Talking to anyone else was the last thing I wanted to do.

The next day I felt exhausted. As I looked up at the clear blue sky, though, I thought, “Maybe

this won’t be so bad after all.” But when we started hiking after breakfast, the sky changed color and turned dull gray. Then it began to drizzle. As I started putting my rain gear on, the light drizzle became a downpour. I was soon soaked to the skin, and I was getting colder and colder. We were hiking in a blinding blizzard. It had become so thick by the time we stopped that it was impossible to see even the mountains around us. All we had was a compass to guide us.

My whole body was in pain. I was putting on all my dry clothes when my tent mate, Lori, crawled in. I looked at her and saw the same pain and fear in her eyes that I had been feeling. I realized how self-centered I had been: I wasn’t the only one here who was feeling the freezing wind and the aching muscles.

Lori’s sleeping bag had got soaked through, so we decided to try to squeeze both of us into mine. We got in fine. The trouble came when we tried to zip it up. As soon as we got the zipper up to our waists, we would think about how funny this looked and we’d start laughing. Of course, this made the zipper go all the way down to our toes. We would have to start the whole thing over again, but I didn’t care. I was laughing. No, we were laughing together.

Glossary

- grumpy** — сердитый, сварливый
to tremble — дрожать
to grumble — ворчать
to smash into — врезаться, сталкиваться с чем-либо
to spill — течь
drizzle — мелкий дождь
gear — эд. одежда
downpour — ливень
to be soaked to the skin/soaked through — промокнуть до костей
blizzard — снежная буря
to crawl in — вползть
to squeeze — втискиваться
to zip — застегивать на молнию



9) Read the text again and choose the best options:

1. Donna's trip was
 - a. easier than she had expected.
 - b. exactly as she had expected.
 - c. more difficult than she had expected.
2. While jumping over the pit she injured her
 - a. face.
 - b. nose.
 - c. knee.
3. Donna didn't want to talk to Lori because she
 - a. didn't like her.
 - b. felt very sad.
 - c. had bad manners.
4. The next day the weather
 - a. got worse.
 - b. remained the same.
 - c. got better.
5. The hikers lost their way because
 - a. it was raining heavily.
 - b. the snow was too thick.
 - c. they didn't have a compass.
6. Both girls decided to sleep in Donna's sleeping bag because
 - a. Lori had lost hers.
 - b. they wanted to have fun.
 - c. Lori's bag was wet through.

10) Use the context of the text to guess the meaning of the following words:

1. beforehand
 - a. while the event is taking place
 - b. during the preparation for a particular event
2. blinding
 - a. very thick
 - b. very bright
3. self-centered (AmE)
 - a. too interested in everyone around you
 - b. too interested in yourself
4. freezing
 - a. slightly cold
 - b. extremely cold



Do you remember what context is?
See p. 61.

Vocabulary

- 11)** Find the words in the text that mean:
- to be believed by some people to be true (paragraph 1)
 - to think that something will happen (paragraph 1)
 - extremely unhappy (paragraph 3)
 - to have or use something at the same time as someone else (paragraph 3)
 - extremely tired (paragraph 4)

- 12)** Work in pairs. Agree on the three things and make a list:
- things that you suppose to be fun
 - something you expect to happen soon
 - events that make you feel miserable
 - things you sometimes have to share with others
 - activities that make you feel exhausted

Read your lists in groups and compare the answers.
How many things have you found in common?

- 13)** Write out the expressions from the text that refer to Donna's trip into these three groups:

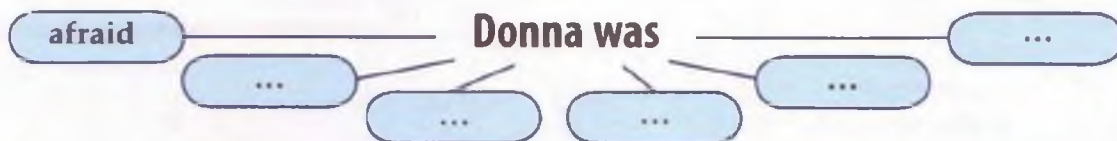


A HIKING TRIP

The weather they experienced	The activities they took part in	The equipment they carried

Can you add more words to any of these categories?
Compare your tables in pairs.

- 14)** Write out the expressions that describe what Donna felt during her trip:



15> Work in pairs. Answer these questions giving as many details as possible:

1. When did Donna have these feelings?
2. Why did she have them?
3. How did her feelings change?
4. Why do you think they changed?



Use the words from Ex. 14 and the text to help yourself.

Don't forget to mention:

- what you expected from it
- what you did during the trip
- what the weather was like
- what feelings you had during and after the trip
- how the trip changed you

16> Imagine that you are a student who took part in this trip. Describe the trip to your partners.

Pronunciation

17> Divide these words into two groups:

grey	end	health	tent	great
fell	take	way	today	ache
help	train	rain	head	again
friend	play	breakfast	pain	

Words with sound [eɪ] as in "say"

Words with sound [e] as in "tell"

Which letters spell these sounds?

18> Work in pairs. Read these sentences to each other:

1. Do you need any help?
2. My friends will arrive by train.
3. All my muscles are in pain.
4. Will you share the tent with me?
5. When will we have breakfast today?
6. The trip was a great fun, wasn't it?
7. Have you got a headache again?



track 24

Now listen to the recording and decide whose pronunciation was better. Say the sentences again making necessary corrections.

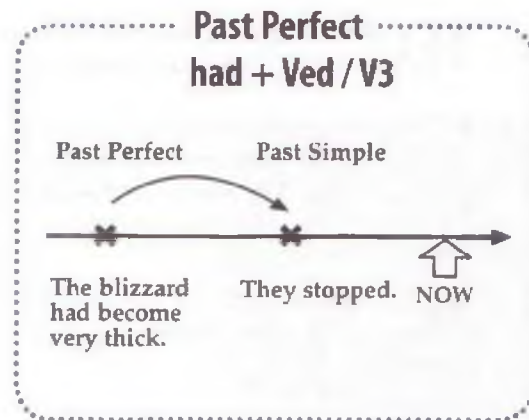


Grammar

19) Read the sentence and answer the questions:

The blizzard had become so thick by the time we stopped that it was impossible to see even the mountains around us.

1. Do we know when exactly the blizzard became very thick?
2. How many actions are described in the sentence? What are they?
3. Did the blizzard become thick before or after they stopped?
4. How do you know which action happened before another one?



20) Find more examples of the Past Perfect in Donna's story and draw the time-lines for them.

21) Work in pairs: one is student A, another — student B. Follow these steps:

1. Read your half-sentence to your partner.
2. Wait till he/she finds the right second half.
3. Listen to your partner's half-sentence.
4. Respond with an appropriate ending.

Student A		Student B	
- Lori's sleeping bag had got soaked through...	...because she hadn't expected that it would be so hard.	- By the time the hiking trip finished...	...as she had slipped and fell down.
- At some point Donna realized that...	...both girls had got soaked to the skin.	- When they set up their tent...	...she had been very self-centered.
- Blood spilled from Donna's nose...	...Donna and Lori had made good friends.	- As soon as the girls had managed to zip up their sleeping bag...	...and the girls decided to share Donna's.
- The hikers couldn't get to the camp...	...they started laughing again.	- Donna felt miserable during the trip...	...because they had lost their way.

22) Work in pairs. Take turns to read these beginnings to each other. Each time invent explanations containing the Past Perfect.

1. When we crawled into the tent, we were very cold because ...
2. I knew that the trip would be very hard because ...
3. We lost our way because ...
4. I couldn't go on any longer because ...
5. I felt miserable during the trip because ...



Vocabulary

23 Look through the text again. Write out all the time markers and answer the questions:

1. What are these words/phrases used for?
2. Which words/phrases have a similar meaning?
3. Which phrase(s) is/are mostly used with the Past Perfect Tense?



24 Choose the correct time markers for the sentences:

1. I put on my walking shoes, I heard the doorbell: my friend had come to pick me up.
 - a. then
 - b. when
 - c. soon
2. If I had known, what the trip would be like, I would have never taken it.
 - a. as soon as
 - b. at that time
 - c. beforehand
3. I was soaked to the skin and completely exhausted. I knew I would never agree to go on a trip again.
 - a. by the time
 - b. then
 - c. at that time
4. It was getting colder and colder. And I felt freezing wind on my face.
 - a. soon
 - b. as soon as
 - c. beforehand
5. We had run out of water we reached the camp.
 - a. then
 - b. at the time
 - c. by the time



It is important to use time markers because they make the sequence of events in a story clear to the reader and link the paragraphs of a story.

We may use:

as — to compare two short actions that happened at the same period of time, **by/by the time** — to show that something will be done before a particular time, **when** — to talk about one event that happens just after another — to talk about periods of time in the past.

25 Complete the story with time markers. You can make changes if necessary.

This happened three years ago. I decided to go on a mountain trip. I had never been on a trip like that before. We set off in the morning. The weather was fine. The scenery was fantastic. We walked for about three hours. The weather started to change. The sun had gone. The wind started blowing. It began to snow. It was getting colder and colder. We couldn't see anything around us. We kept walking because we were afraid of getting frozen to death. It stopped snowing. We understood that we had got lost. We were in despair. We had to stay overnight in the mountains. In the morning we managed to find our way to the camp. I don't think I'll ever go to the mountains again.

Speaking

26 Work in groups. Play "Pic Tac Toe" game:

1. The aim of the game is to make up a story using the expressions from the grid your teacher will give you.
2. One square is worth 5 points and a row of 3 is worth a bonus of 10.
3. All sentences should contain either a time marker or the Past Perfect Tense.
4. There shouldn't be any sentences shorter than 6 words.
5. Sentences in your story must be grammatically correct.

The team wins if it makes up the most original and grammatically correct story and gets the most points.

Listening

OOPS!

27 Look at the pictures and make up stories they illustrate. Use the expressions from the box.

USEFUL LANGUAGE

a 500-metre race, a track, to lose your balance, to roll across, to be embarrassed, a cross-country race, to turn onto the wrong trail, a coach, to guide somebody back, to cheer for somebody, a tennis tournament, to serve a ball, to hit somebody in the back of his head, an ice pack, a laundry, to be two sizes too big, to jump out of something, to win the race



28 Listen to the stories and check your guesses.

track 25

29 Listen to the stories again and complete the sentences:

track 25

1. The boy lost the race because ...
2. The girls lost the race as ...
3. The boy fell to the ground because ...
4. The boy had to wear his cousin's shorts because ...



Interjection is a big name for a little word. Interjections are short exclamations like **Oh!**, **Um!** or **Ah!** They have no real grammatical value but they are used quite often, usually in speaking to show that you are involved in a conversation and show emotions.

30 Answer these questions in pairs:

1. Did you find the stories funny / sad? Why?
2. Which story did you like best? Why?

31 Listen to 5 short dialogues and match them to their functions:

track 26

- | | |
|---------------------|-----------------------|
| expressing pity | expressing surprise |
| expressing pleasure | asking for repetition |
| expressing joy | |

32 Listen again and write down the interjections used to express these emotions.

track 26

33 Work in pairs. Add more interjections to the categories in Ex. 31.

34 What interjections can be used to

- | | |
|----------------------------|-----------------------|
| express agreement? | show doubt? |
| greet somebody? | express disagreement? |
| call somebody's attention? | |

Ah!	Wow.
Hey!	I see.
Lovely!	OK!
Oh!	Hello!
Really?	Sure.
Err ...	Hmm ...
Mmm ...	Hi!
Right.	Oh, dear!
Well.	Hurray!
Pardon?	Eh?
Fine.	

Speaking

35 You are going to compete for the title of the best storyteller. Choose one of the stories from Ex. 28 to tell. Follow these steps:

1. Choose a role for yourself. It may be a character from any story or a member of the public who watched the event.
2. Organise groups of students who have the same roles and discuss your stories together. Help each other to make up really good stories.
3. Organise yourselves into new groups where all the people have different roles.
4. Tell your stories in your new groups. Encourage the speakers and show your emotions using the interjections shown above.
5. Return to your initial groups, discuss the stories you have heard and vote for the best story. Give your reasons.

Role Play



36 Think of your own embarrassing situations you have experienced and tell your true stories to each other in groups.

Reading

37 Put these events in the order they might have happened in the story. Then read the text and check whether your order is correct.

- The woman went to the pharmacy and returned to her car.
- The doctors examined her head and stated that she was unharmed.
- She left the food in her locked car.
- The woman felt something wet on her neck.
- She waited for the doctors to arrive.
- Something exploded on the back seat of her car.
- The woman bought some food in a supermarket.
- She dialed 911.

Urban legends

During the very hot summer, a woman stopped to buy some food for a big family party: some salad, a frozen turkey, and a couple of packets of biscuits.

She had to run into the pharmacy, and she thought the food would be OK on the back seat of her car for a few minutes even in the terrible heat. When she returned to her car minutes later and started up the engine, she heard a loud sound and felt a sticky wetness on the back of her neck. She thought that she had been shot!

She quickly pressed her hand to the wound, hoping to hold her brain in place while she dialed 911 on her cell phone. Then she sat and waited for the ambulance to arrive.

When the doctors arrived, she was still pressing her handkerchief to the back of her neck. They examined her neck and found out that she was unharmed. In fact, she wasn't holding in her brain but a biscuit that had exploded from its package due to the intense heat in the locked car!

Info

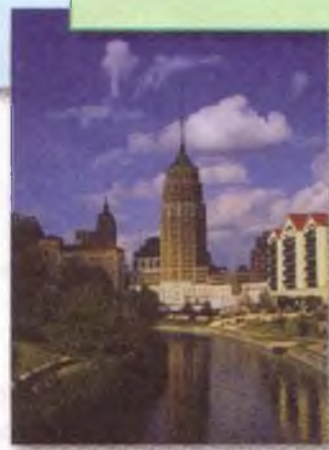
What is an urban legend?

Generally speaking, an urban legend is any modern, fictional story, told as truth, that reaches a wide audience by being passed from person to person. Urban legends are often false, but not always.

A few turn out to be largely true, and a lot of them were inspired by an actual event which evolved into something different as they passed from person to person. More often than not, it isn't possible to trace an urban legend back to its original source — they seem to come from nowhere.

38 Read the text again and give it a title.

39 Work in pairs. Decide whether it is likely to be a true story. Give your reasons.



Grammar

40) Work in pairs. Look through the text again and explain why the underlined verbs have these forms. Answer these questions:

1. Why is *would* used here?
2. Why *returned*, *started up*, *heard*, *felt* have the same verb form? Find more examples of this in the text.
3. What verb tense is this — *had been shot*? Why is it used here? Find another example of this tense in the text and explain why it is used.
4. When the doctors *arrived*, she *was still pressing* her handkerchief to the back of her neck. What action was it interrupted by? What grammar tense is used to show this?

41) Put the lines of this urban legend in the correct order:

- a. As he was walking around the field, he approached the watermelon with the note on it.
- b. The note said "One of these watermelons has been injected with poison."
- c. After a while the man got angry and decided to put an end to it.
- d. So the next day the man wrote a note and put it on the nicest watermelon he could find.
- e. Often some kids came by and ate the watermelons.
- f. A few days passed and his watermelons were almost ready to be taken to the market.
- g. When he bent over to take it off, he noticed another note right next to it.
- h. A couple of years back there was a watermelon-field owner living in California.
- i. It read "Now one more watermelon has been injected with poison."

Glossary

- watermelon** — арбуз
to inject — сделать укол, инъекцию
poison — яд



If you pay close attention to the time words and phrases and verb forms in this story, it will be easier to put the events in the correct order.

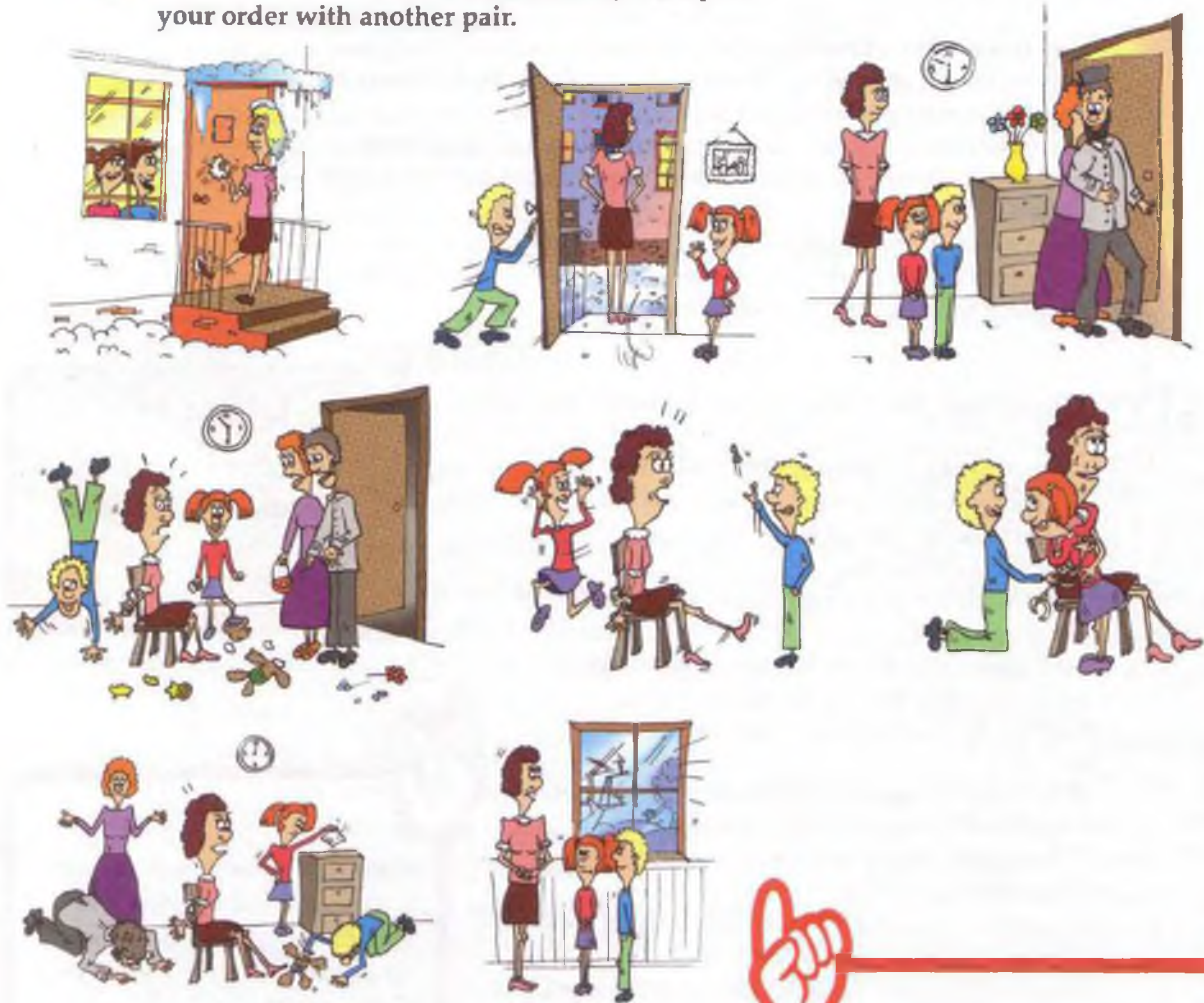
Contrasting past and present

Used to is for habits and states in the past.
 Example: People **used to get married** in June.
 People **didn't use to bathe** in clean water.
Did people **use to cook** food for nine days?

We cannot use *used to* for actions that happened only once.

Writing

42) Work in pairs. Look at the pictures and put them in the correct order to make up a story. Compare your order with another pair.



43) Work in groups of 3-4. Discuss these questions and make notes of your decisions:

1. Who are you writing for?
 - your teacher
 - your friends
 - youth magazine readers ...
2. Why are you writing?
 - to inform
 - to entertain
 - to frighten ...
3. What will the atmosphere of your story be?
 - sad
 - funny
 - neutral ...

A good story has a clear structure.

Beginning
(it describes the scene and introduces the characters)

Main part
(it gives the events of the story and describes people's feelings)

Ending
(it describes the outcome of the events and gives the final thoughts of the characters)

44 In your group write the first draft of your story. Follow the plan and use the words from the box.

45 Read your first draft and check it against these questions:

1. Have we followed the plan?
2. Have we covered all the main events of the story?
3. Have we focused on the main characters of the story and given them life?
4. Have we chosen the correct grammar tenses and kept to them?
5. Have we thought about vocabulary and sentence construction — is there a variety?
6. Have we used some questions, exclamations or direct speech to make the story more vivid?

46 Write the second draft of your story making changes and check it for silly mistakes in spelling, punctuation, capital letters, paragraphs etc.

Do you like your story?

47 Display your story in class and read the other groups' stories.
Vote for the best story.

USEFUL LANGUAGE

to baby-sit
to put somebody to bed
the noise outside
to bark
to step onto the porch
to slam the door
to lock the door
to be freezing
to laugh at somebody
to play around
to let somebody in
to accept an apology
to handcuff somebody
to throw something across the room
to be cuffed to
to get somebody out

FOR YOUR PROJECT

48 "My True Story"

Compile a book of your class's curious stories. It may consist of jokes, your own funny or embarrassing stories, modern urban and local legends.

Isn't It Surprising?

Warm-up

- 1) Is news important in your life? Why? Why not?

Listening

- 2) Work in pairs. Look at the pictures and say what these stories might be about. The words below may help you.



litter bin,
to throw away,
reward



cockpit, on the flight,
to escape, to scratch



gold medals,
absent-minded,
hotel room

USEFUL LANGUAGE

This story might be about ...
The picture shows ...
I think ...
I guess ...

- 3) Listen to these radio news stories and match them to the pictures above.

track 27



- 4) Listen again and decide whether these statements are true (T) or false (F). Correct the false statements.

track 27

- The cat was going from Vienna to Brussels.
- The cat didn't like the pilot and attacked him.
- The passengers had to take another flight to Vienna.
- The Brazilian put the money into the bin by mistake.
- The cleaner took the money.
- The person who finds the money will be given a half of it.
- The Olympic champion left his medals in the hotel.
- The medals were found by a cleaner.
- The Olympic champion realised at once what had happened.



First read the statements
and after that listen again.

- 5) Work in pairs. Discuss the questions:

- Do you think you have heard real life stories? Why?
- Which story seems the funniest to you? Why?

Speaking

- 6) Look at the news headline. What might the story be about?

Man, 87, takes on university degree

- 7) Work in pairs. Match the words and phrases to the questions below:

to start a degree university	wants to study was born in ... he has ...	pension to pay for studies student colleagues	the dean of the faculty
has a passion for ...			

1. What happened?
2. Where does the man come from?
3. Why did he decide to go to university?
4. What is he going to study?
5. What are other people's reactions to his decision?
Think of other students, teachers, his family.

USEFUL LANGUAGE

A German/Italian/Russian ... who ...
... from Moscow/London, who ...
Now he's about to ...
... told/said/described ...
However, nearly three months/
two years passed before ...
The idea that ...
I hope ... because ...

- 8) Answer the questions above.

- 9) Prepare a short news story about a 87-year-old student for a radio programme. Use Ex. 7 and words and expressions on the right.

- 10) Work in groups of 3–4. Choose one of the headlines for radio news stories and answer the questions to make up a story. The words in the boxes will help you. Get ready to tell your story to others.

A. Cat trapped under decking for eight weeks

1. What happened?
2. Where did it happen?
3. Why did it happen?
4. What did the cat's owners do?
5. What did the cat feel?
6. What was the outcome?

USEFUL LANGUAGE

to survive, garden decking, to drink rain-water, washed four times, eight weeks, mewing, looking for, a vet, two months, to eat insects, to feed six times a day, pretty deaf

B. Lottery winner wasn't sure he wanted £6m

1. What happened?
2. Where did it happen?
3. Who was the lottery winner?
4. Why didn't he want the money?
5. What do other people think about him?

USEFUL LANGUAGE

to win a jackpot, to remain anonymous, six correct numbers, three months, the lucky winner, to think things over, a new millionaire, to set up a charity

11) Present your story and listen to other stories. Complete the evaluation card:

	Content	Interesting details	Vocabulary/grammar	Presentation
Story 1				

12) Answer the questions individually and then discuss them in your group:

- Which story was the most
 - exciting?
 - informative?
 - funny?
 Explain your opinion.
- What would you add to/change in your story?

Reading

13) Match the parts of the articles to the sections of the newspaper where they can appear:

- | | |
|------------------|-------------------------------|
| a. home news | e. showbiz news |
| b. foreign news | f. letters/Agony Aunt section |
| c. advertisement | g. sports news |
| d. horoscope | |

Info

The **press** usually refers just to newspapers, but can include magazines. Newspapers are either **tabloid**, a format usually associated with the **popular press**, or **broadsheet**, associated with **quality journalism**.



1

Whatever the name, the results, for most, were there. Chelsea came second in the league, behind unbeaten Arsenal, but ahead of powerhouse Manchester United. In Europe's top club competition, Chelsea reached the semifinals, beating the Gunners in a memorable quarterfinal.

A 113-year-old Dutch woman became the oldest registered living person when the previous title holder died in Puerto Rico.



3

2

Parliament may ratify the Conventional Forces in Europe treaty this summer, a senator said on Tuesday. He spoke after parliamentary hearings on the treaty in the Duma.

4

These titles are among the best-selling books in the world. You'd read them if you had time. But you don't? Fortunately, there is an effective solution. Audio books.

I was happy until I started at secondary school, but for the past two years I've been bullied by two girls who spread rumours about me. I've told my mum but she doesn't know what to do. Please, help me.



5

6

Tsk! Drew Barrymore has been misbehaving — she got a telling-off at her local cinema after queue-barging the popcorn line. "Just because you're in the movies it doesn't mean you can push in," shouted the woman behind the counter.

7



As your own planet, Jupiter, meets Venus, it closes one door to your past and opens another one to your future.

14) Work in pairs and answer the questions:

1. Which of the sections above are likely to appear in
 - a teenage magazine?
 - a sports magazine?
 - a travel magazine?
 - a local daily newspaper?
 - a TV magazine?
2. Which section would you read first? Why?
3. Which section would you not read? Why?

USEFUL LANGUAGE

I think this is a piece of ...
because it mentions ...
I would read ... first because ...
I would never be interested
in reading ... because ...

15) Make up a list of newspapers/magazines which you read. In groups of 3–4 find out the three most popular newspapers/magazines.

16) Work in groups. Read the headlines and make up a list of words which you think will appear in the articles:



Rottweiler owner's brush with death

UFO Mystery in Southeast Missouri Solved

Friends complete 'world's highest formal dinner'

17) Read the articles and say how many words you managed to predict. Match the titles to the articles.

1 That was no UFO in the skies above the southeast Missouri town of Jackson.

A UFO that was the talk of Jackson has turned out to be nothing more than a school game gone wrong. Three weeks ago, Zach Stanfield, 16, videotaped a disc-shaped object hovering in the sky above his home. The Southeast Missourian newspaper ran a front-page photo of the disc, taken from the video, with a story about an unidentified flying object hovering over Jackson. But there were no little green men inside it. The UFO actually was a balloon that had been for schoolchildren. In an effort to make it fly, Cherie Moore, a schoolteacher, put too much helium inside the balloon and it floated away. Cherie Moore said she and her husband just about died when they saw a newspaper report on the supposed UFO. An air traffic controller at the airport said too much helium would have given the disc the strange hovering effect seen in the tape, especially on a day with mild winds.

Glossary

disc-shaped — дискообразной формы

to hover — to keep the same position in the air

UFO (unidentified flying object) — НЛО

effort — попытка



2 A group of friends have set a new world record for the highest altitude formal dinner. Six Britons and one Australian had a five-course meal 22,000 ft up Lhakpa Ri mountain in Tibet on May 3. The team wore white ties and top hats and carried up tables, chairs, silver cutlery, floral centrepieces, a candelabra and their food and wine. The team is awaiting official confirmation from the Guinness Book of Records. Although they actually climbed 23,113 ft, hurricane-strength winds forced them back down to a more sheltered point at 22,326 ft to hold the dinner. Group member Rob Sully said: "We came, we climbed, we dined."

Glossary

- altitude** — высота над уровнем моря
silver cutlery — столовые приборы
floral centrepiece — цветочное украшение
candelabra — подсвечник
hurricane — ураган

3 A German man who tried to give his pet Rottweiler cleaner breath by brushing its teeth is recovering in hospital. Police said that the 60-year-old from Karlsruhe ended up being badly bitten and was lucky to survive. The man said: "I can't understand it, I even used a special dog toothbrush I bought at the pet shop and I thought he wouldn't mind." The German man said he was only able to save himself by playing dead and making his dog let go and return into its kennel. The man lost large amounts of blood and was taken to hospital in an ambulance.

Glossary

- to bite (bit, bitten)** — кусать
to play dead — притвориться мертвым
kennel — будка
ambulance — скорая помощь

18) Work in pairs. Read the articles again and say what the words from the list below have to do with the news stories above:

top hats	helium	ambulance
toothbrush	pet shop	winds
space	friend	mountain
game	Guinness Book of Records	nice view

19) Work in pairs. Discuss the questions:

- How was the situation described in the first article made possible? How could it have been prevented?
- Why did the newspaper publish the information without checking it?
- Why can the dinner in the second story be called a formal dinner?
- What should the pet owner from the third story do after the accident?
- Which story seems the most interesting to you? Why?
- Which story do you like best? Explain your answer.

USEFUL LANGUAGE

I think ... refers to the first story.
 The word(s) ... is/are related to the second story.
 The word(s) ... has/have nothing to do with the stories above.

Grammar

20 Read the sentences from the texts and answer the questions:

1. *A UFO that was the talk of Jackson has turned out to be nothing more than a school game gone wrong.*
 - a. Is it a present or a past event?
 - b. Is this information important for the reader?
 - c. Is this event connected with the present time?
 - d. What grammar tense is used to express these things?
2. *Cherie Moore put too much helium inside the balloon and it floated away.*
 - a. Is it a present or a past event?
 - b. What kind of information does this sentence give?
 - c. What grammar tense is used to express this?

21 Group these time expressions into two categories and fill in the table below:

yet, yesterday, ever, the week before last, since, last month, recently, ten years ago, just, lately, already, in the eighties, for, then, when, all day, this week

"Finished time" expressions	"Time-up-till-now" expressions

Pronunciation

22 Write the Past Simple of the verbs in the correct column in the table according to the pronunciation of *-ed*:

want, talk, turn, videotape, shape, identify, report, record, carry, try, climb, force, wait, compete, live, survive, wash

[ɪd]	[t]	[d]



track 28

Listen to the verbs and check your answers.
Read the words aloud.

Past Simple vs Present Perfect Simple

V2 + "finished time in the past"
expressions: *ago, yesterday, in 1978, ...*

Example:

*I lost my passport **yesterday**.*



has ('s) / have ('ve) + V3 + "time-up-till-now" expressions: *just, already, not ... yet, never, ever, ...*

Example:

*I have lost my passport. (I can't find it **now**.)*



-ed is pronounced:

- [ɪd] when the verb ends in a [t] or [d] sound (**succeeded**)
- [t] when the verb ends in a [k], [s], [tʃ], [ʃ], [f] or [p] sound (**laughed**)
- [d] when the verb ends in any other sound (**arrived, showed**)

Grammar

23) Put the verbs in brackets into the Present Perfect Simple or the Past Simple:

1. I can't find the TV schedule. Where (put) it? — I (put) it in the drawer yesterday.
2. (hear) the news? — Yes, I (see) it on TV yesterday.
3. (read) the article about a UFO in our region? — Yes, I (see) it last Monday in the newspaper and (read) immediately. I can't believe this is true!
4. When (see) this film for the first time?
5. (finish) the report yet? — No, I am planning to do it tomorrow.
6. I (not to have) time to watch TV for two weeks. — Oh, why? — I (have) a lot of homework lately.

24) Choose the correct verb tenses:

I've represented my school in cycling

Sam (1) **has competed/competed** for his school in cycling and in his report he tells us what he loves about the sport.

"My first experience of cycling (2) **have been/was** on holiday when I was eight. I (3) **have enjoyed/enjoyed** cycling so much that soon after I turned nine, I (4) **have joined/joined** my Dad at our local club. I entered my first competitions and was surprised and happy to find that I could actually win medals!

Within one year I (5) **have been chosen/was chosen** to represent my class, the next year my school.

To get to this position I (6) **have had/had** to work very hard, but it (7) **has been/was** fun and fantastic to meet and to compete with the best pupils from different schools, including some teenagers who (8) **have competed/competed** in the championship a year ago. I (9) **have made/made** new friends and look forward to meeting them again and who knows, there is always the next Olympics!

I love cycling as it is a 'sport for all' whether you are young or not so young, a beginner or experienced cyclist, we all go together and can achieve our personal goals."



25) Compare the headlines and the first sentences from the news reports below. Think of

- grammar
- content

Olympic champ forgets medals

An absent-minded Olympic champion has left his two gold medals in Athens.

Friends complete 'world's highest formal dinner'

A group of friends have set a new world record for the highest altitude formal dinner.



A typical pattern in a news story is for the opening sentence to be in the Present Perfect Simple and the details of the story to be in the Past Simple.

26> Expand these newspaper headlines into full sentences:

1. **Dog Survives 300 ft Fall**


2. **Old Soldier Found Lost Comrade — Next Door**

27> Look through the text in Ex. 24 and answer the questions:

1. What tense is used in the first sentence?
2. What tense does the boy use to describe his sports career?
3. Why does he use some verbs in the Present Perfect Tense in the last two passages?


28> Choose one of the headlines from Ex. 26 and write a short news story.

Listening

 29> Listen to the teenagers speaking about their reactions to the news and tick whether the speaker is scared by it or not:
track 29

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5
- Speaker 6



 30> Listen again and say which of the speakers
track 29

- a. had bad dreams at night.
- b. would like to hear more positive news.
- c. says that scary and depressing news helps us to see the real picture of the world.
- d. believes that we can't prevent anything bad that might happen.
- e. thinks we shouldn't pay much attention to the news.
- f. understands that the news is real and suffers because of it.

Info

Watershed — *sing., BrE*
a time in the evening when television stations start to broadcast programmes that are only suitable for adults.

31 Work in pairs. Discuss the questions:

1. Do you often watch or listen to news programmes?
2. Whose reaction to the news is the closest to yours? (See Ex. 30.)
3. Do you agree that the watershed is a good tool to prevent little children from watching scary programmes?

Vocabulary

track 29

32 Listen to the teenagers again and write down words and phrases they use to express their attitude to the news.**33** Divide the words from your list into two categories — positive/negative.

What do you feel when you listen to the news?
Work in pairs. Add more words to the list.

34 Look through the articles you have read in the unit and make a note of what you feel while reading them. Work in groups of 3–4. Discuss your feelings and choose the most scary/exciting/interesting/boring article.**Reading****35** Work in pairs. Read these pieces of advice given by a psychologist and put them in order of importance. Compare your rating with another pair.**What to do if the news upsets you**

If you're worried because of something you've heard in the news:

- Always check the facts if you hear a nasty story — it might not be true or it could be exaggerated.
- Remember that things in the news are often in the news because they don't happen very often.
- Discuss the news with your friends or chat about it on a message board. You'll be reassured that you're not the only one worried.
- You could also talk to your teacher about it — maybe you could have a class discussion which would help you understand the issue better.

If you're having nightmares or trouble sleeping because of something you've heard in the news:

- Tell your mum or dad — reassurance from them will make you feel much better.
- Try talking about your nightmare or even drawing it. This will help you to confront your fear.
- Surround yourself with things that make you feel secure at night — even if it is your old teddy bear that you keep hidden from your mates!
- Try to balance the news you read. If you read a bad story, then try and read a happy one before you go to bed.

36 Work in groups of 3–4. Imagine you are journalists and discuss the questions:

1. What pieces of advice from the list above will you take into consideration when writing an article?
2. What would you include in the article?
3. How would you organise your article?




1. Look through the articles you have read in the Unit.
2. Make a plan of an article.
3. Include different things that could be mentioned in a news story.

Pronunciation

 **37** Listen to the teenagers discussing school news before the lesson and tick the expressions they use.

track 30

- Congratulations!
- Great!
- How awful!
- How interesting!
- How terrible!
- I think it's great!
- I'm really sorry to hear that.
- Oh no!
- Oh, dear!
- Poor you!
- Really!
- What a shame!
- Wonderful!
- You are kidding!

 **38** Listen to the recording again, repeat the expressions and imitate the intonation.

track 30

Speaking

39 Work in pairs. Think of a recent news you would like to tell your classmates about. Make a list of 3–4 interesting news and get ready to present them in 1–2 sentences.

40 Work with another pair in groups of 4. Take turns to present your news and express your feelings about the news from your classmates. (See the expressions in Ex. 37.)



Think what news may be interesting to your classmates. It can be school or local news as well as some curious facts you have recently learned or some personal information you would like to share.

FOR YOUR PROJECT

41 Work in groups of 3–4. You are going to take part in a radio programme.

Prepare a news report for the programme about anything that has recently happened in your school/town/region. Write a script of your report.



1. Spend a few minutes writing down and discussing all possible ideas of what news to include in the programme.
2. Use the plan of an article (Ex. 10).
3. Think of a headline/short introduction for your news story.

Project Page for Units 4-6

Making a radio programme

Your group is working for a youth radio station. You have been asked to prepare and broadcast a 15-minute-long radio programme. This programme will be put on internet radio and people in different countries will listen to it. Your aim is to make an interesting programme using the material prepared by the students of your group.

1. In your groups look at the materials you have collected while working on Units 4–6.

These are:

- a personal story about an important event in the past
- a "constructivist" poem
- a true or imagined story
- a joke
- an embarrassing story
- an urban legend
- a local legend
- a news report about something that has recently happened in your school, neighbourhood, city or region.

2. Discuss all the material and decide which information is worth broadcasting. Choose only the 3 or 4 most important items that might be interesting to the listeners.

3. Decide on the title and topic for your programme. Agree on the order different parts will appear in your programme and on the timing. (Each part of the programme shouldn't be longer than 3 minutes.)

4. Decide who will do what in your group.

You may take the role of:

- the presenter of the programme who will introduce each speaker
- speakers who will present their stories or other items
- an interviewer who will ask the speakers questions
- an announcer who will read the news
- a radio engineer who will record the programme
- a sound effects engineer to accompany your programme

5. Prepare and rehearse your programme. Don't forget to be careful with the time it takes to make it!

6. Present your programme. You are on air now!



Work on the programme all together and help each other. Many hands make light work!

Choose interesting material and original ways of its presentation.

Check whether the material for your programme is good enough to be presented.

Speak clearly and fluently during your part of the programme. Be artistic!

Accompany your programme with sound effects and/or some music. This will make your programme enjoyable and exciting!

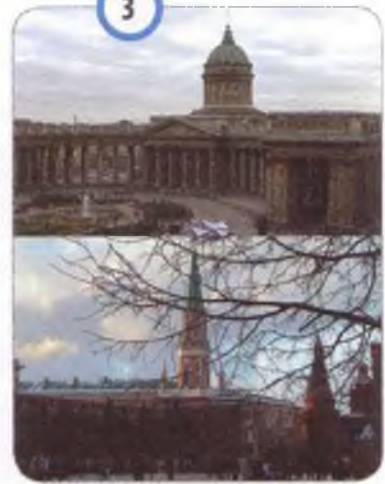
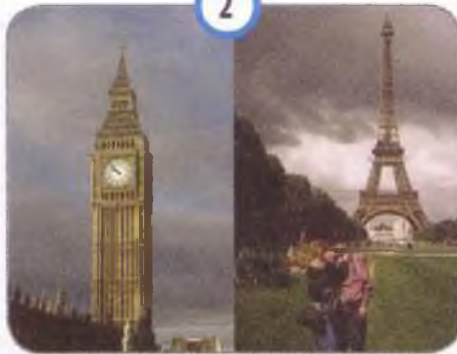
My Success Checklist

I know	Yes	No
The difference between the words remember , memorise , forget and their derivatives		
How to use the Past Simple and the Past Continuous		
Useful words to describe feelings		
How to use was able to and could		
Useful words to describe home facilities		
How to use used to		
More words related to going on a trip		
How to use the Past Perfect		
More time markers to show the sequence of events		
More about writing stories		
More about the structure of a newspaper or a magazine		
How to use the Past Perfect and the Past Simple		
More time markers used with the Past Simple or the Present Perfect Simple		
Useful words to express attitudes		
I can		
Talk about my childhood memories		
Understand and pronounce words with the sounds [aɪ], [i:], [ɪ]		
Write a simple poem		
Find out about and describe events in the past		
Understand and tell stories		
Understand and pronounce words with the sounds [eɪ] and [e]		
Understand and use interjections		
Talk about embarrassing situations in my life		
Write a story		
Understand news stories		
Understand newspaper headlines		
Give a piece of news		
Understand and pronounce words with the sounds [ɪd], [t], [d]		
Understand others' opinions		
React to the news appropriately		
Write a script for a news report		

Out and About

Warm-up

- 1) Look at the pictures and say where the people go and what they do on holiday and at weekends:



- 2) Think about your holidays and weekends and answer the questions:

What are your plans for the weekend? Where are you going?
Are you going to do anything special? What are you going to do next holiday? Are you going to do anything like the people in the pictures above?

Grammar

- 3) Study the box and match the definitions and the examples.
- 4) Look at the pictures and say what the people are doing and what they are going to do. Add more sentences if you want.

Example: They are making an order in a café. They are going to have dinner.

To be going to + V

- a. Future decision or intention made before the moment of speaking.
- b. Future predictions.
- c. Future facts with non-action verbs.

Example:

I am going to tell her the truth.

They are going to stay with us.

It's going to rain in the afternoon.

This coat is going to cost a lot in this shop.



- 5) Mime what you are going to do and let your friends guess and say it.

Reading

- 6) Read the extracts from three letters and think where the people are going to and where from. What is the purpose of their trip? Fill in the table:

	From	To	Purpose
Text A			
Text B			
Text C			

A

Last year I was bitterly disappointed when our tour was cancelled because the company didn't book the flight in time. This time we are going to travel with a different company and they have already booked the accommodation and the flights, but the tour this year to Moscow, St. Petersburg and Vladimir will be 100 pounds more than in previous years. I don't know how many teachers will be prepared to pay that sum of money to visit your country for seven days. I will just have to wait and see.

If the tour takes place, we'll visit St. Petersburg first, arriving at 19.40, from Heathrow, London, on Saturday, October 20. We will then stay in St. Petersburg until Tuesday, October 23 and on that day we will take the overnight train to Moscow. We are going to spend four days in Moscow and Vladimir visiting some schools and seeing the sights and fly back home from Moscow on October 27.

It is too early to make any plans so I am not going to do that. First I will just have to wait and see if there is a demand for the tour. However, I will keep you informed.

Info

Heathrow — an airport in Britain, situated near London; one of the biggest airports in the world

B

The semester here ends in two days which personally makes me quite happy as I am going to have a really good rest. Though our semesters are only about 12 weeks, and I can't complain about having too many courses, I'll be glad to have our long summer break. I'm planning to go to a summer resort in Massachusetts with my daughter Alice and my friend Susanne. We're all looking forward to it and are going to fly on July 24 and return for the beginning of Alice's 4th school grade on August 14.

The resort is going to be a lively town with bookstores, movies, places to eat, and beaches. I'll send you a postcard from there and hope that it gets to you sometime. My main concern and hope is that Alice finds friends to play with so she doesn't get bored.

I'm happy to be going to the US, if only just to hear English, eat American food, read the daily newspaper on the day when

Glossary

demand — спрос на что-либо

resort — a place where a lot of people go on holiday (seaside, mountain resorts)

environment — conditions in which you live and work

it's published, and buy some videos which I hope will be inexpensive. It's important for me to leave Germany for English-speaking environments and environments which I find more culturally comfortable, familiar.

The Winter Semester begins at the end of October this year. We are going to get back early, so I'll have time to prepare for my courses, which will be nice.

C

Since last fall our son Chris has been preparing for the time after school and Russia, St. Petersburg, has become his new focus. The thing is that Chris has chosen civilian rather than military service and an organisation called "Christians for Europe" accepted his application, and is going to send him to St. Petersburg this coming fall for service with homeless children. He welcomes the opportunity to be immersed in the Russian language, and all of us hope he will take it seriously.

This is where my request to you comes in. Chris is going to live in St. Petersburg for 12 months from September 1, 2004, rooming with other young people from Hamburg and working in a home for homeless children on the outskirts. He will be working 4 days a week, with a long weekend to stay in St. Petersburg. However, we think there will be ups and downs during his stay. Perhaps he would be able to call you in case he needs somebody to talk to?

My wife and I are going to visit St. Petersburg in October with a choir and to see how Chris is. We arrive on Saturday, October 2 and leave on October 7 early in the morning. The concerts are planned for Tuesday and Wednesday. They start at 7 pm.

Info

*In some countries young men can choose between **military service** (army service) and **civilian service** when they work in hospitals, orphanages (детский дом) and homes for elderly people; they help nurses and do different jobs.*

Hamburg — a city in Germany

Glossary

choir — a group of people singing together

request — something you ask for

outskirts — areas situated far from the city centre

ups and downs — «взлеты и падения», хорошее и плохое

Info

In some countries school begins in mid August, usually on a Monday.

*In many countries a course of study at the University consists of two **semesters**. They are often called winter and summer semesters, though the time and duration differ in different countries.*

Massachusetts — one of the states in the USA

Glossary

Examples of American English:

fall — autumn (BrE)

to room with — to share a flat with somebody (BrE)

to be immersed in Russian — to live in a situation when you hear and use only Russian

7) Read the texts again and for statements 1–10 find the answers in text A, B or C. Tick the correct box(es):

	The letter-writer says or does the following	A	B	C
1	works as a teacher			
2	welcomes the opportunity to speak his/her native language			
3	asks for help			
4	speaks about social work			
5	goes on such trips quite often			
6	writes about a previous negative experience			
7	writes about his/her children			
8	mentions the prices			
9	talks about a long stay in the country			
10	expresses his/her doubt about the trip			

8) Look through the texts again and answer the questions:

1. Why was the group leader bitterly disappointed? Why is it difficult to organise a tour this time? What will they do if the tour takes place?
2. Where is the writer of text B going to spend her long summer break? What does the place look like? Why is she happy to go to the US?
3. Why is Chris going to Russia? What is he going to do? How long is he going to stay? When are his parents coming to Russia? What is their attitude to his trip?

Grammar

9) Look at the timetable and say when the first/last train to ... leaves and when it arrives in ... :

Расписание движения пассажирских поездов					
№	Сообщение	г. Нижний Новгород		Нач. п. отпр.	Кон. п. приб.
		приб.	отпр.		
1	Омск — С.-Петербург	23.54	0.10	10.20	17.32
2	Киров — Москва	2.27	2.42	20.15	9.42
3	Пермь — Москва	2.37	2.52	11.57	9.57
4	Пекин — Москва	6.57	7.12	7.40	14.28
5	Томск — Москва	8.55	9.10	7.37	16.10
6	Иркутск — Москва	9.43	9.58	11.20	16.42
7	Владивосток — Москва	10.47	11.04	13.17	17.42
8	Нижевартовск — Москва	10.57	11.12	13.52	19.00
9	Пермь — Симферополь	12.50	13.10	20.09	20.29

Present Simple

For timetables and calendar events

Example:

**The train leaves at 3.15 pm.
The performance starts at 7 pm.
The Winter Semester begins at the end of October this year.**

- 10** Work in pairs. Choose from the timetable any city or town which you would like to visit at the weekend. Think of a place where you are now. Say when your train leaves and arrives.
- 11** Say how you can get to Moscow, St. Petersburg or other cities and towns from where you live. How do you get back?

USEFUL LANGUAGE

to go by train, by bus; to fly; to take an overnight train; to book a flight; to return, to stay there at night, to get back

- 12** Read the theatre repertory and say what is on and when each performance starts:

July 8, Tuesday, 7 pm Semyon Kotko (Prokofiev)	July 12, Saturday Matinée, 12.30 pm Carmen (Bizet)
July 9, Wednesday, 7.30 pm Khovanshchina (Mussorgsky)	July 12, Saturday Evening, 8 pm Othello (Verdi)
July 10, Thursday, 7.30 pm Eugene Onegin (Tchaikovsky)	July 13, Sunday Matinée, 12.30 pm Faust (Gounod)
July 11, Friday, 7.00 pm The Legend of the Invisible City of Kitezh (Rimsky-Korsakov)	July 13, Sunday Evening, 8 pm Aida (Verdi)

Speaking

- 13** Work in pairs.
Student A: read the TV programme.
Student B: ask questions about the programme.

USEFUL LANGUAGE

Are there any ... programmes on tomorrow?
When does the ... programme (film, concert) start?
When does ... finish?
What ... is on at ... am/pm?

Television

Sunday Morning	Sunday Afternoon	Sunday Evening
6.00 News	12.00 Music Festival: Country	6.00 Boxing Championship
6.45 Local News	Music's Biggest Party	8.35 BBC World News
7.00 Film: Tom Sawyer	2.00 Film: Mary Poppins, a musical of absolute charm	9.00 World Business
8.40 Documentary: Welcome to New York	3.30 Really Wild Show	9.15 Concert: 100 Greatest Songs
9.30 Tsunami: Seconds from Disaster	5.00 The News Hour	11.00 Film: Forever Young (Mel Gibson)
10.00 Paid Programming	5.50 Weather	12.30 National Football League

- 14) Look at the tickets and say what you are going to do or see, when the event starts and finishes, how much you have paid etc:



Adult
08/07/07 FRI
3:50 To 4:00

Remember to visit the
Cadbury Collection

VISITORS SHOULD PRESENT THIS
TICKET FOR ADMISSION TO THE
MAIN EXHIBITION BETWEEN
THE ABOVE TIMES

INDIVIDUAL 146801 £1.5

TOUR No 1

INTRODUCTORY

TOUR OF THE UNIVERSITY

DURATION 1 hr Price £1.00

67 Observatory Street, Oxford OX2 6EP Tel: 510876

ROYAL SHAKESPEARE THEATRE
The Comedy of Errors
£ 8.00

THU	Matinee
9 August	1.30 pm
BALCONY	B 9
DOOR 3	

- 15) a Pair work. Both you and your partner are going to do something interesting at the weekend. Read the information about your plans. Be ready to ask and answer the questions using the Useful Language Box.

History Museum, 25 Long Avenue. More than 200 exhibits — old houses, clothes, jewellery.
Prices: Adults £5, students £1. Open daily 10 am — 6 pm.

Ex. 15b is on page 111.

USEFUL LANGUAGE

Where ... going?
Address?
Ticket?
What ... do there?
When ... home?

Listening

16> Look at the people in the pictures and say

- who the people are,
- where they are,
- what they are doing,
- what they are going to do,
- what is going to happen.



USEFUL LANGUAGE

- social worker
- project, social project
- grant, cash grant
- social services department
- scheme = service
- joint project
- campus

17> Work in groups and discuss the meaning of the words and phrases in the box. Consult the dictionary and ask your teacher for help if you need it.

18> Listen to the text about the changes in everyday life of different people who live in the Breadfield area and fill in the table:

track 31

	What kind of services or changes are going to be introduced?	Who is the project for?	How much is the new service going to be?
Project 1			
Project 2			

19> Mark the statements as true (T) or false (F). Listen and check.

track 31

1. Pensioners in Breadfield city are invited to take advantage of a new shopping service.
2. Residents in the Breadfield area will be picked up in the city centre for a journey.
3. The door-to-door minibus shopping service is a joint project run by the social services department and the University.
4. The minibus service starts in January and will run on Wednesdays and Thursdays.
5. Elderly people will pay only eighty pence for the journey to and from the city centre.
6. The service will make shopping for elderly people easier.
7. The social services department is starting a project to provide elderly people with accommodation.

20> Do you think these services and projects are important? Can you think of a social project like that in your area? Make notes for your final project.

Reading

21) Look at the pictures, read the info and answer the questions:

1. Who are these attractions for?
2. When are these attractions available?
3. What are the visitors going to see there?

Cadbury World Tour

Visitor Guide

- Family story
- Factory tour
- Demonstration area
- Outside attractions

Open daily from
10 am till 6 pm, last
admission at 5 pm.

The Magic of Longleat, Exciting attractions

- Stately Home,
- Safari Park,
- Pet's Corner,
- The Railway,
- The Maze

Open daily 10 am
until 6 pm
Safari Park open
1st April until 29th
October 11 am until
6 pm, last admission
5.30 pm.

Dali "Dreams and Fantasy"

exhibition –
sculptures,
oil paintings,
graphics;

works of art in
different artistic
techniques

Open 7 days a week
(closed Christmas Day)
10.00 am – 5.30 pm
(last entry).

Royal Opera at Covent Garden

Enjoy the world's best
singers in a selection
of favourite opera
classics and four new
productions.

Evenings at 8.00 pm,
matinées at 1.30 pm.

22) Read the advertisements (A, B, C, D) and match each ad to the picture above:

A

The grand tradition of the Kirov Opera returns to London in July with masterpieces by four of Russia's greatest composers. Valery Gergiev, Artistic and General Director of the Mariinsky Theatre, will be joined by today's top singers of Russian opera along with members of the magnificent Kirov ballet.

The Kirov presents *Khovanshchina* by Mussorgsky, a classic masterpiece about 17th century Russia in the traditional, historic Russian style. The production brings us back to a time of religious conflict and political intrigue that led to the rise of Peter the Great. Among other favourite opera classics are *The Legend of the Invisible City of Kitezh* by Rimsky-Korsakov, *Semyon Kotko* by Sergei Prokofiev and *Eugene Onegin* based on the Pushkin novel, Tchaikovsky's masterpiece.

B Visit Longleat, one of the most beautiful places in Britain. There are lots of things to see and do to interest all the family for a whole day. From the moment you arrive you'll be drawn into the magical atmosphere of Longleat. Its splendid Stately Home, amazing Safari Park and a lot of other attractions will keep you busy for hours.

Longleat is home to many of the world's most beautiful and endangered animals. You will see them resting, eating, playing – relaxed, safe and happy. Take your car or our Safari Bus to meet the famous Lions of Longleat. They are just the other side of the glass, as are elephants, tigers and wolves. Take our Longleat tour and you'll never forget it.

C Visit Dali Universe which is a London art attraction dedicated to the great genius of Twentieth Century Art, Salvador Dali (1904–1989). Featuring over 500 works of art, many of which have never been exhibited before anywhere in the UK, this prestigious collection shows over 40 famous museum sculptures, monumental oil paintings, jewellery, and furniture. You are going to see the world's largest collection of rare Dali graphics, and a series of original water colours.

This exhibition provides Londoners and visitors alike with a fascinating insight into the world of Salvador Dali's creative genius.

D Enter the Cadbury World and learn about the history of chocolate. The story of chocolate begins in the Central American rainforests, where the Mayan people developed a drink called "chocolat" from cocoa beans. Later on it became popular with the Aztecs and was brought to Europe by the Spanish.

The Cadbury story. John Cadbury opened a tea shop in Birmingham in 1824, where he experimented with making a cocoa drink as an alternative to alcohol. His sons, George and Richards, took over the business and started making eating chocolates, first producing Cadbury's Dairy Milk in 1905.

Discover how Cadbury make it – from preparing the beans, through to mixing the chocolate and testing the quality. See where cocoa and sugar come from, and how some of the most popular Cadbury products are made. Pre-booking is essential because the time of tours is fixed.

23 Work in pairs. Read about the likes and dislikes of the three people. Where do you think they'll go at the weekend? Why? Choose from the four options above.

1. **Mary** — a teacher; very interested in Central and Eastern European history, loves painting and often visits art galleries; doesn't like modern art and any sort of entertaining tours.
2. **Steven** — a social worker; loves theatre and art and often visits exhibitions with his wife on weekdays after work; prefers to spend Saturdays and Sundays in the open air with his children, doing something interesting.
3. **Jane** — an art designer; enjoys opera and ballet, loves animals; her friends call her "a chocoholic"; she's sure that she shouldn't miss any event connected with her job.

Listening



24

track 32

Listen to the people talking about what they are going to do during the coming weekend. Decide which of the places above they are more likely to visit (Ex. 22).

Vocabulary

25 Write as many words as you know which go with the verbs *to get*, *to make*, *to take*. Use the reading texts if necessary.



26 Work in pairs. Tell your friend about yourself. Use the question plan. Ask your friend similar questions and let him/her answer them.



1. When do you get up?
2. How do you get to school? When do you get back? Do you take a bus? What bus do you take?
3. What is your hobby? When did you take it up?
4. Who do you get on really well with? Do you sometimes get bored at parties? Why?
5. Do you make plans about the future? Do you want to make a tour to the mountains? When do you think it will take place?



Grammar

27 Fill in the gaps with the verbs in the Present Continuous. Underline the present (one line) and future (two lines) events.

- We (have) a party tomorrow night. Come and stay with us. — How many people (come)? — Just a few.
- What are your plans for tonight? Would you like to come over for lunch? — Sorry, I can't come. I (play) tennis tonight.
- How long you (stay) in Moscow? — Till April 25.
- What you (do)? — Packing. I (leave) tomorrow morning.

Present Continuous

- Future plans and arrangements.
- We know for sure that something will happen in the near future, especially when the time and place are known.

Example:

We are leaving tomorrow at 3 pm.

28 Read Bob's diary for the next week and say what he is doing next week and when:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Classes 9.00–3.00	Classes 9.00–3.00	Classes 9.00–3.00	Classes 9.00–3.00	Classes 9.00–3.00	Meeting Bert 11.00 am	Visiting grand- parents 11.00 am
Dentist 10.30 am	Tennis 4.00 pm	Cinema 7.00 pm	Hairdresser 5.00 pm	Photography class 6.00 pm		

29 Speak about your weekend trip. Use the question plan.



- Where are you going?
- When are you leaving?
- How long are you staying there?
- Are you travelling alone?
- When are you coming back?

30 Study the Grammar Box and complete the dialogues putting the verbs into the correct form:

- A. Jack! Telephone! I'm in the kitchen!
- B. OK. I (answer) for you!

- A. We've run out of tea!
- B. It's OK Mum. I (buy) on the way home!

- A. I've left my textbook at home.
- B. Don't worry! I (give) mine.

- A. I'm afraid I won't be able to finish this work on time.
- B. No problem. I (help) with it.

- A. I don't know what to do in this situation.
- B. Ask Kate. She (advise) you.

Will + V

Decisions made on the spot, at the moment of speaking.

Example:

I'll just wait and see if there is a demand for the tour.



Listen and check.

track 33



I'll go to ... I've never been to a place like that. I'll see ... and visit ...
 I think it is ...
 I can ... I will ... I am sure it's going to be interesting.

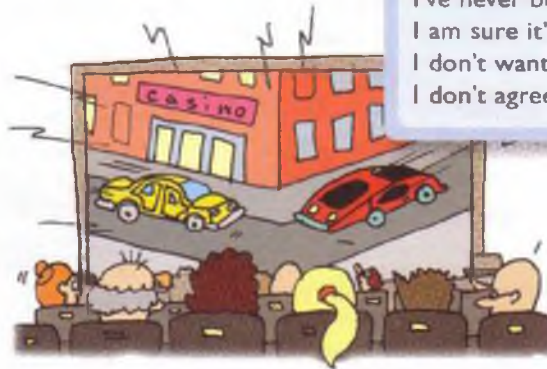
31 Look through the texts about different attractions again. Have you ever been to places like that? Look at the pictures in Ex. 21 and decide where you will go and why.

Speaking

32 Look at the pictures which show different ways of spending your time at weekends. Talk to your friend and decide how you will spend next weekend.

USEFUL LANGUAGE

We could ...
I don't think I ...
Are you going to ... ?
I really like ...ing because ...
What about you?
Do you think it is going to be ... ?
I'll go to ...
I've never been to a place like that ...
I am sure it's going to be interesting ...
I don't want to ...
I don't agree ...



Writing

- 33** You are going to write a letter. Read the two letters. What are the differences between these letters?

Dear Jane,

It was wonderful to hear from you! I have been thinking about you and have been meaning to write for ages now. This will have to be brief for now, but I promise to write a real newsy e-mail in the next couple of days.

Susannah was very pleased to hear from you. She is playing in various concerts and busy practising but otherwise OK. She came over on Boxing Day and we are going to her tomorrow and will see Joanna, her husband and the boys.

We are planning to make a special lunch for Daddy as he was 96 recently... Daddy is OK too but needs quite a lot of help with various things. I am busy learning digital photography and Greek. I had a week in Cyprus with my daughter before Christmas and may go again soon because my grandchildren will be 6 and 4 after Christmas. They now go to Greek schools and talk to each other in Greek although my daughter speaks to them in English.

I recently saw the Moscow Ballet Company doing Swan Lake in Bath. It was really good and I enjoyed it very much. I will write again soon but in the meantime a very Happy New Year to you all.

Love,
Ruth

Mr Peacock
The Orchard
10 Hills Road
Cambridge
CB1 2EU
United Kingdom

Dear Mr Peacock,

Thank you for your presentation proposal for the conference which is going to be held in Cologne 18-20 June 2004.

I am pleased to inform you that your talk proposal has been accepted for the conference, and look forward to meeting you there. The provisional programme will be up on the conference website in about 10 days, so you can see exactly when your talk will be. In the meantime, I will need the following from you as soon as possible:

- 1) a brief biodata (max 100 words) for the conference programme;
- 2) permission to include your e-mail in the programme;
- 3) you will need to register and pay for the conference by 20 April at the latest, please.

The registration form is also on the conference website. Let me remind you that you will need to arrange accommodation in Cologne yourself. I will get in touch as soon as the conference programme is ready. Please write if you have any queries.

Looking forward to seeing you in Cologne!
Sincerely,

Nick Scott,
conference coordinator

University of Luneburg

Wilshen Bruchen Weg 84
2121 Luneburg
Germany
Tel. +49041-31 62855
Fax +49041-31 62859

- 34** What are the differences in the layout, the beginning and the ending, the words and structures used?
- 35** Write a letter of invitation to your friend. Ask him/her to come to your birthday party.

USEFUL LANGUAGE

Dear ...
Come ... / Could you ...
We are going to ...
I am planning to ...
Much love,



You may use this plan:

Salutation

Write what kind of party you are having and when, who is going to come, what you are going to do.

Explain how to get to your place.

Express your desire to see your friend.

Closing remarks

Name

15>b Pair work. Both you and your partner are going to do something interesting at the weekend. Read the information about your plans. Be ready to ask and answer the questions using the Useful Language Box.

New swimming pool, 15 High street. Fitness classes and aerobics. Prices: Adults £3, students £2 per hour. Open Tuesday – Friday 11 am – 8 pm; Saturday, Sunday 10 am – 10 pm.

Ex. 15a is on page 102.

USEFUL LANGUAGE

Where ... going?
How long ... ?
How much ... ?
When ... back?

FOR YOUR PROJECT

36> Work in groups of 3–4. You are going to start a social project in your area and present it on the website. Do the following to prepare your presentation:

1. Think of what could be done to help people who live in your area, town/village (charity concerts, cleaning the city, helping people in hospitals and elderly people at home etc). Discuss your ideas in groups.
2. Prepare a questionnaire to find out what help is most important for people of different age groups (your friends, parents, grandparents, their friends etc).
3. Interview the people. Their answers are very important for making a final decision. Make notes while talking to them. Take photos.
4. Make a final decision about the social project you are going to start.
5. Discuss in groups and write down all the stages of the project — what can be done, how to do it, who could do it etc. Get the information from different sources (in English and in Russian) about what kind of help you need and can get from different people and organisations.
6. Write all kinds of letters and leaflets asking for help. Think about what you are going to write for the website.
7. Plan the responsibilities of each group member and the time needed.



1. Look through the texts of the Unit to search for ideas.
2. Read the questionnaire you prepared for your project in Unit 1.
3. While writing letters use the examples from Ex. 33.
4. Planning your social project you have to clearly explain what you are going to do and what changes are going to happen in future. To be able to do this revise the Grammar sections of the Unit.

Warm-up

1) Work in pairs. Answer the questions:

1. What is the weather like now?
2. What is it going to be in the evening?
3. Have you heard the weather forecast for tomorrow?
What will the weather be like?

Vocabulary

2) Match the symbols to the phrases in English and in Russian:



1. a good deal of cloud
2. mist
3. sunny spells
4. mainly dry
5. strong winds
6. showers
7. patchy rain
8. heavy rain
9. a risk of frost
10. clear spells

- a. ясная солнечная погода
- b. облачно
- c. туман
- d. переменная облачность
- e. заморозки
- f. ветер
- g. местами дожди
- h. сильные дожди

Listening

3) Look at the map of Great Britain and show:

- a. northern/western/southern/eastern Britain;
- b. southeast England;
- c. northwest Scotland;
- d. eastern England.

Say where these places are: Liverpool, Plymouth, London, Manchester, Cardiff, Brighton.

USEFUL LANGUAGE

in northern Britain
in the north of Britain
in the northeast of England



Time to Come



4) Listen to a weather forecast for Britain and take notes:

track 34

Tuesday	
Southeast England	
Northwest Scotland	
Elsewhere	
Wednesday	
Northern parts	
Western parts	
Eastern England	
Thursday	
Southern and eastern parts	
Northern and western parts	
The Northwest	

Glossary

elsewhere — везде, в остальных местах



5) Work in pairs. Compare your notes with your partner's and add them to the table. Listen again and check your answers.

track 34

6) Work in pairs. You are going on a trip in Britain. Decide whether you need to take any of the following with you:

**a raincoat, a warm jacket, sunglasses,
an umbrella, a swimming suit**

- Scotland on Tuesday
- London on Tuesday
- Brighton on Thursday
- Cardiff on Wednesday

USEFUL LANGUAGE

I'll take ... because it will be ...
in Scotland on Tuesday.
I won't need ... as ...

Grammar

7) Read the sentences and answer the questions:

1. Patchy rain **will** affect southeast England.
2. Patchy rain **is likely** across northern and western parts.
3. The odd shower **is possible**.
 - a. Do the sentences refer to the past, present or future?
 - b. Who made these predictions?
 - c. Are they confident in their predictions?
 - d. Which sentence shows they are
 - sure,
 - quite sure,
 - not very sure in their predictions?

Will

Used to predict the future. It is often used with the words:

think
expect
believe
be sure
be afraid
hope

8) Read the sentences and decide what parts of speech the words in bold are:

1. It will be **rainy** tomorrow.
2. I think it will **rain** tomorrow.
3. It is unlikely **to rain** tomorrow.
4. **Rain** is likely tomorrow.
5. **Rain** is possible tomorrow.
6. It is possible that it will **rain** tomorrow.
7. There is a risk of **rain** tomorrow.

9) Use the following words and phrases to make predictions about the weather tomorrow:

rain heavily, frost, snow, temperatures above 0°C, strong winds, hot weather, sunny spells, cloudy

Write down your ideas using the structures from Ex. 8.

10) Work in pairs. Make up a weather forecast for the weekend.



Reading

11 Look at the photo and say what natural disaster it shows



Info

The strength of the earthquake that hit the Indian Ocean on December 26, 2004, was equivalent to the explosion of 26,000 bombs of the sort dropped on Hiroshima.

12 You are going to read an article written by two Russians, Lyuba and Nikita, who experienced the tsunami in December, 2004. Work in pairs and put the events in the order in which you think they happened.

- 1 They had breakfast.
- The second wave came.
- They escaped from the hotel.
- The water disappeared, exposing bottom of the sea covered with coral.
- People started jumping into the water.
- A dry patch appeared.
- They climbed up as high as they could.
- They decided to stay in the building.
- The first wave came.
- They started taking photos.
- They sat on the top of the hotel waiting for the fourth wave to come.
- The third wave came.
- They took their rucksack and camera from the room.
- 14 Local people showed them the way to a hill.

13 Read the article quickly and check your answers:

Our wonderful hotel stands, or rather stood, right on the beach. For some reason, on that particular day we were given a table right next to the exit, the furthest away from the sea. We had hardly started our meal when there was some noise, with people getting up from their seats. Everyone was pointing at something. And there really was something to see! The water had disappeared, falling back from the shore by about 150–200 metres, revealing coral and beaching small boats. Many rushed off to examine this phenomenon and to take photos. The fact that we had left our camera in our room no doubt saved our lives. Three minutes later the water reappeared. A characteristic of a tsunami is that the wave isn't very deep, less than a metre, but it travels at the speed of an aeroplane and is about 100 kilometres in length. It only gains in height when it comes into the shallows. All that stuff in Hollywood disaster movies when people can be seen running and screaming from the water (or the fire, or the hurricane), turned out to be true. The water came rushing up faster than anyone could run, though. We managed to make it up onto the top floor of the hotel, the third, from where we looked down. The hotel was already an island, the water half way up the first floor. As if playing with toys, the water was churning furniture, scooters, cars, people ... A short while later, the water began to roll back into the ocean. It hadn't reached the second floor, where our room was. We got our passports and money from the safe, quickly packed a rucksack with bare essentials and, grabbing the camera, returned to the third floor. Some people went down to the ground floor, looking for their things, up to their waists in the water, trying to get into their rooms. We started photographing the destruction from above the ocean. We froze when we saw the second wave. Those who had gone downstairs hardly had a chance. Describing the horror

we felt is impossible. The second wave was several times stronger than the first, and it became clear that the hotel, along with us, was doomed. The water washed away the balconies and windows, flooding through the building. The height of the water at that point was about ten metres. We rushed up the stairs as high as we could go. During the second wave, it occurred to us that more waves would follow. We were tense, concentrated. The clarity of our thoughts shocked us. We worked out a strategy for what we would do if we ended up in water, studied what we could grab for flotation, what points of orientation we could use. We divided up the money, documents and drinking water. We agreed where we'd meet if we got separated. When the second wave fell back, people started jumping into the water and swimming in the direction of the shore. We considered this option but decided to hang on as long as the building was still standing. It wasn't far to the "new" shoreline, but it was chaos in the water: cars, furniture, buses, carpets, trees — the chance of getting a whack on the head was too high. And there could be more waves coming. ... When the third wave came, it became clear that our decision had saved our lives. Although smaller than the second, the third was also strong. Then we sat at the top of the hotel waiting for the fourth. The only way to get away was by swimming, but no one was taking that risk. No fourth wave came. A dry patch had appeared on one side of the building and we could flee across it. Running was hard, as we were loaded down, and we were making our way in a thick layer of slippery mud. The locals led us to a hill further back from the water. They were doing everything they could to help the tourists — carrying stuff, giving them their shoes, showing the way, carrying those who couldn't walk. I don't want to see anything like that again in my life. And I hope with all my heart that you don't either!

Glossary

- to rush off** — бросаться
- no doubt** — несомненно
- to churn** — закручивать
- doomed** — обреченный
- tense** — напряженный
- to consider** — рассматривать, обсуждать
- patch** — an area that is different from what surrounds
- to flee** — сбегать, спастись
- loaded down** — нагруженный



14 Read the article again and choose the best options:

1. Everyone was surprised at breakfast because
 - a. there was some noise coming from the ocean.
 - b. the water suddenly disappeared.
 - c. there were not enough seats for everyone.
2. Lyuba and Nikita were lucky because
 - a. they were able to take pictures of the strange event.
 - b. they saw the first wave coming.
 - c. they didn't have their camera.
3. When a tsunami gets closer to the shore, it becomes
 - a. deeper.
 - b. higher.
 - c. faster.
4. The first wave
 - a. didn't reach their room.
 - b. was the strongest one.
 - c. rolled back very quickly.
5. When they saw the second wave, they were
 - a. surprised.
 - b. terrified.
 - c. thrilled.
6. They decided to stay in the building because
 - a. it wasn't safe in the water.
 - b. it was too far to swim.
 - c. the next wave was coming.
7. They managed to escape from the hotel
 - a. by swimming.
 - b. by walking slowly.
 - c. by running fast.
8. After this experience Lyuba and Nikita
 - a. would like to experience other strange phenomena.
 - b. will never travel again.
 - c. would not like anyone to have such an experience.

15 Work in pairs. Make a list of things that can be done to avoid such situations.

Pronunciation

16) Put the words from the list below into the corresponding column of the table:

[ʌ]	[eɪ]	[əʊ]	other

- | | |
|------------|--------------|
| hurricane | thunderstorm |
| tornado | tsunami |
| volcano | flood |
| eruption | forest fire |
| earthquake | snowstorm |



Listen to the recording and check your answers.

track 35



track 35

17) Listen to the words and repeat them.

Listening

18) Match the symbols to the natural disasters. The words from Ex. 16 will help you.



Info

- 1 mile = 1.609 km
- 1 inch = 2.54 cm
- 1 foot = 30 cm
- 1 foot; 3 feet (ft)

19) Work in pairs. Read the information about natural disasters and decide which three statements are false:

1. Every strong hurricane has a name. These names are unique.
2. Flooding is the most common of all natural disasters.
3. It's impossible to stop a hurricane.
4. Tornado winds can reach 300 miles per hour.
5. Every place on earth is at equal risk of a tornado.
6. A tsunami happens after an undersea earthquake or volcanic eruption.
7. Nearly 1,800 thunderstorms are happening at any moment around the world.
8. Lightning kills more people each year than tornadoes.
9. Lightning never strikes the same place twice.
10. Earthquakes are on the increase.

USEFUL LANGUAGE

- I think so.
- I don't think so.
- What do you think?
- I agree.
- I don't agree.
- I believe it's true.
- I don't think it's true.
- I am sure it's true.

20 Listen to the answers and check your guesses.

track 36

21 Work in pairs. Answer the questions. Listen again and check your answers.

track 36

1. What causes floods?
2. When did people try to stop hurricanes?
3. Why don't people have much time to take shelter from a tornado?
4. What is a "Tornado Alley"?
5. How high can tsunami waves be when they are close to the shore?
6. Why do we first see lightning and only then hear thunder?
7. How can you find out how far away a thunderstorm is?
8. Why does it seem we are having more earthquakes?

22 Work in pairs. Decide which natural disasters are most/least likely to happen in the place where you live. Choose 2–3 ideas to report to the class. Follow the example:

Example: A tsunami is impossible here as we live far away from the sea. A flood is likely to happen in spring because the river overflows every year.

Reading

23 Look at the pictures and answer the questions:

1. Where did the word "robot" come from?
2. What is IT?
3. What is an alien?
4. Who invented the very first computer?
5. Do you know Isaac Asimov? What did he do?

Compare your answers with another pair's. How many correct answers have you got?

Glossary

taken out of circulation — no longer used

to give up — сдаваться

to take shelter — прятаться в укрытии

ripple — a small wave or a series of waves on the surface of a liquid

destruction — разрушение

hail — град



24) Read the text and match the headings and the paragraphs:

Fewer languages

Massive and rapid change

First contact

Fewer species

More city dwellers

LONGER LIVES

Computers everywhere

Global warming

- A** The twenty-first century **will be** the make-or-break century for Planet Earth. Immense transformations of all kinds — political, social, economic, and other — **will go on** throughout the century, caused basically by the twin forces of demography and technology.
- B** There **will be** less variety of living things in 2100 than in 2000 because species are disappearing faster than they are coming into existence. We don't know yet if this will merely be a shame, a tragedy, or a catastrophe.
- C** The number of human languages spoken **might decline** from about six thousand today to half that number a century from now. Why? Because about three thousand languages spoken today are no longer being learned by children. English will become even more dominant.
- D** Half a century ago, less than a third of humanity lived in cities; now half of us do. Two centuries ago, only London had a million people; today, 326 cities have more than a million people, and of these, fourteen have more than ten million. This trend **will continue**.
- E** The Earth's temperature **will rise**. The Earth's sea level will rise. Weather will become more violent. If you enjoy disaster movies (like *Hurricane Floyd*), you're going to love the twenty-first century.
- F** Information technology **will continue** to bring about change in the next century. Let's see — nine billion people, 100 computers per person (mostly embedded in other things), each computer a million times more powerful than today's PC, and all of them interconnected.
- G** Average lifespan **will definitely continue** to rise. Maximum lifespan **may rise**, perhaps spectacularly so. One hundred and fifty candles on the cake and still healthy? Imagine going to a club to meet a cute guy and the main competition is your great-grandmother — or your great-granddaughter.
- H** An alien civilisation **could be detected** at any moment, or never. More of us **will certainly be listening** to radio signals from space in the twenty-first century than in the twentieth.

Adapted from: "A science fiction writer looks at the twenty-first century" by Brian Dana Akers

25 Read the text again and say what these numbers stand for:

- a. 150
- b. 3,000
- c. $\frac{1}{3}$
- d. 100
- e. 14
- f. $\frac{1}{2}$

Practise saying these numbers in pairs.

26 Answer these questions:

1. Do you believe that the 21st century will be so important for our planet? Why?
2. What will the disappearance of animal species mean to you?
3. Do you think it is good or bad that there will be fewer languages on Earth?
4. Will people's lives become easier or more difficult in such big cities?
5. How will the new kind of weather influence people's lives?
6. Do you like it that computers will be everywhere? Why? Why not?
7. Would you like to live for more than a hundred years? Give your reasons.
8. Will you be glad if an alien civilisation is detected?

Vocabulary

27 Find in the text (Ex. 24) words and expressions that are close in meaning to the following:

- 1. cause change (paragraph F)
- 2. become less or worse (paragraph C)
- 3. without doubt (paragraph G)
- 4. tendency (paragraph D)
- 5. uncontrollable and dangerous (paragraph E)
- 6. appear (paragraph B)

28 Read the text again and write out the expressions that fall into these categories:

Going up	Going on	Going down

29 Add more expressions from the list to the correct columns:

- to improve
- to remain the same
- to decrease
- to become better
- to fall
- to increase
- to become worse

- 30) Work in pairs. Use the expressions from the table above to exchange your opinions on future transformations in the following areas:

Example:

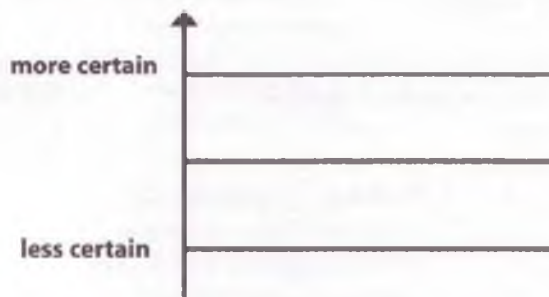
- *Do you think that people's health is getting better?*
 — *Oh, yes. I think it's improving. I also believe that this trend will continue.*

PEOPLE'S HEALTH
 SCHOOL EDUCATION
 TOURISM
 ENTERTAINMENT
 SPACE TRAVEL
 LEARNING ENGLISH
 EMPLOYMENT

- 31) Work in pairs. Write down five sentences stating your predictions about future transformations.

Grammar

- 32) Group the expressions in bold from the text (Ex. 24) on the line according to the degree of certainty they express:



Modals for probability

will or must + V — you are 100%, or almost 100%, sure that something is the case.

might or may + V — you think that something has a good possibility of being true.

could + V — expresses a possibility which is one of many. This form is not as strong as **might** or **may**.

can't + V — you are 100% sure something is NOT true.

- 33) Rewrite these sentences so that they mean the same using the words in brackets:

- It'll probably rain in the evening. (could)
- People will do all their shopping by computer in the near future. (might)
- I'm sure that doctors will find a cure for most diseases soon. (must)
- Perhaps all the housework will be done by robots in 20 years time. (might)
- Children will stop going to school, and they will be taught at home using a computer. (could)

- 34) Work in pairs. Look at the sentences you made up for Ex. 31. How certain are you about your own predictions? Use the chart from Ex. 32 to express the degree of certainty and give your reasons.

Listening

35 You are going to listen to a scientist talking about space exploration in the future. Put these actions in the order you think they are likely to appear in his talk:

- | | |
|------------------------------|-------------------------------|
| a. Going to the Moon. | e. Inventing a new spaceship. |
| b. Living on Mars. | f. Going to Mars. |
| c. Building a space station. | g. Living on the Moon. |
| d. Building a spaceship. | h. Sending robots to Mars. |



track 37

Listen to the recording and check whether your order is correct.



track 37

36 Listen again and finish these statements. It is not necessary to use exactly the words you hear, but the sentences must be grammatically correct.

1. People would like to visit Mars as soon as possible but they'll have to ...
2. The robots will help people to study Mars and send back ...
3. Mars is very far away; it could take ...
4. As people were on the Moon 25 years ago, it is easier to go there and ...
5. People are going to build a station on the Moon so that ...

37 Answer these questions. Exchange your opinions in pairs.

1. Does the scientist sound certain in his predictions? How do you know?
2. What do you think about his predictions? Use the modals to say how certain you are.
3. Have you got any ideas about how space exploration could develop?
4. Would you like to take part in space exploration? Why?

Reading

38 Look at this list and predict the changes that might happen in people's daily life in the next 10 years. Make notes.

- waking up in the morning
- getting information
- getting to work
- working in an office
- communicating
- exercising
- cooking
- doing housework
- relaxing



Compare your predictions in groups of 2-3.

- 39) Read the text and compare your notes with what is said in the text. How many of the predictions in the text were the same as yours?

It's 2014, and life is the same. Only better...

Here are some of my predictions for a typical day in 2014; feel free to find me in 10 years' time and tell me I'm wrong! Our mornings will still begin with waking up. But forget the old-fashioned alarm-clock buzzer. Tomorrow's alarm clock will be a sophisticated monitor. It'll keep track of your sleep cycle, bringing up the room lights at the right time so that you'll feel rested as you awake. Today, your coffee can be made while you sleep; tomorrow's robokitchen will have an entire hot breakfast waiting for you. Also waiting will be an electronic newspaper, with stories adapted to your particular interest with foreign-language news automatically translated into your language. You might telecommute, but you might still have to physically go to your office. Naturally, your electric car will drive itself, communicating with millions of chips that have been installed into the asphalt covering the roadways. No more traffic accidents; no more traffic jams. You'll arrive at your office relaxed. Throughout the day, your wristband — a combination of a mobile phone, PDA, camera, and e-book display, will be your lifeline. You'll have just one phone number, and the wristband will make calls for you, with a computer-secretary dealing with most routine matters. Your workplace will have a smart wall of its own, giving every worker the appearance of having a window; yours might show real-time footage of a tropical forest or a sunny beach. And no matter which office chair you sit on, it will adjust automatically to your body's proportions. You'll want to make some time in your day for exercise — and the microprocessors in your running shoes will keep track of your pace, telling you when to slow down or speed up for maximum effect. You might make dinner yourself if you enjoy cooking. But if not, your automated kitchen will again take care of everything, including washing the dishes. And you'll have a humanoid robot that will take care of all the other housework. After dinner, you'll have your pick of any TV show or movie ever made, available instantly on your wall-screen TV. And, a little later, you'll turn in for the night as well. But perhaps just before you fall asleep, a thought will occur to you — something you just have to remember to do the next day. Except you don't have to remember it at all; all you have to do is mention it to your wristband — yes, you'll go to bed with it on. And then you'll fall asleep, totally relaxed, confident that your technology will remind you of this, and everything else that's important, come the bright and wonderful morrow. So, have I got it right? Only time will tell.

Glossary

sophisticated — сложный

entire — целый, полный

to commute — ездить на работу из пригорода

PDA — personal digital assistant

e-book — electronic book

footage — трансляция

to adjust — регулировать

instantly — мгновенно

morrow — (old) tomorrow

- 40) Work in pairs and discuss which aspects of life in the future shown in the text

- you find more pleasant than now;
- you find less pleasant than now.

Do you think people will be happier in the future? Why? Why not?

Speaking

41 › Using these notes make up questions:

- | | |
|------------------------------------------|-----------------------------------------|
| 1. life / become / better | 8. cars / run / on water |
| 2. houses / made / of glass | 9. people / work / from home |
| 3. people / live / over 100 | 10. holiday / in space |
| 4. elephants / die out | 11. food / enough / to feed / everyone |
| 5. scientists / be able / clone / humans | 12. students / robots / teachers |
| 6. TV / in 3D | 13. clothes / be / completely different |
| 7. newspapers / become / electronic | |

You can add any questions of your own. Think of:

genetic engineering, diseases, hobbies, schools, shops, public transport, car parks, hospitals ...

42 › In groups of 2–3 prepare a questionnaire. Choose and write down your questions. Use this table:

Fifty Years from Now...

No.	Questions	Your notes
1		
2		

43 › Ask other students your questions and make notes. They should say how certain they are about their predictions.

44 › Work in your groups again. Collect your notes and discuss the results of the survey. Present the results of your survey.

USEFUL LANGUAGE

We've asked ... people.
 Most people are sure that ...
 Some students think that there might be ...
 Nobody believes that ...

USEFUL LANGUAGE

Personally I think ...
 Who knows? Yes, definitely.
 I'm sure. People will ...
 It must happen. Yes, probably.
 We might be ...
 It might occur that ...
 People may ...
 Perhaps ...
 Probably ...
 It could happen that ...
 No, definitely not. It can't happen that ...

FOR YOUR PROJECT

45 › Collect the groups' surveys and make up a class survey about how life might change in the future.



Top Jobs Agency.



Warm-up

- 1) Work in groups. Make a list of jobs you know in English.
- 2) Do you remember when you were first asked: *What are you going to do for a living? What was your choice when you were 5? Have you chosen your future job? What were your answers?*

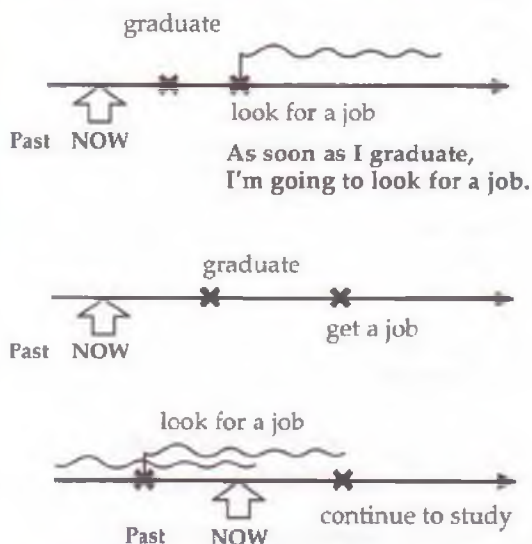
Listening

- 3) Look at the picture. Why do people come to such places? Is it a good idea to find a job this way? What other ways of finding a job can you think of? Make a list.
-  4) Listen and check how many ways of finding a job you decided about are mentioned in the advertisement.
track 38
-  5) Listen again and complete the table:
track 38

Main clause	Time clause
What ...	when you graduate?
Who ...	when you decide to change jobs?
Will you ask all your relatives and friends for help	when ... ?

Grammar

Future Time Clauses



6) Transform each pair of sentences into one:

1. James is going to find another job. Then he'll quit.
2. Bob will quit. Then he'll find another job.
3. Irene is going to retire. Then she'll turn sixty.
4. Victor will turn sixty. Then he'll retire.
5. Tom will go to school. At the same time he is going to have part-time job.

Glossary

- to quit — увольняться
- to retire — уходить на пенсию

Speaking

7) Work in groups. Play the game "When the classes are over". Here are the rules.

One student says: *I'm going to visit a library when the classes are over.*
The second student says: *(name) is going to visit a library when the classes are over. But I'm not going to visit a library; I'm going to the cinema when the classes are over.*

Continue the game until somebody makes a mistake.

Pronunciation

8) Listen and write down some abbreviations. Match each abbreviation to its meaning in the box.

track 39

- | | |
|----------------------------|---------------------------------|
| World Wide Web | Public Relations |
| Curriculum Vitae | International Business Machines |
| Personal Digital Assistant | United Nations |
| Compact Disc Recordable | Cable New Network |
| Work in Progress | Los Angeles |

9) Listen and repeat the abbreviations.

track 39

Reading

10 Look through the texts 1–5 below and find the story to match the table. Put in the column “Job” the word for it.

11 Fill in the table for the rest of the texts.

Job	A place / area	Responsibility	Salary	Demands	Working hours	Dress code
	Advertising agency	Purchase air time for TV & radio commercials; purchase space for ads in magazines and newspapers	\$20,000–25,000 per year to start	Organised, good communicator, financially responsible, clever negotiator, analytical	60 per week overtime	Creative business casual in the office, formal for meetings

1. Public Relations Representative

Write news releases, brochures, speeches, newsletters; plan press conferences, special events. \$18,000 to \$22,000 for entry-level positions; up to \$40,000 with experience. Bachelor’s degree in English, communications, public relations, journalism or business. Must be a strong communicator (writing, public speaking), skilled at computing, friendly, able to remain calm under pressure. Contact with opinion makers, celebrities, members of the media. Fifty per week, plus nights and weekends. Stylish suits for corporate PR departments; funky clothes if you represent a rock band.

2. Window Dresser

Design window displays for department stores and boutiques. Low twenties for entry-level position at department stores; about \$35,000 with five years’ experience. Bachelor’s degree in design. Ability to combine fashion and interior and theatrical design; good team player; eye for colour. Forty hours per week; ten-hour day when preparing for the Christmas shopping season. Super casual — jeans, T-shirt, sneakers.

3. Media Buyer

On behalf of advertising agency’s clients, buy air time for television and radio commercials, space for ads in magazines and newspapers. \$20,000 to \$25,000 per year to start. Bachelor’s degree. Must be organised, a good communicator, financially responsible, clever negotiator, analytical. Sixty hours per week, up to eighty during TV’s heavy buying season (late spring through early summer). Creative business casual clothes in the office, more conservative for meetings with clients and the media.

4. Dietician

Develop and promote new food products, plan menus, give patients advice about healthy eating. Working for hospitals, food manufacturers, schools, nursing homes, professional sports teams etc. \$25,000 to \$35,000 for entry-level position; more than \$50,000 with experience and education. Bachelor's degree in nutrition science, plus a nine-month course at a hospital or medical centre. Ability to translate scientific terms into simple language, communicate with patients, skilled at computing, work on a team. Forty hours per week; hospital-based dieticians sometimes work weekends. Business casual is the standard.

5. Social Worker

Help those in need — the elderly, abused children, and others. Working in public and private agencies, schools, hospitals. Up to \$30,000 for entry-level jobs, \$42,000 or more after ten years' experience. Bachelor's degree in social work. Excellent communication skills, patience. About forty hours per week; specialists in child-protection services may work nights and weekends. Varies. Business casual or super casual.

12) Study the Useful Language Box and complete the dialogue based on the texts:

- ?
- I am a window dresser.
- What does your job involve?
- ?
- ?
- Not much. Just about the low twenties.
- ?
- It's flexi-time. I hate nine-to-five jobs.

Glossary

- Bachelor's Degree (BA)** — степень бакалавра
- celebrity** — знаменитость
- commercial** — реклама
- negotiator** — специалист по переговорам
- to promote** — продвигать, рекламировать
- nutrition science** — диетология
- abused children** — дети, пострадавшие от насилия

USEFUL LANGUAGE

A. What do you do?

What is your job?
 What do you do for a living?
 I'm a teacher / a builder.

I work in marketing / the social services / a bank.
 (General idea = place)

I work for IBM / Avtovaz / Vneshtorgbank.
 (Name of a company)

B. What do you do in your job?

What does your job involve?
 I'm responsible for ...
 I'm in charge of ...

C. What's your salary?

My salary is ... a year.
 I earn ... a year.

D. Working hours

What is your job working hours system?
 What are your working hours?
 Is working overtime normal at your office?

a nine-to-five job = regular hours = eight hours a day
 flexi-time
 shift work = days one week and nights next week
 to work overtime

13) Make up more dialogues using the model in Ex. 12 and information from the texts.

Writing

- 14** Work in groups. Write job descriptions for one of the jobs using the language from the texts:

computer designer
tour guide
cook
baby-sitter

Listening

- 15** Listen and match the questions to the speakers answering them:

Track 40

- How do you beat stress?
- What inspired you to leave a good job and start your own business?
- What are your New Year's resolutions?
- What's the secret of your success?
- How do you deal with rejection at work?

Lisa Caputo, 32, a press-secretary to a famous politician

Kate Spade, 33, a handbag designer

Cedric Pernette, 30, the president of a TV and film production company

Timo Salonnen, 40, the chef in a famous and prosperous restaurant

Leslie Fox, 31, an executive director

- 16** Listen and complete the answers to the questions:

Track 40

- To beat stress
- In my opinion, the market lacked So I decided
- This year I'd
- I've found that, you'll be judged not
- I believe rejection is a part of professional life.
You shouldn't

Vocabulary

- 17** Complete the questions with the following expressions:

**to be under pressure; to manage a staff of people;
to change one's mind; to quit a job; life-long learning;
to judge by experience; to have another try**

- Do you think it's easier 2 or 20 people?
- Have you ever for a long time?
- Is it easy for you about something when everybody is against your idea?
- Are you a sort of person who's always ready when you fail to do something important?
- Do you think that is important for every career person?
- Do you agree that a person should be and skills and not by age?
- Is it right good to start your own business?

Glossary

to clarify — to make something clearer and easier to understand

relevant — directly connected with the subject or problem

UNIX — a type of computers operating systems

C++ — a language used for writing computer programs

18 Ask your partner the questions from Ex. 17. Discuss your answers.

Reading

19 Read the résumé writing tips. Study the example résumé. Match the tips to the elements of the résumé.

Résumé Writing Tips

Use the following six-step writing process to help you clarify your experience, achievements, skills, education, and other background information.

Step One: Focus. Decide what type of job you are applying for and then write it. You should name the position you want.

Step Two: Education. List any education or training you have got. If you are a recent college graduate and have little experience, then your education section should be placed at the top of your résumé. Show your secondary school education and activities on a résumé if you are under 20 and have no education or training beyond secondary school. Continuing education shows that you care about life-long learning and self-development, so think about any relevant training since your formal education was completed.

Step Three: Your Jobs. Starting with your present position, list the title of every job you have held along with the name of the company, the city, and the years you worked there.

Step Four: Job Descriptions. Under each job, make a list of your duties. Never use personal pronouns (I, my, me). Instead of saying, "I planned, organised, and directed..." you should say, "Planned, organised, and directed..." It is important to use nouns or short phrases that describe your experience and education like: C++, UNIX, network, project management etc, well-known company names and universities.

Step Five: Relevant Qualifications. At the bottom of your résumé, think about anything else that might qualify you for your job objective. This includes licenses, certificates, and sometimes even interests and hobbies if they are truly relevant. For instance, stating on your résumé that you play tennis or are a gymnast would be appropriate if you want a job in sports marketing.

Step Six: Profile. Last but not least, write four or five sentences that give an overview of your qualifications. This profile, or qualifications summary, should be placed at the beginning of your résumé. You can include some of your personal qualities or special skills. Here is a sample profile section for a computer systems technician:

- Experienced systems/network technician with significant communications and technical control experience
- Focused and hard working
- Effective team player with outstanding communication and interpersonal skills.

Info

CV or résumé?

In the UK and European countries (e. g. France, Italy, Spain) the term CV (curriculum vitae) is used. In the US, Australia and Canada the term re'sume' is used instead of CV. Which term is more typical in Russia? Find out.

Example Résumé

Jennifer Dewer 1624 Oak Lane – St. Louis, Missouri
63031314-5222212
Jennifer_Dewer@firstchoice.com

Educator Driver and Traffic Safety

Patient and caring professional committed to helping students learn. Certified in driver and traffic safety from Midwest State University. Memberships include ADTSEA (American Driver/Traffic Safety Education Association), MDTSEA (Midwest Driver/Traffic Safety Education Association), and the National Association of Female Executives. Additional background as a Missouri Licensed Property Casualty Insurance Agent for Home, Auto, Health, and Life.

Certifications and Education

Midwest State University, St. Louis, Missouri
Driver/Traffic Safety Education Certification, August, 2004
Renewal of Missouri Educators License July, 2004
Missouri Educators College, St. Louis, Missouri
Graduate Level Coursework in Education, 1991–1992
Bachelor of Art Degree in Elementary Education, 1978
Semester Honors, Semester Highest Honors, 1978
Awarded compensated internship (for teaching)

Professional Experience

First Choice Insurance Company, St. Louis, Missouri
Insurance Agent, April 1992 – July 2002

- Managed insurance agency daily operations, including territories and accounts.
- Hired, trained and motivated support personnel.
- Assessed client needs and established long-term client relationships.

S&D Railroad Company, St. Louis, Missouri
Conductor, March 1981 – November 1989

- Responsible for movement of foreign traffic between pre-determined destinations.

Frontenac School District, Frontenac, Missouri Transportation Department, Building and Grounds, and Substitute Teacher, October 1974 – March 1981

- Employed during entire college experience 20–40 hours per week.

Vocabulary

20 Complete the sentences with the words from the *Résumé Writing Tips* text. The first letter has been given you.

1. We feel a great sense of a when we finish something through skill and hard work.
2. Computing s are in great demand nowadays.
3. It's impossible to find a good job if you don't have enough e
4. College g can a any job they wish.
5. You have to be honest writing the r
6. S is more important than education.
7. To get as many l and c as possible is the main aim of any career person.

21 Do you agree with these statements? Discuss your ideas with your partner.

Grammar

22 Find the sentences in the text (Ex. 19) containing *should*. Study the Grammar Box. What is the meaning of *should* in each sentence?

What is the meaning of *should* in the following sentences?

1. Liz needs a holiday. She should go away for a few days.
2. The price on this packet is wrong. It should be 200, not 300.
3. There are a lot of hotels in this town. It shouldn't be difficult to find somewhere to stay.

Should

1. To give an opinion or advice when it is a good or right thing to do. It is considered impolite to give advice to people of equal or higher status (such as friends or teachers) unless they ask for it. When we give unasked-for advice, we often soften it with *maybe*, *perhaps*, or *I think*.

Example: *Kate, maybe you should invite your sister to the party. I think you should study harder for your exams.*

2. When something is not right or what we expect.

Example: *These boys shouldn't play football at this time. They should be at school.*

3. To say that we expect something to happen.

Example: *She's been studying hard, so she should pass.*

23 Work in pairs. Make sentences for each situation using *should* or *shouldn't* and the words in brackets:

1. It's 11 pm and your 2-year-old sister is still playing. (be in bed)
2. Your friend spends too much time playing computer games. (read more)
3. Your mother has a headache. (take an aspirin)
4. Your friend is having an exam tomorrow. He/she has been working very hard. (pass an exam)

- 24** Work with a partner. Imagine that your partner is a foreigner who has been offered a job in Russia. Give some advice about customs there using *should* or *shouldn't*. Then switch roles. Use the topics that follow.

Calling your boss by his or her first name
 Shaking hands when you first meet someone
 Bringing a gift to your host or hostess
 Suitable dress for the office/university/school/a party

Writing

- 25** Work in pairs. Use the information below. Write the résumé for this person using **Résumé Writing Tips**.

The shipping manager

Name: Lisa Simpson

Age: 27

Occupation: Shipping and Contracts Manager
 Route to job: Lisa left school at 17 with A levels and at 18 went to University and received a BA in Russian, then an MA in Russian poetry. When she left, she worked in market research and finance for 18 months before becoming a receptionist at American trading and investment house that had just begun a joint venture with a timber company in Russia. After some training she became Shipping Supervisor. She is looking for a position of Shipping and Contracts Manager in some other shipping company.

Dress: Mostly smart; occasionally jeans and sweater.

Lisa's day

I get up at 7.30 am, leave the house at 8.20 am and drive to work to arrive at 9 am. My job is to supervise transportation of raw materials from various places to Russia. I meet with the traders who do the deal for the raw materials and sell the processed metals, the shippers who organise the shipping of the materials, and the finance people. My role is reactive – I deal with difficulties as they come up. I go through my messages until 11 am, I reply by fax or e-mail because it's hard to deal with things on the end of a bad phone line in a foreign language. I often go out for lunch at 1 pm or I may have a sandwich at my desk. I go home between 5 pm and 6 pm, but there are times when I haven't slept at night. I find it difficult to switch off if there are problems.

Glossary

- shipping** — доставка грузов
joint venture — совместное предприятие
timber — древесина
raw materials — сырье

Info

A level — a two-year course and an examination in particular subject. Students usually need to pass at least three A levels in order to go to University.

Most university courses last three or four years. During these years students are doing/studying subjects, or doing/studying for a degree in a subject.

BA — Bachelor of Arts (in languages, history etc);
BSc — Bachelor of Science (chemistry, physics etc)

Some students then go to do a postgraduate course to receive MA in one or two years.

MA — Master of Arts

After at least three years of studying one subject in great detail a postgraduate student receives an **PhD** (Doctor of Philosophy).

Think of Russian equivalents.

Listening



26 You are going to listen to three youngsters speaking about their ambitions and career plans. Look at the pictures and try to imagine their plans. Now listen and write the jobs they would like to do next to their names.

track 41

Craig, 16

Phillip, 14

Katie, 12



27 Listen to the interviews and decide if it is true (T) or false (F):

track 41

1. Craig is going to be a music journalist.
2. Craig hasn't decided yet what he is going to do.
3. Craig wants to go to university to receive a BA degree.
4. It's more important to Craig to earn a lot of money.
5. Phillip is dreaming of becoming a soldier.
6. His parents' jobs affected his career choice.
7. His parents don't like this idea.
8. It's more important for Phillip to enjoy his job.
9. Katie thinks her father's job is very interesting.
10. Her father is a doctor.
11. Her mother is excited about Katie's choice.
12. She wants to be as beautiful as Jennifer Lopez.



28 Work in pairs. Correct the false statements. Listen and check.

track 41

Speaking

29 Look through Unit 1 and Unit 9 to find the words to complete the Word bank below:

List of jobs	Qualities

USEFUL LANGUAGE

I don't think I am.
 I haven't decided yet.
 I think ...
 I'd like to ...
 I'm going to ...
 I'd definitely not like to ...

30 Work in pairs. Choose one job and 5 qualities from Ex. 29 to match them.

31 Work on your own. List the qualities you've chosen in order of their importance for this job.

32 Work with your partner. Discuss the results of your work. Try to agree on one list.

33 Class survey "Your Way". Work in groups. Choose the question to ask all the students of your class. Note down the answer.

1. Are you ambitious?
2. Do you want to go into the same job as your parents?
3. How have your parents' jobs affected your career choice?
4. What do your friends and family think about your chosen career?
5. What's more important to you — earning lots of money or having a job that you enjoy?
6. What career would you definitely not like to do?
7. How much do you want to earn?

USEFUL LANGUAGE

I think a ... should be:
 First — ...
 Second — ...
 Third — ...
 Forth — ...
 Fifth — ...
 I think that ... is more important than ...
 I quite agree.
 I can't agree with you.

FOR YOUR PROJECT

34 You are going to write a report of your survey. Use the information you have collected in Ex. 33 and the form your teacher will give you to write your Message in a Bottle. You will read it 10 years later. Your teacher will save it for you.



Project Page for Units 7-9

Making a website

Your group is designing a website *futureshock.ru*. You have been asked to prepare a detailed plan and present your ideas in a 10-minute report. Your aim is to make a website interesting to people of different ages, occupations etc. It should be informative and interactive.



1. In your group look at the materials you have collected while working on Units 7–9.

These are:

- an invitation letter
- a weather forecast
- ideas about technological changes in future
- predictions about future transformations in different spheres of life.

2. Discuss all the materials and decide which of them are worth including in the website. Choose best items that might be interesting for the site visitors.
3. Decide on the subtitles and topics for *futureshock.ru*. Think of the main page, decide what it will include and how it will look like. Agree on the order different parts will appear in your site and on the way they will look and interact with visitors.
4. Include in your presentation the materials that will appear in each part of the *futureshock.ru*. Think of interesting illustrations.
5. Make a plan of your presentation and decide who will say what.
6. Prepare and rehearse your presentation. Don't forget about the illustrations and the time limit!
7. Present your website. Are there many people shocked?



Accompany your site with pictures and photographs. This will make it attractive and popular!

Think of people with different tastes and interests: include information on various topics.

Check whether the materials for your website are correct enough to be presented.

Speak clearly and fluently during your presentation, it will help to get your message across!

My Success Checklist

I know	Yes	No
Useful words to describe travels		
How to use going to , the Present Continuous, will to describe plans for the future		
How to use the Present Simple for timetables		
Useful words to describe weather		
How to express degrees of probability		
More words to describe natural phenomena		
Useful words and phrases to describe changes		
How to use modal verbs for describing probability		
How to give polite advice		
How to use Future Time Clauses		
More words to describe jobs		
I can		
Speak about plans, future actions		
Write an invitation		
Speak about my travel experience		
Understand weather forecasts		
Describe weather		
Pronounce the words describing natural disasters		
Express agreement and disagreement		
Understand future predictions		
Describe future changes		
Conduct a class survey		
Present the results of a survey		
Use Future Time Clauses		
Use should to give polite advice		
Describe jobs		
Write a CV		
Speak about my career plans		



Final Unit



Revision Board Game





I can	Themes	C	B	A
Speaking	family			
	people's characters			
C. answer some questions about	towns and places			
ask some questions about	hobbies and interests			
	relationships with other people			
B. give my opinion about	travel			
	hopes and future plans			
A. give and explain my opinion about	weather			
	food and drink			
	jobs and professions			
	personal experience			
	adventures			
	first memories			
	news			
	social problems			
Reading				
C. read short simple texts, personal letters				
B. understand texts describing events, feelings, wishes				
A. understand a writer's attitudes and viewpoints				
Writing				
C. write simple notes and fill in questionnaires				
B. write simple texts and personal letters				
A. write detailed texts (essays, reports etc)				
Listening				
C. understand the main points in short, clear, simple messages				
B. understand the main points of a variety of radio or TV programmes				
A. understand everything in detail				

Appendix I

Irregular Verbs List

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beat
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	(been able)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung/hanged	hung/hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent

Infinitive	Past Simple	Past Participle
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	(had to)
pay	paid	paid
read	read [red]	read [red]
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spall	spelt/spelled	spelt/spelled
spend	spent	spent
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Appendix II

Spelling

Nouns + -s/-es (plural)

- The ending is **-es** when the word ends in **-s/-ss/-sh/-ch/-x**:

match – matches bus – buses box – boxes

- **y** changes to **ie** before the ending **-s**:

baby – babies country – countries

NOTE: potato – potatoes tomato – tomatoes

Verbs + -s/-es (after he/she/it)

- The ending is **-es** when the word ends in **-s/-ss/-sh/-ch/-x**:

wash – washes miss – misses

- **y** changes to **ie** before the ending **-s**:

study – studies try – tries

NOTE: do – does go – goes

Verbs + -ed (regular verbs)

- **y** changes to **ie** before the ending **-ed**:

hurry – hurried study – studied

- if a verb ends in **-e**, we add **-d** for the past:

hope – hoped dance – danced

- if a verb ends in vowel + consonant, we double consonant at the end:

stop – stopped plan – planned

Verbs + -ing

- **y** does not change before **-ing**:

hurry – hurrying study – studying

- if a verb ends in **-e**, we leave out **e** before the ending **-ing**:

smile – smiling dance – dancing

NOTE: be – being; and verbs ending in **-e**: see – seeing

- if a verb ends in vowel + consonant, we double consonant at the end:

stop – stopping plan – planning

- if a verb ends in **-ie**, **ie** changes to **y** before **-ing**:

die – dying lie – lying tie – tying

Adjectives + -er (comparative) and adjectives + -est (superlative)

- **y** changes to **i** before the endings **-er** and **-est**:

easy – easier – easiest heavy – heavier – heaviest

- if an adjective ends in **-e**, we add **-r** and **-st** for the comparative and superlative:

wide – wider – widest late – later – latest

- doubling consonants:

big – bigger – biggest wet – wetter – wettest

Appendix III

past 

through 

over 

along 

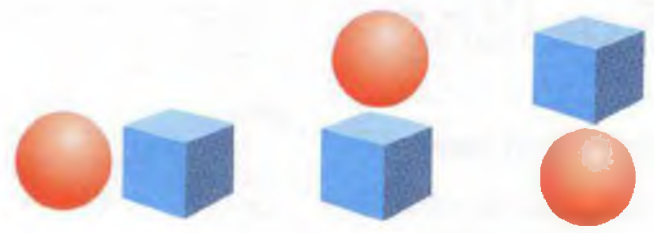
across 

up 

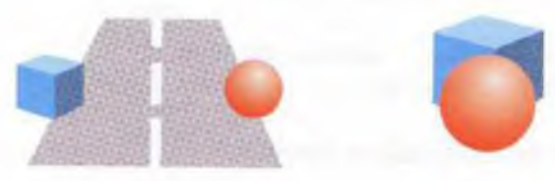
down 

into 

out of 



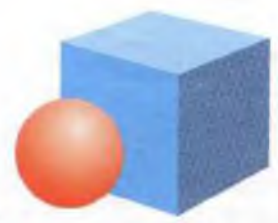
next to above under



opposite in front of



in on



at