АНГЛИЙСКИЙ

АНГЛИЙСКИЙ flSblK НОВОrО ТЫСЯЧЕЛЕТИЯ

STUDENT'S BOOK

О. Л. Гроза
О. В. Дворецкая
Н. Ю. Казырбаева
В. В. Клименко
М. П. Мичурина
Н. В. Новикова
Т. Н. Рыжкова
Е. KD. Шалимова

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С любовью м благодарностьюк нашим семьям за МХ бесконечное терпение, понимание и поддержку. С глубокой признательностью К коллегам и учащимся учебных заведении, е которых мы работаем.

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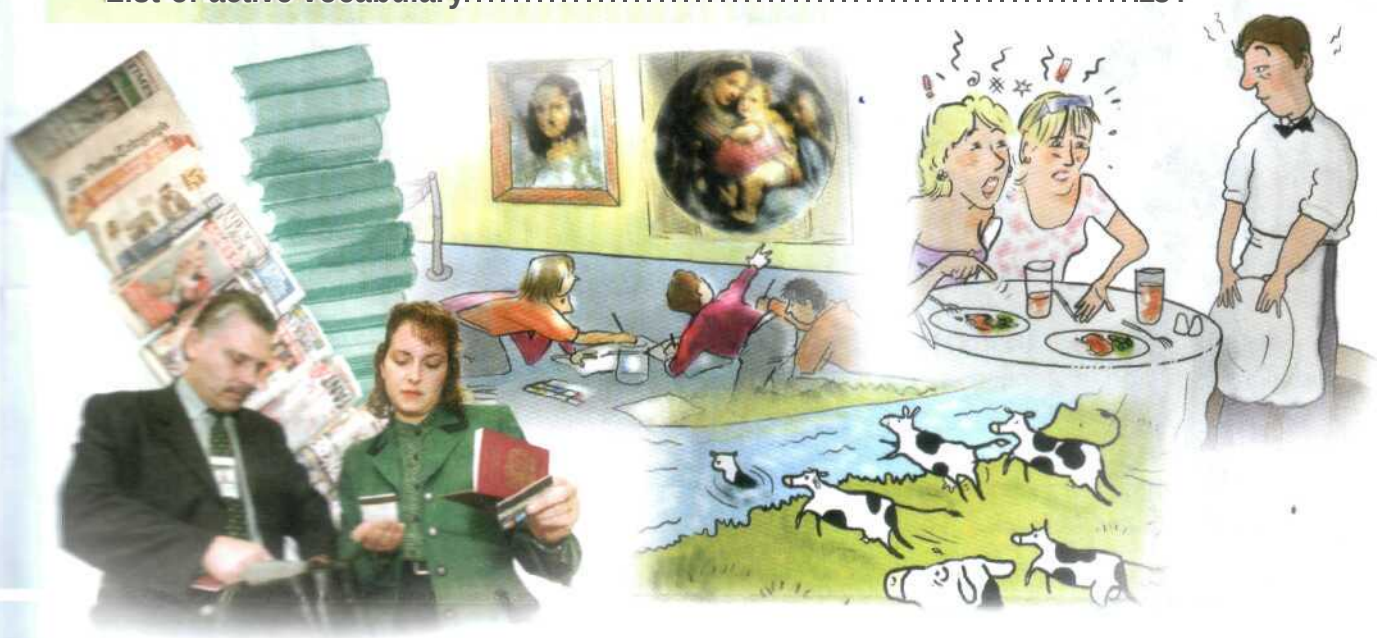


UNIT 1 People with personality

Lessons 1 -2 What we look like

Warm-up

1a **Look at the pictures and say how this student has changed when compared with the previous school year.**

1b **Look at your classmates and say how they have changed by the beginning of the 9th grade.**

Listening

2 **Look at the pictures of the three new teachers who are going to teach in the 1st, 5th and 9th grades.**

- Listen to the short descriptions and fill in the badges for the teachers.

Name		
Subject		
Grade		

Vocabulary

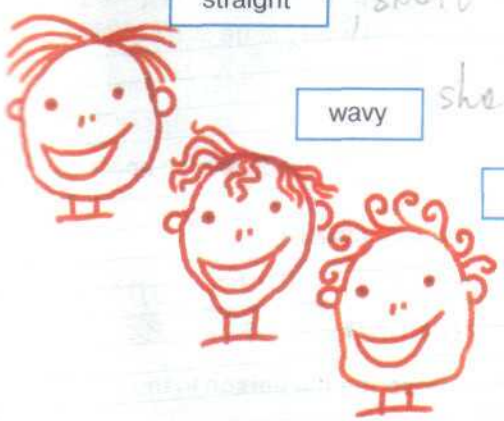
3a Look through the words in the box and fill in the table.

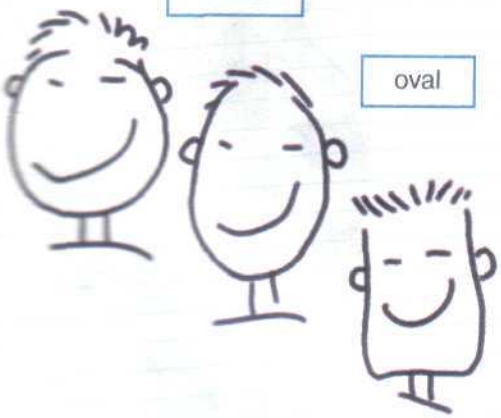
- Some of the adjectives can go in several columns.

beautiful small handsome good-looking pretty ugly
lovely thin fat muscular oval short big square
long curly tall plump slim thick

Describing appearance in general	Hair	Face	Eyes	Body

3b Look at the diagrams and add more adjectives to your table in Ex. 3a.





skinny — unpleasantly thin, lean
slim — pleasantly thin

plump — pleasantly fat, nicely rounded
overweight — over + weight (вес)

cruel ['kru:el] — not kind, heartless
ugly — opposite to beautiful or handsome
odd — unusual, strange
enormous — extremely large
plain — simple, not pretty or good-looking
lovely — beautiful to both the heart and the eye

4a **Read these pairs of sentences and say which one in each pair is more polite. Why?**

A	B
1 She is stupid.	She is not very clever.
2 Her nose is long.	Her nose is longish.
3 He is overweight.	He is fat.
4 He is slim.	He is skinny.

4b **Make these descriptions more polite.**

- Think of different ways.

1 I think Bob's girlfriend is ugly.
2 Most people want to stay slim, but not as skinny as that girl over there.
3 Have you seen Henrietta's new boyfriend? He has an enormous nose!
4 Mary's eyes are cruel.
5 A new girl has joined our class. She is short and fat.

Language work

5a **Read Text A and say what the author of the description feels about the person he describes.**

A **Mrs Trunchbull**

Her face, I'm afraid, was neither a thing of beauty nor a joy forever. She had an **obstinate** chin, a cruel mouth and small **arrogant** eyes. And as for her clothes... they were, to say the least, extremely odd. She always had on a brown cotton smock which was pinched in around the waist with a wide leather belt. The belt was fastened in front with an enormous silver buckle.

From *Matilda* by Roald Dahl

B Her face wasn't beautiful. She had a square chin, a thin mouth and small eyes. Her clothes looked odd. She always wore a brown cotton smock with a belt. The belt was fastened in front with a very large silver buckle.

GLOSSARY

smock — свободное платье простого покроя
buckle — пряжка

5b **Read Text B and say how it differs from Text A.**

- Choose from the following options:

Text A Text B	is	more less –	emotional factual longer colourful detailed neutral shorter

5c **Read the following text and make it more neutral.**

- Pay special attention to the underlined phrases.
- Follow the example of Text B in Ex. 5a.

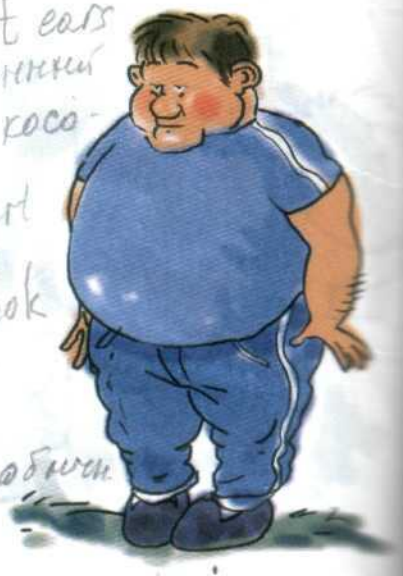
Miss Honey

...Their teacher was called Miss Honey, and she could not have been more than twenty-three or twenty-four. She had a lovely **pale** oval madonna face with blue eyes and her hair was light-brown. Her body was so slim and **fragile** one got the feeling that if she fell over/she would smash into a thousand pieces, like a porcelain figure.

From *Matilda* by Roald Dahl

Speaking

6 **Describe the person in the picture.**



Lessons 3-4 What we are like

Language work

1 a Read the descriptions people wrote of themselves and answer the questions.

- Which of them do you think could have been written by the boy in the picture?
- Why do you think so?

A

It's hard to describe yourself, isn't it? I'm quite a friendly person, confident...

My big love is clothes and bags. I really love sunglasses too. Besides I'm very **loyal to** my friends and I think I'm very helpful. I wouldn't say I'm quiet, but not noisy either. I love partying and having fun and I'm always cheerful in the morning. My friends say I've got a good head on my shoulders and I'm very **witty** and chatty at times. Some people might say I'm pretty bossy, 'cause if something needs to be said, I'll just come out with it. But I'm **gentle** and I haven't got a bad word to say about anybody!

For Your Info

An exchange programme is a programme between two countries, e.g. Russia and the UK, in which family-to-family visits are arranged. A Russian teenager may stay with a British family which is called a host family. Later the British teenager goes to stay with the Russian family. In this way young people experience family life and traditions in another country.

1 Which is more formal? Find other examples in the texts.
2 Who could this information be addressed to?
3 Which text, A or B is more formal?
4 Do you think these words could be used in Text B? Why? / Why not?

B

I am going to tell you about myself. I think I am honest and reliable. In fact, reliability is one of my main strengths. I always try to keep my promises and I never **let my friends down.**

I have a lot of interests inside and outside school. I like Maths and Physics and I take extra classes in these subjects. But I also love dancing and listening to good music. I enjoy **socialising** and I think I'm pretty **easy to get along with.** I always try to be polite. Another passion of mine is animals. I have four pets at home: a cat, a dog, a hamster and a parrot. It's my responsibility to look after them, but that's a pleasure for me.

Like everyone else, I have weaknesses too. I am a bit too self-confident and sometimes I'm too quick to criticise others.

1b Answer questions 1-4 alongside the texts.

1c Look through the texts in Ex. 1a again, fill in the gaps in the statements below and explain your decision.

1 Text ___ was sent to a youth magazine.
2 Text ___ is a part of an application for a students' exchange programme.

Vocabulary

2a Choose the best translation for the following words and phrases.

1 loyal to	**2 socialise**
a) лояльныи	a) готовиться к жизни в обществе
b) верный ✓	b) общаться ✓
3 witty	**4 (easy) to get along with**
a) остроумныи ✓	a) тот, без кого легко обходиться
b) хитрый	b) тот, с кем легко ладить ✓
5 let somebody down	**6 gentle**
a) подводить	a) нежный
b) унижать ✓	b) мягкий, кроткий ✓

2b Explain the words with the suffix -y as in the example.

Example: *I'm pretty bossy. — I like to give orders to everybody.*

a chatty (girl) a catchy (name) a choosy (shopper)
a nosy (person) a brainy (student) a sporty (person)
a mousy (look) a sneaky (manner)

2c Work out the rule for the words with *-ful* and form some new ones.

- Use one of the "new" adjectives to fill in the gap in sentence 3.

1 I'm always cheerful in the morning.
2 I think I'm very helpful.
3 She likes wearing ... clothes.

colourful

LOOK

The suffix **-ful is** used to form ... which characterise people, th... situations, etc, e.g. pain + ful = ... hope + ful = ...; colour + ful = ...

2d Match the words and explanations, then choose the words to describe Mitya.

a) cheerful 1
b) hard-working 5
c) shy 7
d) reliable 4
e) witty 2
f) gentle 3
g) loyal 8
h) confident 6

Explanations

1 is always in a good mood
2 is able to say humorous things
3 behaves in a mild and polite way
4 does what he promises
5 doesn't mind working long hours
6 is faithful (верный) even in difficult tim...
7 is nervous about meeting people
8 is sure of his ability to be successf...

H.W. WB Ex 3, p 4
Mind new words

Language work

3a Read the short descriptions of the people and answer the questions.

a) John is self-confident. He is sure that he can deal with any situation successfully. He believes that everything he does is right.

b) Lena is cheerful. She always looks happy and lively. She is always in good spirits and makes everybody feel better.

c) Mitya's friends say that he is very witty. He knows a lot of jokes and has a very good sense of humour.

1 How do the underlined sentences differ from the other ones in each example?

2 Which of them can be called topic sentences and which ones supporting sentences?

3b Write a description of Mitya from Ex. 2d.

- To make the description clear and logical, remember to include topic and supporting sentences.

Writing

4a Tick the words that describe you, then ask your friend to choose words to describe you.

- Do you both think the same?

what are we like?

	I am...	My friend says I am...
easy to get along with		
confident		
helpful		
reliable		
shy		
chatty		
cheerful		
bossy		
witty		

LANGUAGE SUPPORT 1

Linking words

to join ideas

- "and words": and, also, too, as well, besides
- "because words": because, as, due to, thanks to
- "therefore words": so, therefore

to contrast ideas

- "but words": but, on the other hand, however, anyway

4b You are going to write a short letter about yourself or somebody else. Follow the steps:

1 Look through Text B (Ex. 1a) and find examples of
   a) an introductory sentence / sentences
   b) a topic sentence / sentences
   c) a supporting sentence / sentences
   d) linking words

2 Study the diagram and the Language Support box.

Introductory sentence / sentences
(What the paragraph is going to be about)

↓

Topic sentence → supporting sentence / sentences

↓

Topic sentence → supporting sentence / sentences

↓

...

HW

5 Choose and do one of the tasks.

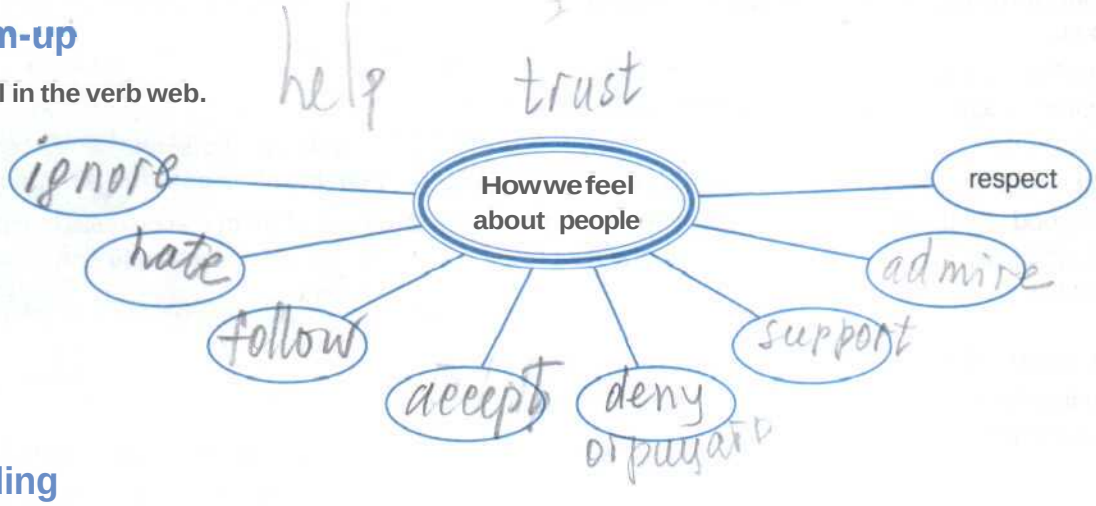
- Write 2-3 paragraphs about yourself (or somebody else) to a youth magazine.
- Write 2-3 paragraphs about yourself (or somebody else) for a students' exchange programme. (You may use Ex. 1a and the examples in Ex. 3a for support.)

H.W Ex 5 p9 What six do we use to form adjective which characterise people (ful)

Lesson 5 The person I admire

Warm-up

1 **Fill in the verb web.**



Reading

2a **Read the three texts below and give them a common title (which is to be the title of the lesson too).**

A

If you are keen on movies, you are sure to know the name Jean-Claude Van Damme, because he is probably one of the brightest Hollywood stars. He certainly looks like a star: he is tall, well-built and handsome, with friendly eyes and a fascinating smile. He has had a lot of hardships in his life but he has managed to make his name in films. In his childhood he was a skinny kid with glasses but he started taking faarlial arts and ballet classes to become fit. He has always been such a fighter! It helped him to become one of the most well-built and handsome Hollywood actors.

1 How does ... change the sentence?

emphatic sentences выражает, эморатив

attractive appearance, sporty, popular, reliable

GLOSSARY

martial arts [ˌmɑːʃəlˈɑːts] — боевые искусства
violence [ˈvaɪələns] — насилие, жестокость

B

There are many people I admire for several different reasons, but the person I admire the most is myself. Here are the reasons why. First of all, I am the most patient person I know. I can wait years for something. Also, I try to give myself a fighting chance in this world. When I look around, I see so many people throwing their lives away with drugs, violence, etc. Besides, I look at things the way they are and not just the way I want them to be.

realistic, shy,
easy to get along with,
confident

C

My father is the person that I truly admire in my life. He is very important to me. He has supported me strongly in every way he could possibly do. He has given me the love which was denied to him by others. He is a man who has never accepted things the way they are. He did a lot for his parents and his own family. Although he is not an educated man, he always knows what he is doing. He never loses hope, but continues to fight to turn his dreams into reality. What a great father he is!

2 How is this sentence similar to the sentence with *such a* (Text A)?

kind and loving, optimistic,
self-confident, witty, helpful

2b Which of the qualities listed below each text is not mentioned in the text?

Language work

3a **Answer the questions alongside the texts on pp. 10 and 11.**

3b **Analyse the pairs of sentences and try to find the rule for when you use the article a / *an* after *quite, such* and other intensifying words.**

усилители

a) She is quite a bore.
b) He is quite well-built.

1 Is there a noun after the adjective in sentence (b)? In sentence (a)?

a) She has such big eyes.
b) Her eyes are so big.

2 Is the noun in sentence (a) singular or plural?

a) He is rather a good speaker.
b) His speech was rather good.

3 Is the rule for rather different or the same?

LOOK

quite, rather, so } adj

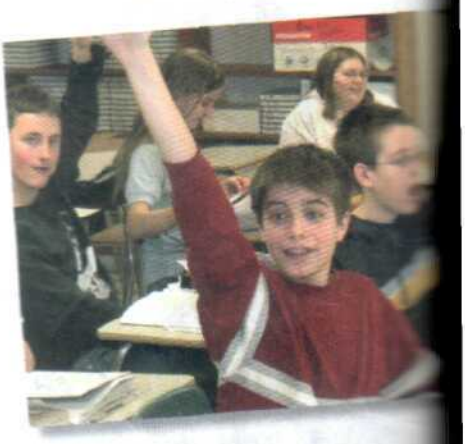
such, quite, what } a / an adj + N

усил

[*So* is used to intensify adjectives and adverbs / not nouns.

3c **Fill in the gaps with *a / an* where necessary.**

1 My younger brother is rather ... cheerful.
2 What ... strict woman Aunt Polly is!
3 He told me such ... funny joke!
4 What ... bore he is!
5 Don't tell her anything secret — she is quite ... cha
6 What ... wonderful cook she is!
7 Has Jack broken the window? What ... naughty boy
8 You may trust him — he is quite ... reliable.



Speaking

4a **Choose two or three qualities from the lists in Ex. 2a that you think you have and explain why you think so.**

Example: *I think I'm quite kind. I always help my friends and want to make them happier.*

4b **Say something good about your classmates following the example.**

Example: *Lillie is a person who is quite easy to get along with.*

HW

4c **Prepare a one-minute talk about a person you admire using the picture you have brought.**

- Refer to Ex. 2a, 4a, 4b.
- Follow the structure shown in the diagram.
- Let other students guess who you are talking about.

W.B Ex 5,6, P 6

Introductory sentence
I'm going / would like / want to talk about

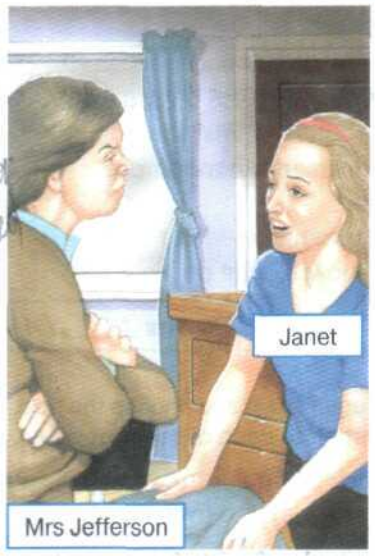
Body
Think of:
appearance
personal history (biographi6al details)
personal qualities
achievements

Lesson 6 What is friendship?

Listening

1a Read the beginning of the dialogue aloud to see how each of the characters might sound.

Mrs Jefferson: Just wait until your father gets home!
Janet: Why? What have I done?
Mrs Jefferson: I saw you!
Janet: Saw me? Saw me doing what?
Mrs Jefferson: I saw you talking to Ellie Baker.
Janet: When?
Mrs Jefferson: You know very well...



LANGUAGE SUPPORT

irritated aggressive defensive bossy
frightened not pleased neutral

1b Listen to the recording and compare it with your own way of reading.

1c Why do you think Mrs Jefferson is not pleased with her daughter Janet?

- Listen to this extract from a play and check your guesses.

1d Listen again and answer these questions.

1 Whose point of view about friendship does her father share? Why do you think so?
2 What have you learned about Janet? Ellie? Kathy?
3 What does Mrs Jefferson think her daughter's friend should / shouldn't be like?

1e In pairs discuss these questions and give your opinion.

1 Why do you think Mrs Jefferson doesn't want her daughter to have Ellie Baker as a friend?
2 Why might Janet like Ellie?
3 Why do you think Janet has dropped Kathy?
4 How do you think the conflict might end?
5 What does Janet think a true friend should / shouldn't be like?
6 Should parents interfere with your friendships?

LANGUAGE SUPPORT

I think... / I don't think... / In my opinion, ...
I'm sure ... / I believe ...
... wants / doesn't want somebody to do something
... likes / doesn't like somebody doing something

Speaking

2 What is a good friend? Talk about what a good friend is.

A good friend is a person who

Statement (quality)
Evidence (what he / she does / doesn't do)

Statement (quality)
Evidence (what he / she does / doesn't do)

LANGUAGE SUPPORT

- A good friend should / shouldn't be ...
- ... likes / doesn't like the people who are / do something
- ... wants / doesn't want me / my friend to be / to do ...
- ... thinks that friends should / shouldn't ...
- ... is afraid / worried that I might / would (do something wrong / start doing something wrong)

Lesson 7 Check your progress

1a Listen and write true (T) or false (F) about the following statements.

GLOSSARY

theft - кража
knock off one's feet - сбивать с ног

1 * The robber was dressed like a woman. ☐
2 She / He was short. ☐
3 The robber was a woman. ☐
4 The robber was known to the police. ☐

Points ____ / 4

1b ! Listen to the dialogue again and choose the best word or phrase to complete each of the sentences.

1 The man was walking home from...
a) a party b) work c) the gym
2 The robbery happened in the...
a) street b) office c) park
3 The robber was wearing...
a) sports shoes b) party shoes
c) sandals
4 The robber's hair was...
D) short and wavy h) long and wavy
c) long and straight
5 The robber was...
a) younger than 30 b) 30 years old
c) older than 30
6 The robber took...
a) the right shoe b) the left shoe
c) both shoes
7 The policeman says that the robber is...
a) dangerous b) very dangerous
c) not dangerous

Points ____ / 7

2 Fill in the gaps with the best word from the box.

plain arrogant confident overweight
obstinate muscular witty cruel

1 A person who is capable of joking is ... .
2 A person who doesn't feel worried that he / she might fail or do something wrong is ... .
3 Saying that someone is ... is a polite way of saying that someone is fat.
4 If he just exercised a little more, Mr Jordan would be as ... as Arnold Schwarzenegger.
5 A person who never changes his / her opinion or behaviour even if he / she is wrong is ... .
6 Saying that someone is ... (especially about women) is a polite way of saying that someone is not good-looking.
7 A person who likes to cause pain and enjoys the pain of others is ... .
8 A / An ... person considers himself to be very important and doesn't respect others.

Points ____ / 8

3 Read and write true (T) or false (F) about the following statements.

1 If a person is too *slim,* you can say he / she is *skinny.*
2 *Skinny* is more positive than *slim.*
3 You can use *overweight* or *slim* to describe a person's build.
4 Saying *fat* is nicer than saying *overweight.*
5 We use the word *fragile* to describe a *muscular* person.
6 People often look *pale* when they feel unhealthy.
7 Saying *ugly* is more positive than saying *plain.*
8 You say "How *tall* is she?" when you want to ask about a person's weight.

Points ____ / 8

4 **Complete the poem using the words from the box.**

chatty to get along with let you down
bored proud lazy

Sometimes I think too loud
Sometimes I feel too (1) ...
Sometimes I act too (2) ...
And I can be ignored
Sometimes I am too (3) ...
Sometimes I'm hard (4) ...
I tease my girlfriend Patty
But don't get me wrong, please.

Sometimes my words sound crazy
Sometimes I'll (5) ...
Sometimes I am too (6) ...
But mostly I'm like a clown.

You can take me as I am, or you can go.
Changing me is not an option, you should know.

Points _____ / 6

5 **Combine two sentences into one using *who* or *which*.**

1 Jack has a new girlfriend. She is lovely.
2 This is my new friend. I've told you about him.
3 She has beautiful wavy hair. She wears it in a ponytail.
4 Have you seen that fat woman? She has just come round the corner.
5 Jim wore fashionable jeans. They were too tight for him.
6 Galya often wears mini skirts. They don't fit her.
7 I can't remember the name of our new teacher. She came from School Number 11.

Points _____ / 7

6 **Choose the correct preposition.**

Hi. My name is Diana. I am 15 years old and I am (1) *in / at* the 9th grade. I go (2) *to / in* Blackforest Middle School. The person I admire (3) *with / —* is my mother. Her name is Maria and she is 36 years old. The reason I admire my mum is because she has gone (4) *through / over* a lot in her life. First, my mother treats others (5) *with / of* respect so she can get respect back. My mother cares (6) *for / with* other people especially the elderly. Secondly, I would like to say that my mother works very hard to keep a roof (7) *over / about* our heads. My mother gives us good values and teaches us right (8) *with / from* wrong. Finally I am proud (9) *with / of* my mother because she is (10) *of / with* confidence.

Points _____ / 10

TOTAL _____ / 50

Lesson 8 Express yourself

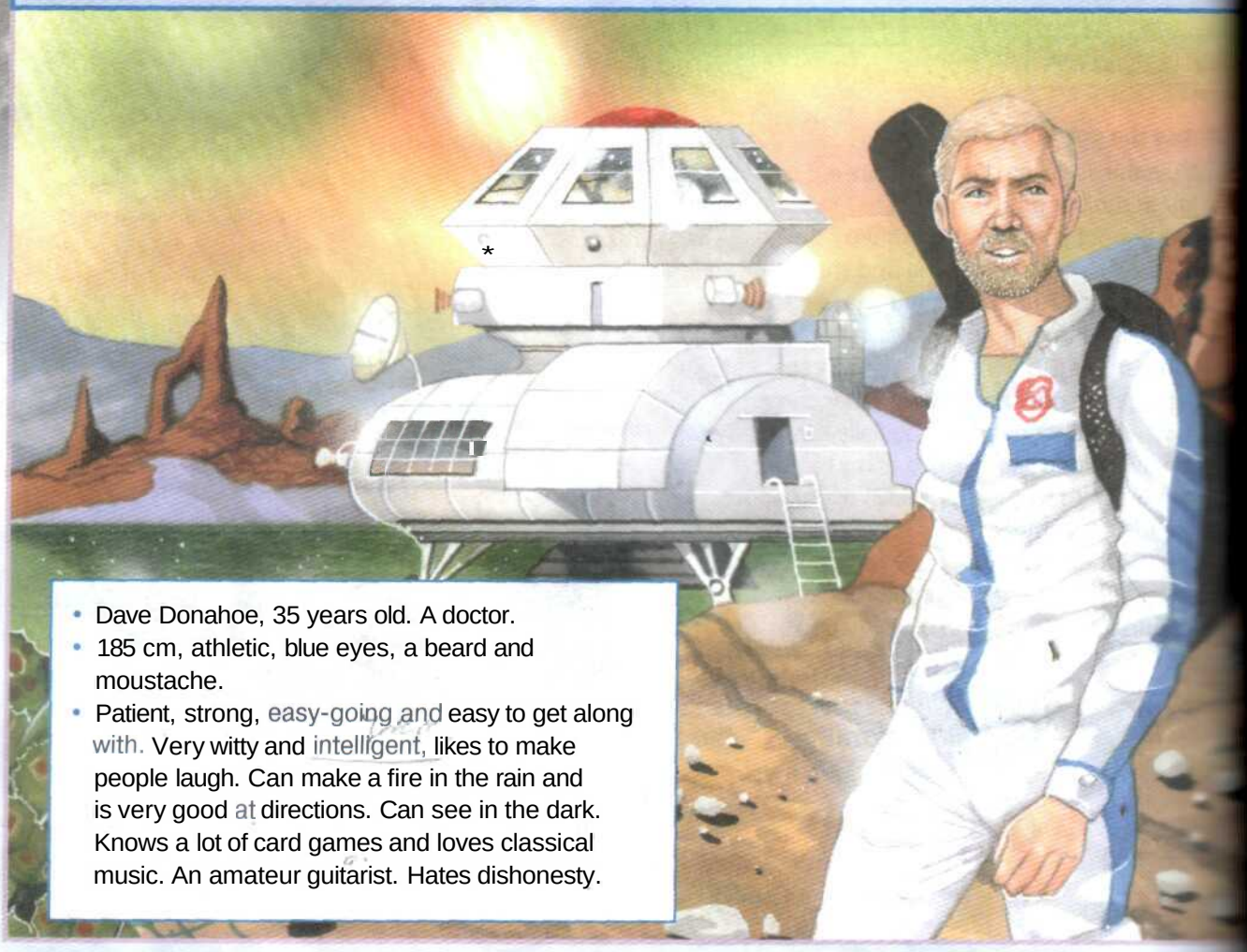
Reality show

Explore a new planet

You are appointed to form a group of five people to take part in the reality show *Explore a new planet.* This group is supposed to:

- survive a ten-day trip on a spaceship
- make a camp on the planet
- explore the area in a radius of 100 km around the camp and make a map
- collect samples tof the flora and fauna of the planet

You have to give a detailed description for each member of the team.



- Dave Donahoe, 35 years old. A doctor.
- 185 cm, athletic, blue eyes, a beard and moustache.
- Patient, strong, easy-going and easy to get along with. Very witty and intelligent, likes to make people laugh. Can make a fire in the rain and is very good at directions. Can see in the dark. Knows a lot of card games and loves classical music. An amateur guitarist. Hates dishonesty.

1 In groups of three or four prepare a description of your team (imaginary or formed from your school mates).

Think of:

- A name for your team and its motto.
- Team members (there should be men and women)

- ☐ age
- ☐ profession
- ☐ appearance
- ☐ personal qualities
- ☐ skills
- ☐ habits (what she / he likes doing)
- ☐ dislikes

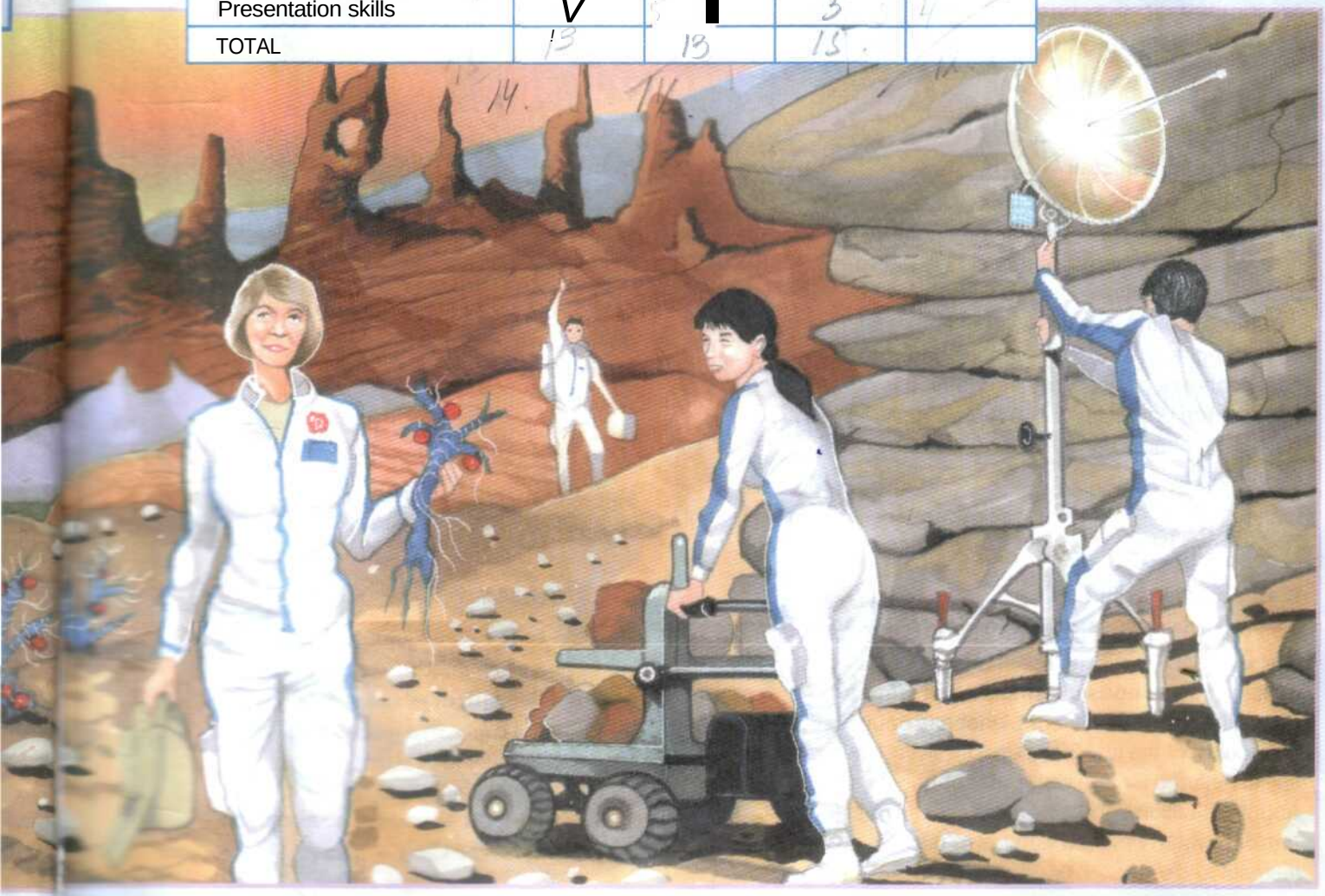
For ideas and useful language you may refer to Lessons 1 -6 in this unit.

2 Present your team to the class.

3 Listen to the other teams' presentations and fill in the evaluation form.

- Choose the best team and discuss the results.

Criteria	Team 1	Team 2	Team 3	Team 4
Originality / Creativity	7	5	5	
Clear English	4	3	5	
Presentation skills	V	5	5	
TOTAL	13	13	15	



UNIT 2 Our fragile world

Lessons 1-2 What has changed?

We'll talk fl&PLt't' changes in the environment

Warm-up

1 **Read the poem and say which statement gives the message of the poem.**

1 I am the whole world.
2 Every piece of nature is important.
3 I am a part of my planet.
4 I need the same as what the Earth needs.

Why do you think this poem was included in this lesson?

I am the Earth
And the Earth is me.
Each blade of grass,
Each honey tree,
Each bit of mud,
And stick and stone
Is blood and muscle,
Skin and bone.
And just as I
Need every bit
Of me to make
My body fit,
So Earth needs
Grass and stone and tree
And things that grow here
Naturally.

Reading

2a **Read the texts and say which illustration on p. 19 corresponds to each text.**

A 3

Destroying forests

Cutting down forest **damages** thousands of acres of land every day. The soil can easily be blown away and there is less soil. Even if new trees are planted they cannot bring back the old forest that was part of a complex ecosystem that cleaned the air, **trapped flood waters,** and made a home for much wildlife.

B 2

Waste and chemicals

Most cities produce a lot of **waste** every day. If it is just thrown away or even dug up, it may be around for decades, and could even **release** dangerous chemicals into the soil. These poisons can **threaten** the lives of the people that are living or working near by. If toxic or poisonous, liquid chemicals **are poured** into the water, it is possible to put large populations of people s health **at** risk. Even people hundreds of miles away can be affected.

Ex 4a

"Who throws it away?
Is it important to know?
Who pours chemicals?
Is it important?
Is it shown by the form of the verb?

The doer of the action is not mentioned because it is clear from the text

Passive voice be + V3

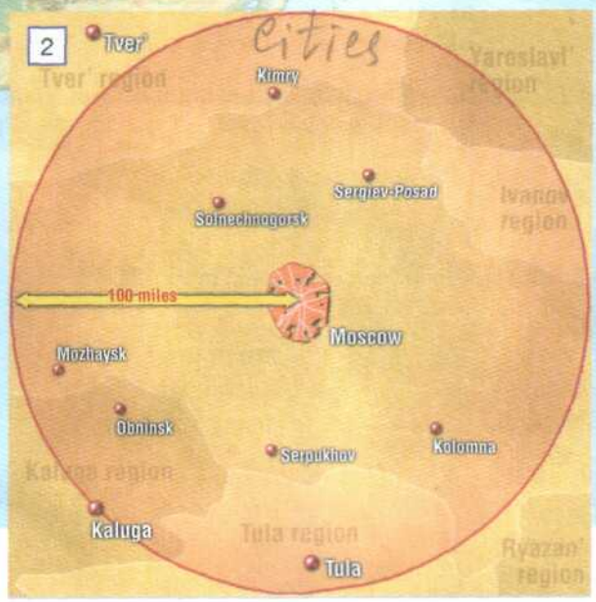
C no match

Water and air pollution

Water and air pollution is a very serious threat to our environment. This is the result of human activities: releasing **poisonous chemicals, car fumes** (the number of cars on our planet has doubled in the course of the last 30 years), throwing litter, oil spills. Polluted air and water **affect** people's health. About 1.4 billion people have no access to safe drinking water. Polluted water also causes water animals to die.

GLOSSARY

soil — почва
trap — ловить
flood [flʌd] — наводнение
are concerned [kən'sɜ:nd] — обеспокоены
liquid ['lɪkwɪd] — жидкий
oil spills — нефтяные пятна
access ['ækses] — доступ



Global warming

For millions of years, layers of gases have kept the Earth warm enough so that people, plants, and animals can live here. But some scientists are now concerned that the Earth's surface will warm up too much to a dangerous degree. This is called global warming. Factories, cars, and other things are making lots of new gases. Even when we use electricity we help to put greenhouse gases into the air. These gases are trapping more and more of the sun's heat. If it gets too hot, weather all over the globe will change. Warm places will be too hot to live in, and cold places will become warm. Polar icecaps could melt, which would make the sea level unusually high and could result in flooding.

2b Look through the texts again and say what according to the texts is:

1 the cause / causes of damage to soils
2 the role of forests
3 the effect of water pollution
4 the cause of floods in the near future
5 the cause of global warming.

2c **Discuss the following questions:**

1 Do you think these problems affect you? Why? / Why not?
2 Who is responsible for these problems? Do you think you are?
3 Which of the problems mentioned in the texts is the most important for people?
4 Which of them would you like to deal with first if you could? Why?

H.W. WB Ex 1,2, p 9,10

Vocabulary

3a **Choose the best Russian equivalent for each of these phrases.**

- Pay attention to the context in Ex. 2a.

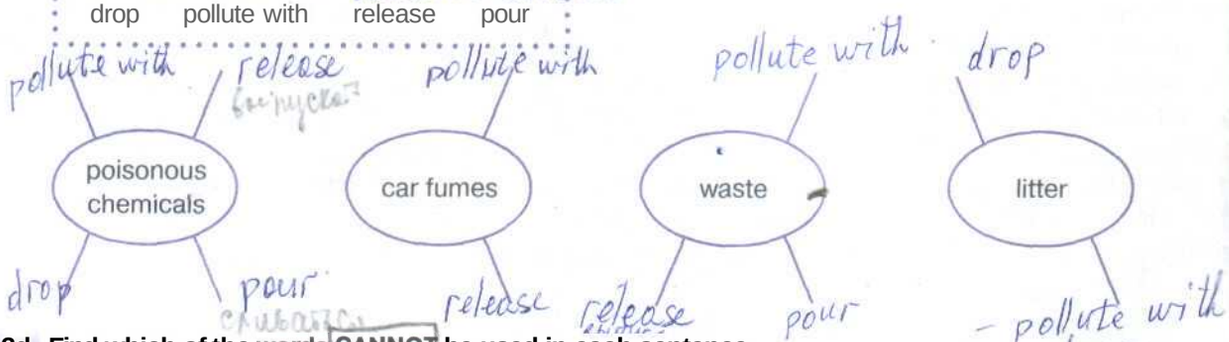
1 **trapped flood waters** (Text A)	a) улавливали воды наводнения b) сдерживали разливы реК
2 **poisonous chemicals** (Text C)	a) ядовитые химикалии b) flflOBMTbie химические вещества
3 **put at risk** (Text B)	a) подвергнуть риску b) поставить под PUCK
4 **car fumes** (Text C)	a) машинные газы b) автомобильные выхлопы
5 **greenhouse gases** (Text D)	a) газы, создающие парниковый эффект b) парниковые газы
6 **global warming** (Text D)	a) глобальное потепление b) общее согревание

3b **Choose the correct translation for the words in bold in the text in Ex. 2a.**

1 **damages** a) приносит пользу b) наносит ущерб	3 **release** a) поглощать b) выпускать	5 **are poured** a) высыпаются b) сливаются	7 **causes** a) является причиной b) является следствием
2 **waste** a) продукция b) отходы	4 **threaten** a) угрожать b) улучшать	6 **affect** a) отрицательно влияют b) положительно влияют	

3c **Fill in the word webs with the words from the box.**

drop pollute with release pour



3d **Find which of the words CANNOT be used in each sentence.**

1 Polluted air *threatens / damages / affects / causes* our health.
2 Factories and plants release a lot of *waste / litter* into the water and air.
3 *Pouring / Releasing* greenhouse gases into the air causes global warming.
4 Cutting down rainforests *affects / poisons / damages* wildlife.
5 Car fumes *pollute / poison / damage* the air.
6 *Pouring / Releasing / Dropping* liquid waste into rivers and seas causes water pollution.
7 Poisoning soils *causes / affects* a lot of plants to die.

Language work

4a **Answer the questions alongside Text B in Ex. 2a.**

4b **What has been done by these people leaving the picnic place?**

- Use the verbs from the box.

Example: *The words "I love Olya" have been cut on the tree,*

throw cut drop break burn litter

LOOK

Present perfect passive
have / has been Ved(3)

Two trees have been broken
A lot of litter has been dropped
Tins, cans have been thrown around
The grass has been burned
The whole place has been littered

5 **Do a survey on how your environment has changed in the last fifteen years and write a list of changes.**

- Follow the steps:

1. In your group agree on four or five questions you are going to ask and make a questionnaire. Use the cues in the box or your own ideas.
2. Make a copy of the questionnaire for every student in your group.
3. At home interview your parents, grandparents, older brothers or sisters or neighbours. Take notes of the answers.
4. Write a list of your findings. The verbs in the box will help you.

- houses / shops
- playgrounds
- trees
- air
- river / lake / sea
- new people
- cars
- etc

Example: *Two new shops have been built.*

built ruined damaged grown polluted
changed moved planted etc

Lesson 3 Teens and bins

Warm-up

1 Which do you think is the most common excuse among teenagers for dropping litter?

Reading

2a Read the article and choose the best title for it.

1 Teenagers ignore litter bins "to stay cool"
2 More litter bins in the streets!
3 Teenagers against litter

Teenagers have admitted they drop litter because they don't think it's cool to use a bin. A survey by the Tidy Britain Group found that boys say that putting rubbish in a bin would make them appear "soft" or "uncool". Youngsters aged 13-16 were asked what they thought litter was, how big a problem it was in their area, who they thought dropped litter and why they did it?

Most teenagers believe rubbish is mainly made up of sweet and crisp wrappers and that richer areas are less likely to be littered than poorer ones. They also recognise that rubbish is a common thing in and around schools. When it comes to dropping litter, the kids questioned admitted their age group were the biggest culprits, with boys more to blame than girls. One 14-year-old said he dropped litter "365 days a year — 'cos I'm always eating".

A lack of waste bins was mentioned as an excuse for dropping rubbish, but the main reason given is laziness and peer pressure.

GLOSSARY

culprit — виновн
peer pressure ['p давление со сто приятелей
wrapper ['ræpə] –

2b Read the text again and answer the questions.

According to the survey:

1 What age group is mainly responsible for dropping litter?
2 What places are most littered?
3 What are the four reasons for teenagers to drop litter?

2c Discuss the following questions in pairs and share your opinion with the class.

1 Do you agree that the reasons mentioned are serious enough to make the teenagers behave like this?
2 Do you think that teenagers are mainly responsible for dropping litter in your home area?

2d What five questions were asked in the survey mentioned in Ex. 2a?

- Write the questions down.

Language work

3a Read the examples and choose the right answer to the question from the options in the box.

» Why do you think there is no article with the underlined nouns?

1 Teenagers have admitted they drop litter...
2 The survey found that boys say that putting rubbish in a bin would make them appear "soft" or "uncool".
3 Water and air pollution affects people's health.

Because they are:
a) used in a general sens
b) uncountable
c) all of the above

3b Fill in the gaps with articles, if necessary.

There was (1) ... litter everywhere after the celebration. It took three hours and ten people to clear (2) the litter away.

– I've finished peeling the potatoes. Where shall I put (3) the rubbish?

– There's a big plastic bag over there. We always put (4) ... rubbish in plastic bags, then load them on a lorry.

(5) fiUiealth of people living in this area for more than ten years has been seriously damaged by (6) ... industrial pollution.

Vocabulary

4a Read the definitions and label the pictures.

B **litte**r - waste such as empty packets, bottles and pieces of paper that people have dropped in the street or in a public place

C **waste** — used, damaged or unwanted matter (materials or substances) esp. after it has been used for an industrial process

A **garbage - esp.** *AmE,* **rubbish** - esp. *BrE* waste material e.g. from a house or office to be thrown away

4b Study the grid of possible word combinations and solve the riddles.

	bin	pipe	can
waste	+	+	
litter	+		
rubbish	+		
garbage	+		+
dust	+		

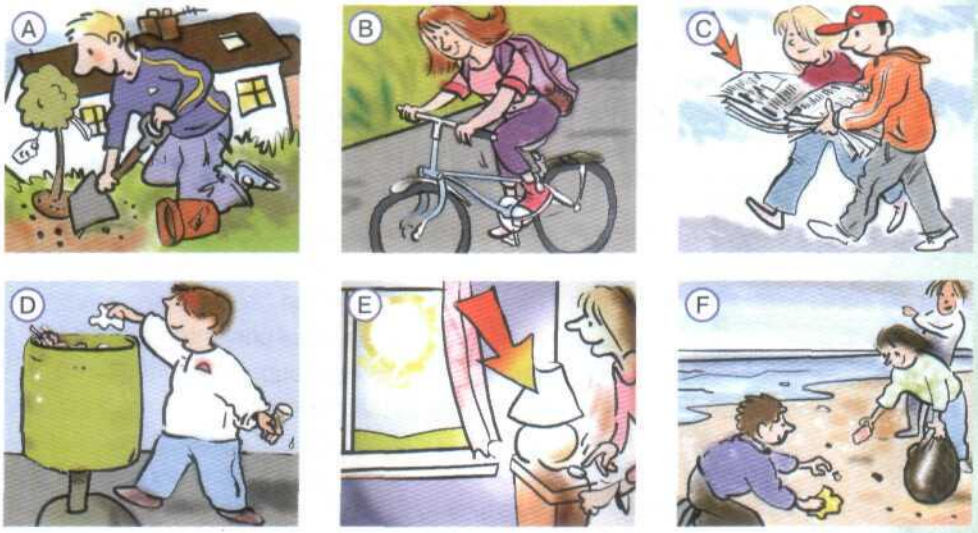
1. It is connected to a sink to get rid of dirty water after washing up. waste pipe
2. They are big *and* placed outside houses in the backyard. People - throw their garbage into them. garbage can
3. We have it in our kitchen to throw away everything that is not needed any more. rubbish bin
4. We can find them on the streets to throw away wrappers, plastic bags etc.

Lessons 4-5 We care

Warm-up

1 Match the environmental problems listed in the box and the way teenagers can deal with them.

- What else can be done in every case?



- litter
- water pollution
- air pollution
- global warming
- waste of natural resources

Reading

2a Read the extracts from school essays and fill in the chart.

- Some texts mention more then one problem.

Problem	Text that mentions it
Water pollution	A
Litter	A C
Forest destruction	B

A

I'm worried about the state of the Bistraya river in my area. My grandmother sas it was clean and beautiful in her childhood. But when I visi ' ny granny on holidays I was hurt and disappointed by what I found. A nuclear power plant nearby was pouring its chemicals into the so-called river. It looked more like a muddy puddle with a green film on it. The amount of litter astonished me. No animals were drinking from the river. I suppose they would be poisoned if the did.

Liza, \7

B

I have spent all my life in Bavaria and I can't bear to see the present of the countryside. It may be destroy very soon. It is difficult to imagine these mountains without their trees. I fear we all lose nearly a Waldsterben, or forest death. This is name we give to rius pollution sickne When you first see the forest, you m think there is no problem. But I can you many trees with yellow leaves in some high places, many trees have died. Our foresters have to remo 2 young trees that have died or becom damaged. Personally I think that rain has to be the main cause, and problem is getting worse and worse

Dietrich, 16

C

In the north eastern United States where I live, our environment is put at risk. It is sad to see our streets littered with old lottery tickets, cigarette packages, papers and wrappers of all kinds. Until we learn to recycle or reuse waste and litter more effectively, we will continue to have environmental problems. I think that by the time I am grown up, have my own family, our natural resources and our way of life will be much more seriously threatened. We recycle some bottles, cans and newspapers now, but it is not nearly enough.

Dave, 16

1 What time do the highlighted sentences refer to? Future
2 Does the verb show it? In the main clause
3 Is it the same in the Russian language? No

2b Read the texts in Ex. 2a again and match the causes and effects.

1 River Bystraia looks like a muddy puddle. c	because	a) There was a lot of acid rain in the area.
2 Many trees have died in Bavaria. a		b) There are serious litter problems.
3 In some areas of the United States the environment is put at risk. b		c) A factory has been releasing poisonous substances into it.

2c In pairs **discuss the following questions.**

1 Which of the problems mentioned in the text are important in your area?
2 What is being done / can be done to deal with them?

H.W. WB Ex 7 B S.

Language work

H.W. Ex 2C; p 25

3a Translate the highlighted sentences in Text C (Ex. 2a).

3b Compare the Russian and the English phrase and answer the question: How is negation shown in English?

отрицание

Subord clauses until, by the time

пока мы не научимся ...
until we learn ...

3c Answer the questions on the right of the text.

3d LOOK box and put the verbs into the right form using the example.

Example:

Until we ... (learn) to recycle, we ... (continue) to have environmental problems.
Until we learn to recycle, we will continue to have environmental problems.

1 By the time I ... (be) grown up, our way of life ... (be) much more seriously threatened.
2 Our river ... (be polluted) until our city ... (have) the funds for cleaning it.
3 By the time we ... (have) children of our own, the trees we have planted in our school playground ... (grow) high.

LOOK

Until / By the time N V ..., N **will V** ....
N **will V ...** until / By the time N V

Present Simple

Future Simple

WB p 14 ex 9

3e Complete the sentences.

1 By the time I ... 25...
2 Until people in our towns...
3 Until... we will...

Vocabulary

4 Read the examples and guess the meaning of the words in bold.

1 The town rubbish **dumps** are usually located not closer than 5 km from the town. The rubbish is usually carried on special lorries and **dumped** there.
2 In many countries such things as used plastic and glass bottles or waste paper are **recycled**.
3 This TV programme shows how to **reuse** old plastic bags.
4 During the hike we **refused** to drink water from the stream because there was a factory nearby and the water could be polluted.
5 **To reduce** the quantity of litter in our street we should use litter bins.
6 You will have to pay a **fine** of £10 in Britain for dropping litter.

Listening

5a Listen to the interview with Paul Carry, the leader of the Litterbugs Project, and put the ideas in the order they appear in the interview.

- The first one is done for you.

The 4Rs programme	5
The first steps to deal with litter	3
History of litter	1
Statistics of litter problems	2
Actions performed by the "Litterbugs"	A

5b Listen to the second part of the interview and say which of the ideas for solving the litter problem were NOT mentioned.

1 Stop dropping litter
2 Read about the problem
3 Understand your personal responsibility
4 Fine those who drop litter
5 Start a poster campaign
6 - Spread leaflets
7 Send letters
8 - Organise a demonstration
9 Provide more garbage bins
10 Create a website to let everybody know
11 Follow the 4Rs programme

Speaking

6 In small groups prepare a one-minute presentation.

- Follow the stages:

1 Support the statement the teacher will give you with four or five sentences.
2 Brainstorm ideas about how to solve this problem. You can use the ideas in Ex. 2a and 5b.
3 Explain how you personally (or as a group) can be involved in solving the problem.
4 Present your ideas to the class.
5 Prepare questions or suggestions concerning the other groups' problems while listening to them.

LANGUAGE SUPPORT

- I think... / I don't think...
- In my opinion,...
- I'm sure...
- I believe...

Triton [traitə], quasars [kweizaːz], pulsars ['pʌlsaːz]
black holes
debris = space garbage

What is the lesson going to be about

Lesson 6 Space garbage

Listening

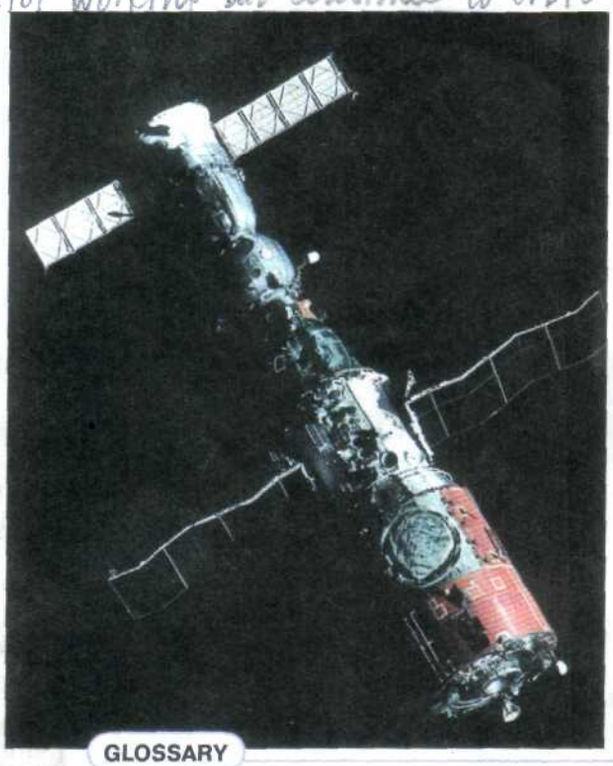
science fiction

1a **Listen to a famous sci-fi writer talking about his new book and choose the best cover for it.**

- Explain your choice.

1b **Listen again and answer the questions.**

1 What does he call space garbage? Rockets that stop working but continue to orbit the Earth
2 Why is it dangerous? He doesn't say anything about it



Reading

2a **Read this text and Text B on p. 28 and say what they have in common and what is different.**

same situation, the time and people are different

SOME "SPACE GARBAGE" REALLY IS GARBAGE!

In 1978, two cosmonauts in the Russian *Salyut 6* space station dumped two bags of trash into space. Later, ground controllers feH the cosmonauts to check out two nearby "unidentified flying objects". One looked out, tfbe window — and was shocked to see two dark round objects keepingpace with the spacecraft! Only after a few hair-raising seconds did they realise that the scary, rtnpe*-looking "UFOs" were merely the trash bagsthey had discarded.

GLOSSARY

trash — *AmE* waste material that will be thrown away
keeping pace with — following closely
discard — to throw away something because it is useless

that tells about a fact
there is a script which has
the place, time and
the description of what they do, feel

B

Kim: Stop messing around and pay attention, Felix. Flight Control Centre's on line in a second.

Felix: No messing around, Kim. I'm experimenting with weightlessness.

The big screen comes to life with the excited face of the ground controller. She is trying to hide her excitement. Both astronauts move closer to the screen.

Ground controller: *(a worried voice)* Skybirds, hi. Jessica Gleeson, Flight Control Centre. How well can you hear me?

Kim: Hearing's perfect. Had a good night's sleep?

Ground controller: No panic, skybirds. Check your rear vision camera. Can you see them?

Kim, also worried, turns to the keyboard. Another screen goes on. The rear part of the spacecraft can be seen on the screen, and further on, two perfectly round silverish objects are floating. They look like classic UFOs.

Felix: Jesus!

Kim: Gosh! Ground Control, we can see two unidentified flying objects. They're round. Probably made of metal. They reflect light well. How long have they been around?

Ground controller: We noticed them 15 minutes ago. They are just following you. No threat so far.

Felix's face shows that he is at a loss then he suddenly remembers something.

Felix: *(not very loud)* Kim? I say...

Kim: *(Kim is not listening, he is tapping nervously on the keyboard)* Zoom,... clear picture...

Suddenly one of the objects becomes bigger on the screen. There are big letters on the side which say EUROPEAN AEROSPACE AGENCY. Both astronauts look at each other and burst into laughter.

Ground controller: *(Puzzled)* What's the matter? Skybirds? Skybirds?

Kim: *(Still laughing)* Ground Control, relax. It's just bags of trash we dumped the other day.

Ground controller: What?! Discarded paper towels? *(laughs)*

GLOSSARY

rear [rɪə] — the back part of an object, a building, a car, etc

tap — to hit your hand or foot softly on something

2b Translate or explain the highlighted words and phrases.

- Pay attention to the context, the form or use your own knowledge.

2c In groups discuss the composition of Text B.

1 How does it begin? Why?
2 When do we know that something is wrong? How do we know it?
3 What is the most exciting moment? How is it shown in the text?
4 What can you say about the characters?

fc>l is serious ***fa/if*** likes jokes

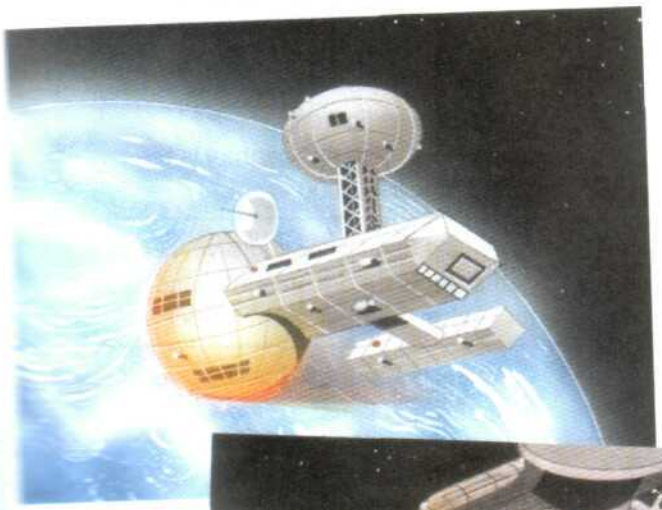
2d Read the play aloud in parts to add to the dramatic effect.

Writing

3 Prepare to **write** a script **for** a **three-minute film about space garbage using true facts.**

- Use your own ideas or the suggestions in the Fact File on pp. 32—33.
- Follow the steps below.

1 Choose a dramatic episode from the Fact File on pp. 32—33, or think of your own story.
2 Think of the setting, the development, the climax (the most dramatic episode), the outcome (see the diagram).
3 Think of the characters. The pictures on p. 33 may help you.
4 Write a storyboard.
5 Think of a catchy title.
6 Finish writing the script at home.



Lesson 7 Check your progress

1a Read the texts and match the titles to the parts.

Title	Part
1 What is positive about global warming?	g
2 What could happen?	£
3 Does global warming exist?	A
4 It has begun!	P
5 The greenhouse effect	C

A

For many years, scientists have been arguing about global warming. While they don't all agree about what this might mean for Planet Earth, many think it is going on — and that we can do something about it. We need a few more years to gather facts before anyone can say for sure. But if global warming is happening, it will take years to fix. People need to start now to do things to stop it.

B

1 Some global warming is good. Without it, Earth would be a ball of ice. The average (средняя) temperature would be about 5 degrees Fahrenheit, not 60 degrees as it is today. No life as we know it could live here.

C

There are many types of gases in our atmosphere. Some of them absorb the heat from the sun and control our climate. "Greenhouse gases" are those that hold the heat around the planet's surface. When we increase the level of these gases, we upset the balance. These extra gases trap even more heat.

D

2 Some scientists say global warming has already started to change the environment. The Earth's temperature has risen one degree Fahrenheit this century. Many scientists believe it could rise from two to eight degrees Fahrenheit in the next hundred years. This would be the fastest rise in 3 10,000 years. Harsh weather has hit the United States in recent years. The Mississippi flooded several times. Hurricanes Hugo and Andrew smashed into the east coast.

E

Sea levels could rise. tee sheets could melt and add to the water level. As water warms, it takes up more space. The **sea level has** risen about 5 inches during this century. Scientists believe *sea* levels could rise more than **3 feet** in the next hundred years. Many places near the coast would be in danger of flooo-ri (наводнения). In some places a warmer climate may seembetter. But plants and animals are used to the climate that has existed for years. If the climate chang is too large and too fas:, some plants and animals could really suffer. They could even die out. Weather could become more violent and extreme. In some places there would be more forest fires. But in other areas there would be more rain and snow, storms and floods.

Points _____ / 5

1b Tick the correct column: **true (T), false (F),** not mentioned (**NM**).

	T	F	NM
1 - Global warming is a strongly negative phenomenon.			
2+ Not all scientists think that global warming is caused by human activities.			
3- A one-degree Fahrenheit temperature rise this century is the fastest rise in 10,000 years.			
4 Scientists need [illegible] years to gather facts before anyone could say for sure that global warming exists.			
5+ Climate changes can cause some animals and plants to die out.			
6– Because of global warming weather would be wetter all over the world.			
7 Global warming could cause new diseases in people.			

Points _____ (7

2 Fill in the gaps with a / *an* if necessary.

1 ... garbage is not only ugly, but dangerous because it causes ... air pollution.
I In Canada people don't realise that they throw out 10,000 tons of ... waste.
3 Cars are ... important part of ... life for most people. But cars also cause ... pollution and release fumes.
- Over 14 billion pounds of ... waste per year is thrown out to sea and it kills millions of sea animals.
5 If we want to breathe ... healthy air we have to think about what we do.
6 Because of our lack of ... knowledge there is now &.. huge hole over ... Antarctic.
7 ... water is fi. vital element of ... life.

Points _____ / *14*

3 Do the ecological R crossword.

1	r	e	u	s	e	
2	r	e	d	u	c	e
3	r	e	f	if	s	e
4	r	e	c	l	5	e
5	r	e	e	y	c	l
6	r	u	b	b	i	s h

recycle

Points _____ / *6*

4 Cross out the word that CANNOT be used to fill in the gap.

1 Every day the world's industrial nations *release / pour / throw* over 2 million tonnes of *pollutants / litter / poisonous substances* into the atmosphere.
2 A thousand new *chemicals / substances / waste are* manufactured every year.
3 Something only becomes a pollutant when it does *harm / damage / good.*
4 When coal, gas and oil are burned they release a number of *harmful / useful / poisonous* gases which can *harm / pollute / poison* people, plants and buildings.
5 5 After the school party we had to clean the *rubbish / waste / litter* from the hall.

Points _____ / *7*

5 Teenagers of School Number 32 in Krasgorod started a "We Want a Clean City" campaign. They have written a report, but mixed up the active and the passive voice.

- Read the report and correct the mistakes (two sentences are correct).

Points _____ / *11*

TOTAL _____ / *50*

1 We have been got the following results: have got
2 A lot of litterbins have put in our area. have been put
3 We have prepared and held three school assemblies with junior school children to explain to them the harm in dropping litter.
4 We have been organised a school patrolling campaign to stop people dropping litter in school. have organised
5 Contact with "Litterbugs" (Oklahoma) has been established on the Internet.
6 We have prepared a lecture about recycling to make people aware of what it is.
7 We have been asked the handicrafts teacher at our school to develop two lessons to teach our students how to reuse old plastic bottles.
8 An exhibition "New Old Things" (useful things made from waste) has organised in the school hall.
9 Four hundred kilogrammes of wastepaper have been collected by the pupils of Class 9.
10 Because of our campaign we have been making English tessons at school.
11 Now we are afraid to make a lot of errors in using the active and passive voice have made.

Lesson 8 Express yourself

Take part in a film festival with the motto: **Earth is our bigger home.** Only films about environmental problems can be entered. Make your film and win a prize.

1 At home prepare your script (see Ex. 3 Lesson 6 in this unit).

- Read again the notes you made in the lesson.
- Write a complete version of the script.

2 Finalise your script.

1 In groups read and discuss your scripts and decide which you are going to present.
2 Make improvements to the script if necessary.

3 Distribute the roles and prepare to present your film.

4 Present your film.

5 Award prizes.

- Fill in this card for each presentation.

Prize	Presentation 1	Presentation 2	Presentation 3	Presentation 4
Best script				
Best actor / actress				
Best special effects				
For the best group work				

- Collect the cards and award prizes.

FACT FILE

EARTH'S ORBITAL JUNKYARD

We have placed many satellites in orbit about the Earth since the late 1950s. Most of them are still circling our planet, even if they're no longer working. [Many satellites] have broken up into fragments. With time, the fragments break up further. There are now [many thousands] of pieces of space debris at least the size of a golf ball circling the Earth.

There are billions of tinier pieces, like small specks of paint. Some debris eventually floats down to Earth, but more is being formed than settles down, and the total amount of "space junk" is steadily increasing.

SPACEWALKING - IS IT SAFE?

Space contains speeding meteoroids, most of them are the size of a grain of sand. They move at many miles a second, and even a small one can puncture a spacesuit and kill an astronaut. But space is vast and so far no "killer meteoroid" has struck any astronaut. Space debris is equally dangerous. A fleck of paint struck a space shuttle in 1983 and chipped the windshield, which had to be replaced at a cost of $50,000. A slightly larger object might have punctured the windshield and killed the entire crew. The more debris we put up there, the greater the danger.

IDEAS BANK

Astronauts come to a planet all covered with old metal parts of strange machines and equipment.

A huge space station that has been out of use for many years is falling onto the Earth. Calculations show that it is going to fall on one of the biggest cities of Europe.

Nearby space is heavily littered. Four young astronauts have the job of cleaning a tunnel for an interplanetary expedition.

GLOSSARY

speck of paint — a small piece of paint
junk — old or unwanted objects that have no use
debris [de'bri] — the pieces left after something has been destroyed
meteoroid — a man-made object left in space by people
speeding — moving very fast
puncture — a small hole made by a sharp point
vast — extremely large
space shuttle — a space ship that can go to space and back to Earth several times
windshield — a large window at the front of a car, bus, etc

WHAT IF...? – SKYLAB AND OTHER NEAR MISSES

Space debris can even be dangerous to us here on Earth. As debris passes through thin wisps of upper air, it gradually comes close to Earth and finally enters the main atmosphere. Small pieces just burn up. But large pieces can reach the Earth's surface. Nearly three-quarters of them will splash into the ocean, but some may hit land. Parts of the Soviet satellite, Cosmos 954, fell on Northern Canada in 1978.

Also in 1978, increased activity on the surface of the Sun heated up the Earth's atmosphere, causing it to expand. This increased the atmosphere's "drag" on the US *Skylab* satellite, until parts of *Skylab* finally came down on 11 July, 1979, hitting Western Australia. It's not very likely that pieces of satellites will hit buildings or people.

But someday a lump **of** debris may do that.

Дистант на енеба 99 % –
сметарци

UNIT 3 Learning to learn

Lessons 1-2 What do we learn for?

We' II tali abo uni ition

Vocabulary

1a **Read what the women say about their children and translate the phrases in bold.**

My Jack **was deep into** his studies before his Maths exam and he passed it easily! Mary has finished school **successfully** and has **entered university.** My Chris **is making good progress** in English and now he's top of the class.

My Sam **fated** his Physics exam and had to take it aga **distracted him from his** studies and Tom did very badly in his last English test. My Bob **dropped out of** school and failed to find a job. I hope he'll **go t; a further education college** and get a professional qualification there.

1b **Read the Russian sentences and find the English equivalents in the second column for the words and phrases in bold.**

- Do you notice anything special about these **equivalents?**

1 **Учеба** занимает у меня много времени. e
2 Если постараться, ТО даже школьник сможет наити **почасовую работу**. a
3 Выпускникам школы выдается **аттестат о среднем образовании**. f
4 Третья **четверть** — самая flo^ran. d
5 У меня очень **плотный режим дня**. b
6 МОМ брат учится В **вечернеи школе**. c

a) Jane had a part- - - the **evenings** afte ..versity.
b) **My** father **is** an office manager; he's got lots **of work, so** his schedule is very tight.
c) People who work during the day can study at night school.
d) There are three terms in the school year in Britain.
e) I need to find more time to study — we're having exams soon.
f) My school leaving certificate should help me get into university — my marks are all excellent.

learn how to do things
learn how to learn
to speak foreign l-ge
to practise sewing, cooking
to communicate with friends
to meet one's first love

Speaking

2a Read the rules and play the *What do we learn for?* game.

The object of this game is to discuss future opportunities and to make decisions together.

- Work in groups.
- Read Card 1 and choose one of the options. You should decide together.
- Tell the teacher what card you need and repeat the previous step.
- Continue until the game is over.

LANGUAGE SUPPORT

- I think we should...
- It's better to...
- But look...
- On the other hand...
- I still think...
- Yes, but what I really mean is...
- What I'm trying to say is...

Card 1

Nine years of school is a long time! After the exams you will have to make a decision! What are you going to do?

a) If you would really like to continue studying in Grade 10, take Card 3.

b) If you just want to stay with most of your classmates in Grade 10, take Card 3.

c) At a further education college you could make new friends; the teachers there treat students (обращаются со студентами) as adults, not kids. If this idea suits you, take Card 4.

d) If you are tired of studying and you want to get a job and earn some money, take Card 2.

If ... had + V3 | + ... would + have + V3 ed

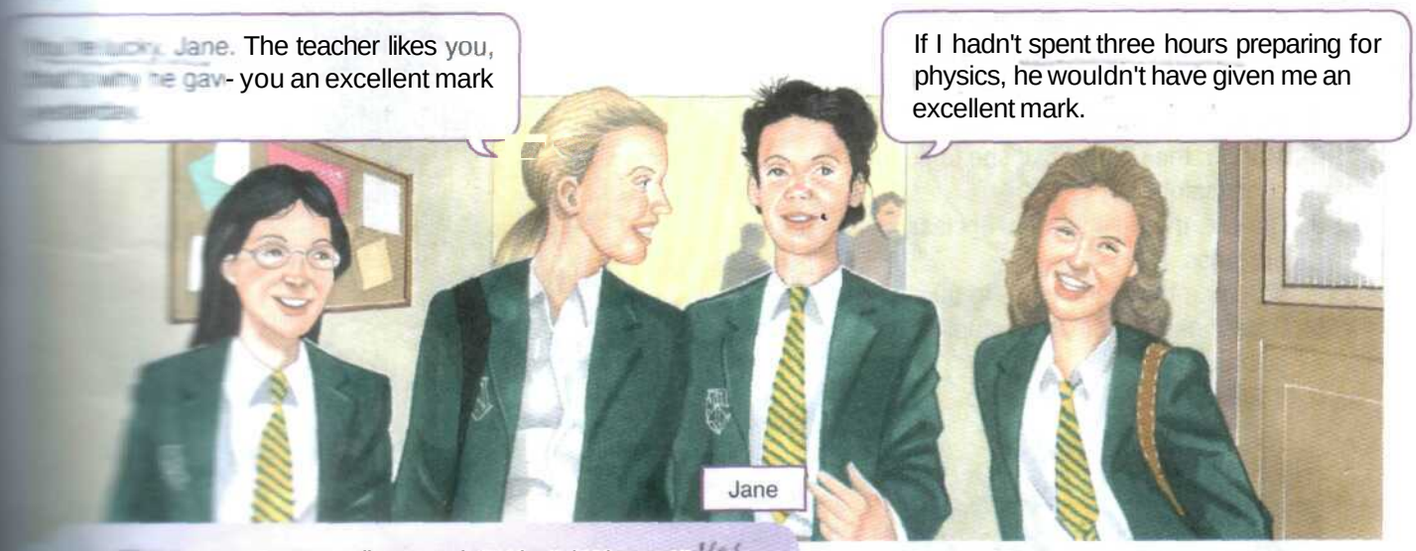
2b Discuss the following questions.

1. What was the purpose of the game?
2. What did you learn from the game?

Language work

Unreal Condition

3a Read what the students in the picture say and answer the questions below.



1. Did Jane get an excellent mark? Why? / Why not? Yes
2. Why, according to Jane, did she get an excellent mark? 3 hours
3. Is Jane talking about a real or an unreal condition?
4. What verb form shows it? had + V3 / would + have + V3
5. Why does she use this form? She wants to explain why this happen.

LOOK

Conditional 3

If ... had Ved(3), ... would have Ved(3) ... .

3b Read what the students say and explain the situation.

- The first one is done for you.

Situation	Explanation
1 Sam: If the teacher had asked somebody else the question, I wouldn't have got a bad mark.	The teacher asked Sam a difficult question. Sam didn't answer so he got a bad mark.
2 Pat: If you had given me your notebook to copy yesterday, I would have been prepared for the literature test!	...
3 **Mary:** If I hadn't watched the thriller yesterday, I would have had enough time to write the report.	...
4 **Nick:** If you hadn't distracted me from the task, I wouldn't have made that silly mistake.	...

3c Fill the gaps in order to get correct sentences about Ex. 1a.

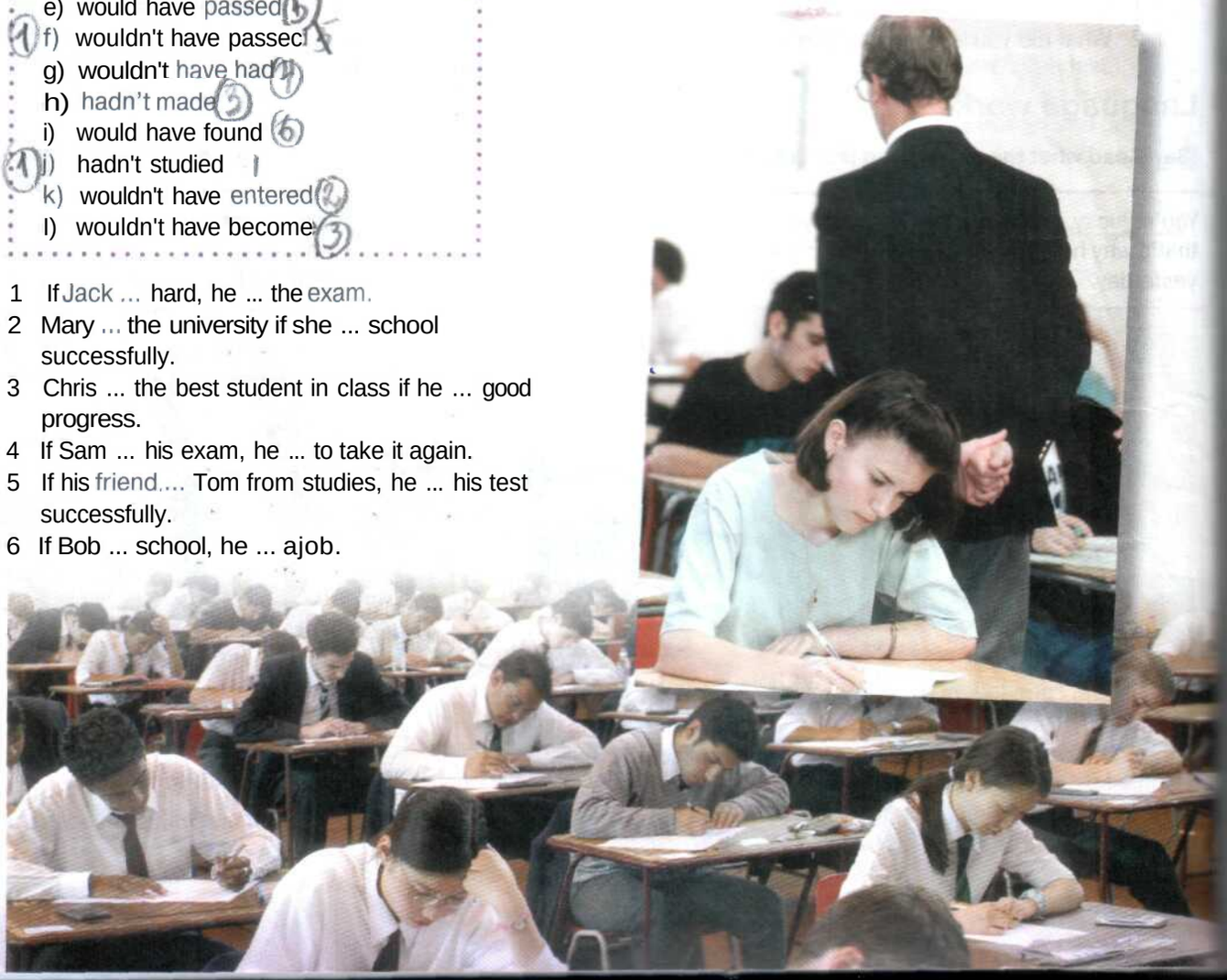
- Use the verbs in the box.

a) hadn't failed
b) hadn't distracted
c) hadn't finished
d) had finished
e) would have passed
f) wouldn't have passed
g) wouldn't have had
h) hadn't made
i) would have found
j) hadn't studied
k) wouldn't have entered
l) wouldn't have become

1 If Jack ... hard, he ... the exam.
2 Mary ... the university if she ... school successfully.
3 Chris ... the best student in class if he ... good progress.
4 If Sam ... his exam, he ... to take it again.
5 If his friend.... Tom from studies, he ... his test successfully.
6 If Bob ... school, he ... ajob.

3d Think about the game that you have played in Ex. 2a and finish the sentences.

1 If the game had given us more choices,...
2 We would have **won, if...**
3 If we had played individually,...
4 **If I had decided** to stay at school instead of **taking a** job,...



Words: comprehensive school, core subjects, majority, optional subjects, primary school, secondary education, take (a subject)

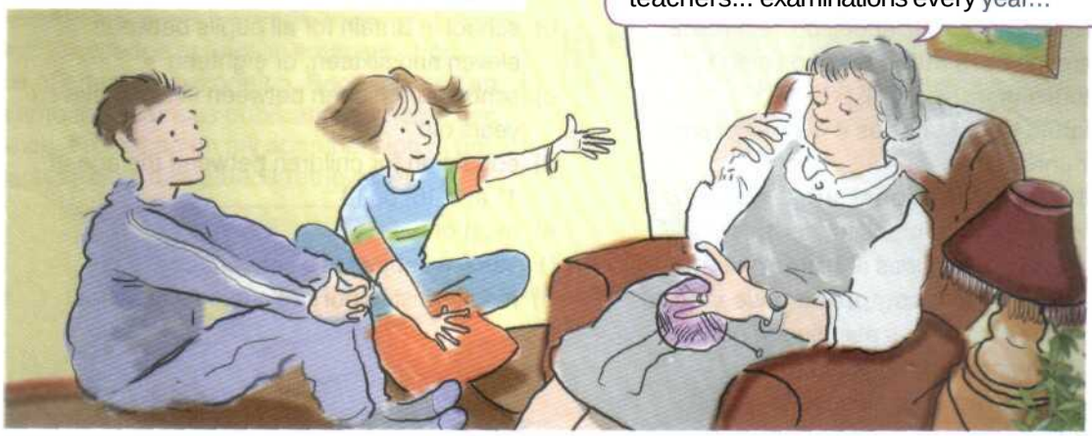
21.10

Lesson 3 What do we learn?

We'll learn more about schools in Britain British and Russian school

Warm-up

1 What would you tell your grandchildren about your school?



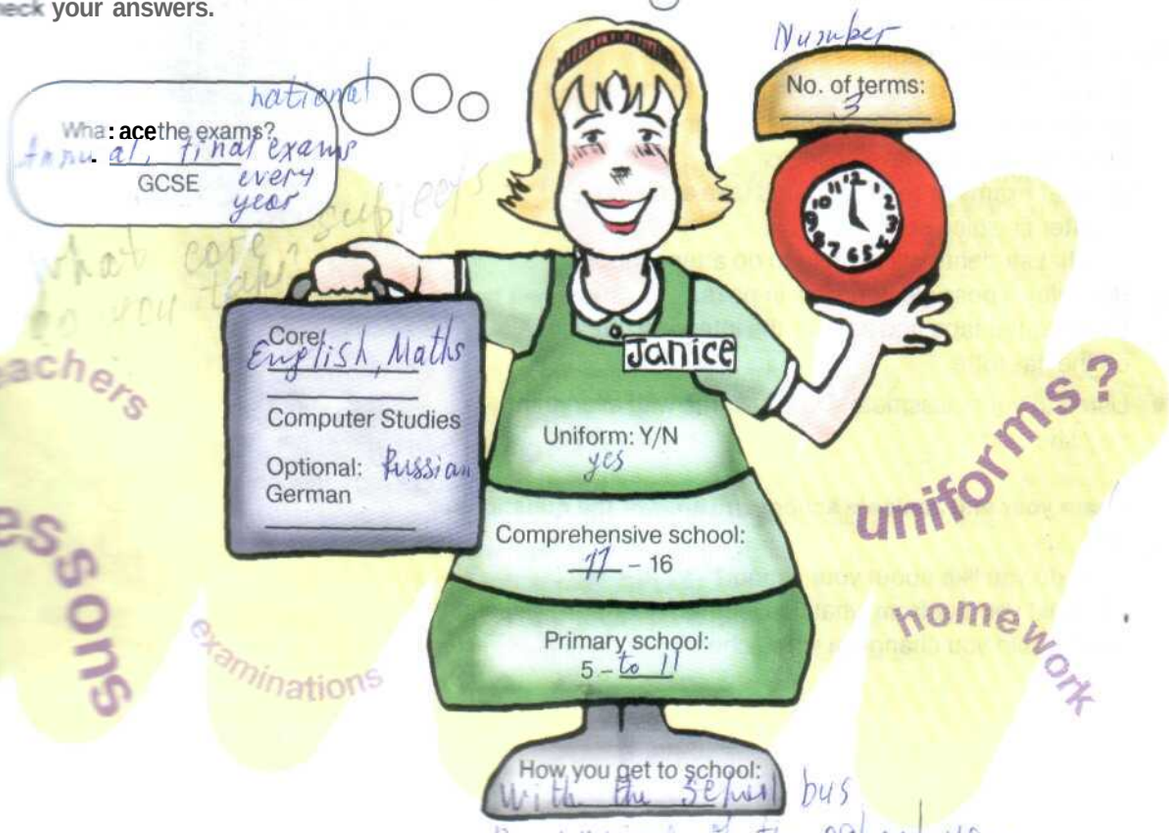
Listening

- the school year in Britain schools
- core and optional subjects
- what British Ss wear
- what they get to school
- at what age they go to comprehensive school
- at what age they go to primary school

2a Listen to the interview with a student at a comprehensive school in Britain and say what parts of school life she mentions.

- The diagram in *Ex.* 2b will help you.

2b Fill in the blanks in the diagram and listen again to check your answers.



Beginning of the school year the 1st week of September

Vocabulary

3 Read the sentences below and match the words in bold with their meanings in the right column.

1 Today all young people in Britain go through **secondary education**. d
2 Maths, English, Science and Technology were my **core subjects** and I didn't choose them. g изучат
3 I had to take Maths as it was necessary for university. f
4 I studied four **optional subjects** last year and I'm thinking of taking five this year. a
5 I was seven, so I was at **primary school.** c 5-11
6 Jenny goes to a **comprehensive school,** and after that she is planning to go to a college of further education. b 11
7 **The majority** of our class like Maths, only two students prefer Literature. e

a) school subjects that can be chosen if a student wants to
b) school in Britain for all pupils between eleven and sixteen, or eighteen
c) school for children between five and eleven years old
d) education for children between the age of 11 and 16, or 18
e) most of
f) study a subject in a school or college
g) main, most important subjects at school

Speaking

4a Give an interview about your school.

- Follow the stages.

1 Prepare for the interview. Think of:
a) the type of school
b) the age at which school starts
c) the age at which students leave school
d) what core subjects students take
e) what optional subjects students can take
f) what transport students use to get to the school
g) when the school year begins and ends
h) when students have holidays
i) what exams or tests students take at school and after finishing school
j) what students will be able to do after school
2 Role play a possible interview in pairs.
3 Listen to the tape and answer the interview questions on the cassette.

- Listen to your classmate. Do you agree with everything he / she said?

4b Compare your and Janice's school and answer the questions below.

1 What do you like about your school?
2 What did you like from what you learned about British schools?
3 What would you change in your school?

H.W. WB Ex 1-3, p-

9а – Ex 4 а остановился
9а – нет н.w
9б, 9г } нет с 3

H.W. p 40 Ex 2а

What do you think is the best way to learn English

25-26.10

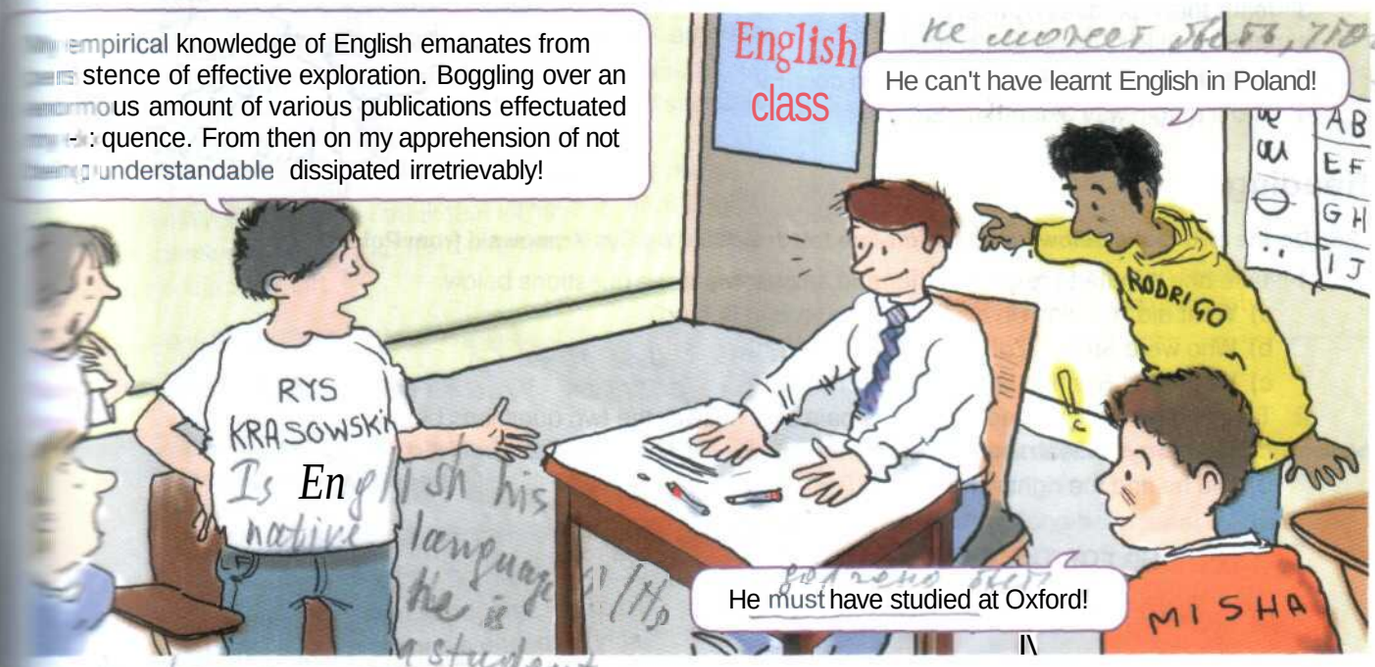
Lessons 4–5 How do we learn English?

We'll reflect on strategies for learning English.

Language work

Listen and follow the cartoon characters talking.

- Why do you think Misha and Rodrigo look surprised?



Read Misha's and Rodrigo's speech bubbles again and answer the questions below.

1. Does Misha think that Rys studied at Oxford? Does he know that for sure? What did he say to show it?
2. Does Pedro think that Rys came from Poland? Does he know that for sure? What did he say to show it?
3. Do Misha and Rodrigo talk about Rys in the present or in the past? How does the verb form show it?

LOOK

Modal verbs for deduction

For the present		For the past	
must	V	must	V have Ved(3)
can't		can't	

E.g.: Look at him! He **must be** very tired! Yesterday Sam worked hard. He **must have been** very tired.

Complete these short conversations using must and can't.

Example: Jane said she had done her homework!
- She can't have done her homework. Her teacher gave her a bad mark.

1. A: Is it true that Jack failed his exams?
   B: He ... (fail the exams). He studied hard during the year.
2. A: I've heard that Ann and Mary have quarrelled badly.
   B: They ... (quarrel). I've just seen them talking and laughing about something.
3. A: I thought Jack and Fred were friends! Now look at them fighting!
   B: They ... (quarrel). Sometimes they just can't agree.
4. A: I've heard Tim has finished school. Do you know where he is now?
   B: He ... (enter university). He was the top student in our school!
5. A: Jack has dropped out of school, hasn't he?
   B: He ... (drop out of school). He's got many friends in this school and he's quite a good student.

1d **Look at the cartoon in Ex. 1a again. How did Rys come to speak English like that and why don't the other students understand him?**

- Use the ideas below.

Example: *He must have studied English with a tutor since childhood.*

1 study English at a specialised school
2 get into the wrong class
3 learn these phrases by heart
4 study English at a normal school
5 have relatives in an English-speaking country
6 find a magic way of learning English

Reading

2a Do the two tasks below using the on-line letter written by Rys Krasowski from Poland.

1 Take one minute to read the letter and answer the three questions below.
a) What did Rys learn in his English lessons in Poland?
b) Who were Stefan, Zofia, Jose and Maria?
c) Where did Rys find an English tutor?

2 Take two minutes to read the letter again and answer the two questions below.
a) What ways of learning English did Rys use?
b) Did he find the right way?

LOOKING FOR THE RIGHT WAY

ftys *Krasowski from Poland*

A

I speak Polish, because I was born in Poland. But I always wanted to speak English.

At last I found a school that I thought was the best to help me reach my goal; I had come to America. With a few exceptions everything was in English. People spoke a language that was my favourite; papers and books were filled up with English words; streets had English names; from the radio and TV I heard English expressions -- English, English, English! Everywhere English!

But although I heard it, saw it and felt its presence, it was hard for me to understand it and express myself in that language. The few lessons of English that I had taken in Poland only helped me to say who I was, what I was, how old I was, where I was from, some polite phrases and nothing else.

So I bought a few books and I began my education, learning by heart chapter after chapter. But it wasn't enough. A mirror, a wall and other objects were polite listeners, but they didn't respond. They couldn't correct me if I was wrong. I had to talk to somebody.

B

To show somebody my achievements, I went to high school to take a course in English for foreigners called "English as a Second Language". There were about 30 students in the classroom. It took almost an hour to get through a process of introducing ourselves: Stefan, Zofia, Marek, Jose, Pedro and Maria. One at a time they rose from their chairs and stammered something I already knew from my books: the English alphabet, numbers, simple words like: a table, *a chair, a boy, a man, a woman.* The level of English offered by the high school didn't seem to fulfil my expectations. I left the course.

After a month or so I tried again, but this time at college. After 15 minutes of introducing ourselves, a doctor of linguistics gave us a lecture about the history of English. Then we were told that it was very important to learn English in a country where English was spoken. It took three hours for the doctor of linguistics to tell us this. Again I left the course.

C

But I didn't stop and after a few weeks I found a tutor from the Literacy Volunteers of America. My vocabulary increased with words that made me feel proud of myself, and at one of our weekly meetings I showed off by making a speech: "My empirical knowledge of English emanates from persistence and effective exploration. Boggling over an enormous amount of various publications effectuated my eloquence. From then on my apprehension of not being understandable dissipated irretrievably!"

"What are you talking about?" my tutor stared at me in surprise. "Well, well, well, I think that I'll have to learn English before coming to teach you!" And that was our last meeting. This time the tutor left.

D

Sitting alone, in my room, I am lost in thoughts. Maybe I try too hard. Maybe I expect too much. Maybe, well, after all a mirror, a wall and other objects are not so bad. They don't talk, they don't answer questions but they listen to me. And most important of all — they don't leave.

GLOSSARY

tutor — somebody who teaches one pupil or a small group privately

2b **Read the text again part by part and explain why each of these things happened.**

Part A

1 Rys was glad to come to America.
2 It was hard for him to use English.
3 Rys learned several books by heart.

Part B

1 Rys dropped out of the course in English as a Second Language.
2 Rys dropped out of the English course at a college.

Part C

Rys's tutor stopped the lessons.

Part D

Rys liked having the mirror, the wall and some other objects as his listeners.

2c **Think about how you did Ex. 2a and 2b and answer the questions.**

1 Did the text look long before you started reading?
2 Did you find any unknown words?
3 Did you look them up in the dictionary?
4 How did you manage to do the tasks?
5 What purpose did you have for reading:
   a) to read and understand the text in general?
   b) to read and to find specific information?
   c) to read and understand the text in detail?

2d **What purpose for reading will you have if you read the texts below?**

1 a TV guide
2 your timetable at school
3 a newspaper
4 a dictionary
5 a history textbook
6 a job contract

- What conclusions can you draw about reading? Do you read different things in different ways? How does what you read change the way you read?

Writing

3a **In groups discuss every way Rys tried to learn English and fill in the chart.**

- Add your own ideas.

A way to learn English	What is good about it?

What is bad about it?	Have you ever tried it?

3b **Write an on-line letter about the best way to learn English.**

- Use the ideas from the box, if you wish.

Ways to improve your English:

memorise phrases, not separate words

practise listening to audio texts

practise listening to English songs and writing the text

get a penfriend in an English-speaking country

practise as much as possible in class

read books in English for pleasure

H.W W E

Ex 6, p23-24-95

26 - 27.10

Lesson 6 Exam fever

Warm-up

come to the exam unprepared

1 a Look at the picture and finish the sentences to say what happened to Chris in the exam.

Chris must have... get a 1a mark

The examiner must have... given him a bad mark, caught chris cheating

1 b What do exams mean to you?

This year you'll take 1st national exams

Listening

2 a Listen to Chris, now a university student, talking about how he took an exam at school.

1. What did he do to pass his exam? cheated to pass his exam
2. Was it a success? He failed because the teacher saw him cheating

2 b Listen again and complete the chart to describe the events in the order they happened.

- He didn't study and **went to sleep.**
- The teacher saw him cheating and sent him out.
- Chris felt very embarrassed.
- Chris went to a party
- Chris wrote everything on a piece of paper and put it in his calculator.
- Chris began to do the test and used his piece of paper.
- In the morning he tried to study but it was too late.
- He came home very late.

2 c What advice would you give to Chris about how to prepare for an exam?

maths exam.

GLOSSARY

cheat — to behave in a dishonest way in order to get an advantage, especially in a competition, game or examination.

embarrassed [ɪm'bærəst] – nervous or uncomfortable in a social situation

For Your Info

Cheating in an exam is considered to be impossible in Britain and students rarely do it.

Reading

Is it hard to prepare for exams? Why? Why not.

3a **Read some tips on how to prepare for exams and group them according to their function.**

- Some can belong to more than one group.

1 organising your learning a b c g
2 making learning effective c d e f g
3 preparing emotionally h i

GLOSSARY

handout — paper with information given to students by teacher
chunking — dividing material in pieces
cram — зубрить
relevant — *here* connected with

a) **Check the course topics and your textbook tasks.** Check your notes for anything important covered in class.

b) **Find out from your teacher what kinds of questions there will be in the exam.** This will help you prepare better because different types of tasks need different learning techniques.

c) **Organise your notes,** handouts and any other material that will be covered in the exam. For example, chunking is an effective method of study. зубр

d) **Don't cram for exams.** Begin revising three to six days before taking the exam. Give yourself a task for each day of study and revise until all the material has been covered.

e) **Make up sample questions and test yourself.** This will help you see what areas need more attention. образец

f) **Soft music** played in the background while studying for an exam can help you understand the material better.

g) **The night before the exam,** briefly revise the material and get a good night's sleep. кратко

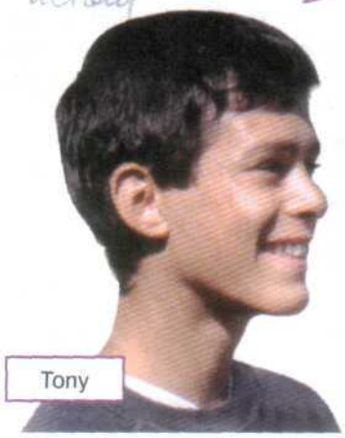
h) **Before taking the exam,** be sure to clear your mind of other problems not relevant to the exam. Follow your regular morning routine including breakfast. Wear clothes that are comfortable for you.

i) **Some light exercise** before an exam helps you to **relax.**

3b **Read about how students feel during exams and think of some tips for them.**

- Use the ideas in Ex. 3a.

I really have a bad time before an exam. I revise and revise and revise, but on the day of the exam I feel exhausted and nervous.



I usually revise all the material and come quite well prepared for the exam. but the examiners' questions make me confused and embarrassed and I feel I am so stupid. This makes me so sad, as if I hadn't prepared, but I did!

I usually go through all my stuff and the textbook but it's more than anyone can imagine, so I never have enough time to read **everything** before an exam.

3c **Prepare to respond to the writer of the tips using the questions below.**

1 Which of the examination tips will be most helpful for you? Why?
2 Are there any that you find surprising? Why?
3 Which of them would you not follow? Why?
4 What can you add to this list of examination tips?

28.10.

Lesson 7 Check your progress

1 Match **sentences from both columns to make short conversations.**

1. I've heard Jane has made progress with her studies this year.
2. Jack was planning to go to a vocational college next year.
3. Sam's planning to concentrate hard on his studies.
4. The majority of the class did quite well in the exam.
5. Both my friends got poor marks in the test.
6. Jane looked very sad after the lesson.
7. Sasha is now the best student in his Maths class and I've heard he won the Olympiad!
8. Roman took part in the Physics Olympiad yesterday.

a) They must have prepared really well.
b) He must have won it. He has always been the best at Physics in his school.
c) He can't have planned that. He has dreamt all his life of doing his A-levels and going to university.
d) They can't have failed it. It was very easy!
e) She must have got a low mark!
f) He can't have won it! It is extremely hard!
g) He must have got a lot of bad marks recently.
h) Yes, she must have studied really hard.

Points _____ / 8

I think it was my best teacher who (1) affected my career choice. I went to a secondary school and Mr Leigh was my Physics teacher. My core subjects were Maths, English and Art. But Mr Leigh was a particularly good teacher and he was partly responsible for me ending up doing Physics.

Physics is a difficult subject, but he made it so lively. He taught it well and he (2) wasn't confined to the syllabus. I remember being impressed even then that Mr Leigh wanted to teach us things that weren't on the (3) syllabus. He would say, "I think you should know about this," and so he taught us optics and cameras and lenses, and things like that — I've loved photography since.

He made an (4) obscure subject 100 per cent logical and clear. He broke it down into the elements so it made you think, "Of course, that's it." He wasn't dramatic, and he had a gentle sense of humour, which I appreciated even then.

I can't remember his face, but I can see his (5) physique — he was stocky, and grey-haired, quite solidly built. And I can see the way he stood, usually with a hand in his pocket, casually, and he wore quite conservative clothes, tweedy jackets and a jumper. He was one of the few male teachers and he really did have the respect of the pupils. He was probably in his fifties.

I was (6) in a complete tizz as to what to do when I left. All three core subjects were equally attractive. When I give talks to young people in schools, I say to them, "If you don't know what you want to do, be sure that you choose subjects you love because you will never succeed at ones you don't." And that's the irony, in that I loved Maths, English and Art, but I ended up doing sciences, partly because of Mr Leigh.

2 **Read the article by Rebecca Stephens from the *Times Education Supplement* and decide what the underlined words and phrases mean.**

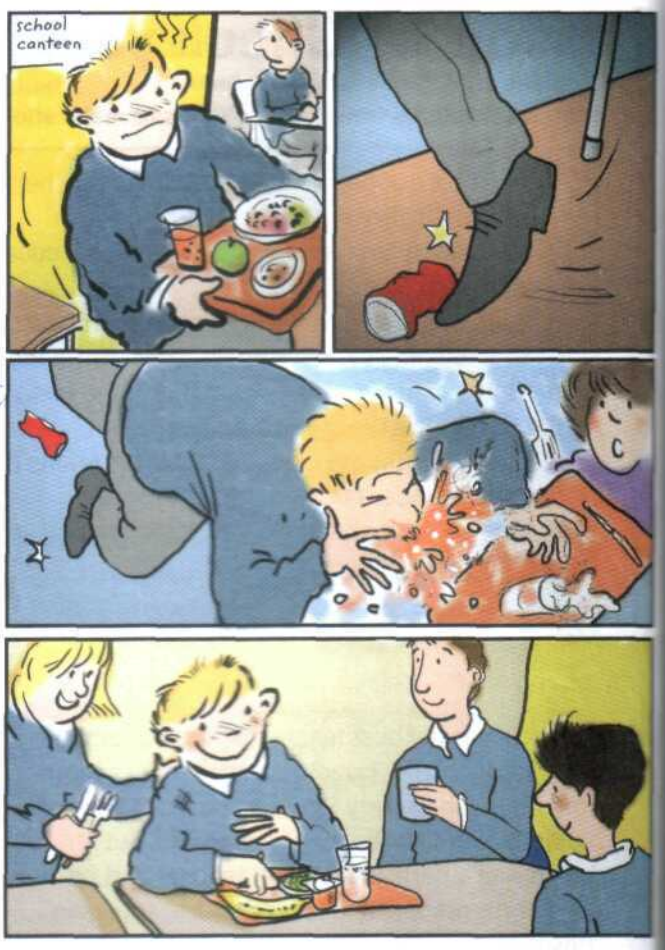
- Choose the best version.

1 a) improved b) had an effect on c) spoilt
2 a) taught more than was in the textbook
b) wasn't very rude
c) didn't only pay attention to the best students
3 a) a kind of textbook
(6) topics students should study
c) optional topics
4 a) interesting b) useful (c) difficult
5 a) shape and appearance b) science
c) expression in his eyes
6 a) confused b) in trouble c) happy
7 a) fail b) be successful c) understand

Points _____ / 7

3 **Read these short stories from school life and complete the sentences at the end of each story.**

- Use the words in brackets.



1 It was my first week at a new school and I felt very embarrassed because I didn't know anyone. So in the dining room when I was carrying my things to a table I suddenly lost my balance and fell right on top of my tray! I felt awful but two guys and three girls helped me up and cleaned me off. After that we all became good friends.

a) If I hadn't ... (fall down / help me).
b) We wouldn't ... (become friends / come to help me).

2 I was in the Science class, and the boy I liked was sitting next to me. I was throwing paper balls at one of my friends and suddenly fell off my chair! The whole class laughed and I felt SO embarrassed!

a) If I ... (throw paper balls / fall down).
b) The class wouldn't ... (laugh / fall down).

3 I woke up late for school ... so I was in a hurry. When I came to the class, the boy I like pointed at my hand and face. There was ink all over my face and my hand! He must have thought I hadn't washed!

a) If I ... (wake up late / look in the mirror).
b) I would ... (clean myself / look in the mirror).

4 I was in my Maths class and a student answered a problem correctly so the teacher threw a sweet to him, but he isn't very good at throwing so the sweet hit me on the head! Everybody laughed including the teacher and I felt awful!

a) If the teacher ... (throw the sweet better / hit me).
b) I wouldn't ... (feel awful / laugh at me).

5 I was in a Science class and we were in the lab. I went up to get some things that we needed. My best friend told me, "Just don't drop the powder!" At the very moment the powder slipped out of my hand and dropped on the floor. In the clouds of dust all I could hear was the boy I like and my best friend laughing.

a) The powder wouldn't ... (slip out of my hand / be more careful)
b) If my best friend ... (go to get the things / drop the powder)

Points _____ / 10

4 **Fill the gaps with the prepositions in the box.**

I had my first contact (1) ... English when I was six. My dad inspired me to listen (2) ... the Beatles. I listened to them every day (3) ... the next seven years. (4) ... the beginning I could understand nothing (5) ... what they were singing. But soon I started to understand individual words, especially the ones which appeared (6) ... the song titles.

Later I got a book with the words (7) ... all the songs. I read the book many times. I learned many songs (8) ... heart. I sang the songs (9) ... myself. Still, I understood very little of the meaning. It became my dream to learn English so well that I could understand the Beatles. So the Beatles were my first motivation. That is how I started (10) ... my way towards learning English.

to	on
for	in
with	by
to	of
in	of

Points _____ / 10

5 **Read the text about exam strategies that Cleo, a former school student, used and write whether the following statements are T (true), (F) false or NG (information is not given).**

1 Cleo thinks that special lessons helped her more than individual work. ☐
2 She produced special materials that helped her learn. ☐
3 Cleo tried to deal with easier subjects before dealing with more difficult ones. ☐
4 Cleo enjoyed preparing for exams with her fellow students. ☐
5 In revision lessons students had a chance to learn important new material. ☐
6 In revision lessons the teacher gave the students tasks similar to exam activities and they had to do them at home. ☐
7 Cleo passed her exams successfully. ☐

When studying for my GCSE examinations, I used different ways to revise the material. These included studying individually as well as in study groups, at special lessons where revision techniques and topics were discussed and explained.

While studying individually, I would concentrate on one particular topic, and work out a card system that would help me remember what I have studied. I found some topics easier than others, for example, I spent more time revising for my scientific topics and Maths lessons. I tried to do them first and then move on to English literature and History, as I found these subjects easier.

When I studied in groups with fellow students we had discussions over topics and brought relevant information to the group. This helped a lot and was a fun way to revise as well.

When the teacher was giving a revision lesson we went over the questions and topics from previous lessons and discussed the most important things. Also sometimes we used a time frame. We tried to do exam-type activities in a given time and this prepared us for exam conditions.

I benefited from all of these revision techniques and I got nine GCSEs.

Points _____ / 7

6 **Susan is in Year 8 at a normal comprehensive school in Britain. Which of the following must be true (T) about her?**

1 Susan hasn't started secondary education yet. ☐
2 Science and English must be her core subjects. ☐
3 She will be able to go to a university after finishing comprehensive school. ☐
4 Chinese could be an optional subject at her school. ☐
5 Susan's school is a night school. ☐
6 There are four terms in the school year at Susan's school. ☐
7 Susan has already finished primary school. ☐
8 Susan doesn't need to take Maths at her school. ☐

Points _____ / 8

TOTAL _____ / 50

Lesson 8 Express yourself

Take part in the competition, develop your project and present it to the public. Your presentation should include both oral and visual materials, such as:

- a poster with a map of your school
- a description of the subjects and topics taught in your school
- an interview with school students about your school
- information about examinations in your school and about preparing for examinations.

1 **Read the announcement below and start working on your project.**

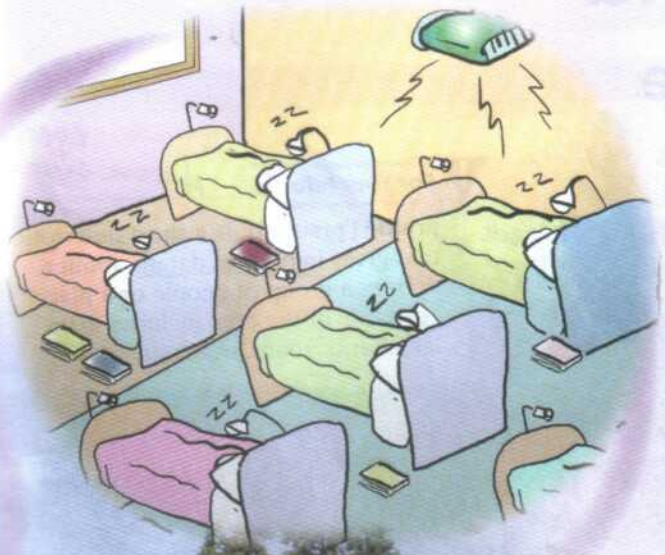
- Brainstorm ideas about what learning aims students will have in your school.
- Write down all the ideas, even the craziest.
- Review the list of ideas you have and choose a few that you like best.

2 **In your project groups continue working on your project.**

- Brainstorm more ideas about:

school year	subjects	marks	teachers
school bus	lessons	how long school lasts	etc

- Follow the procedure of brainstorming described in Ex. 1.



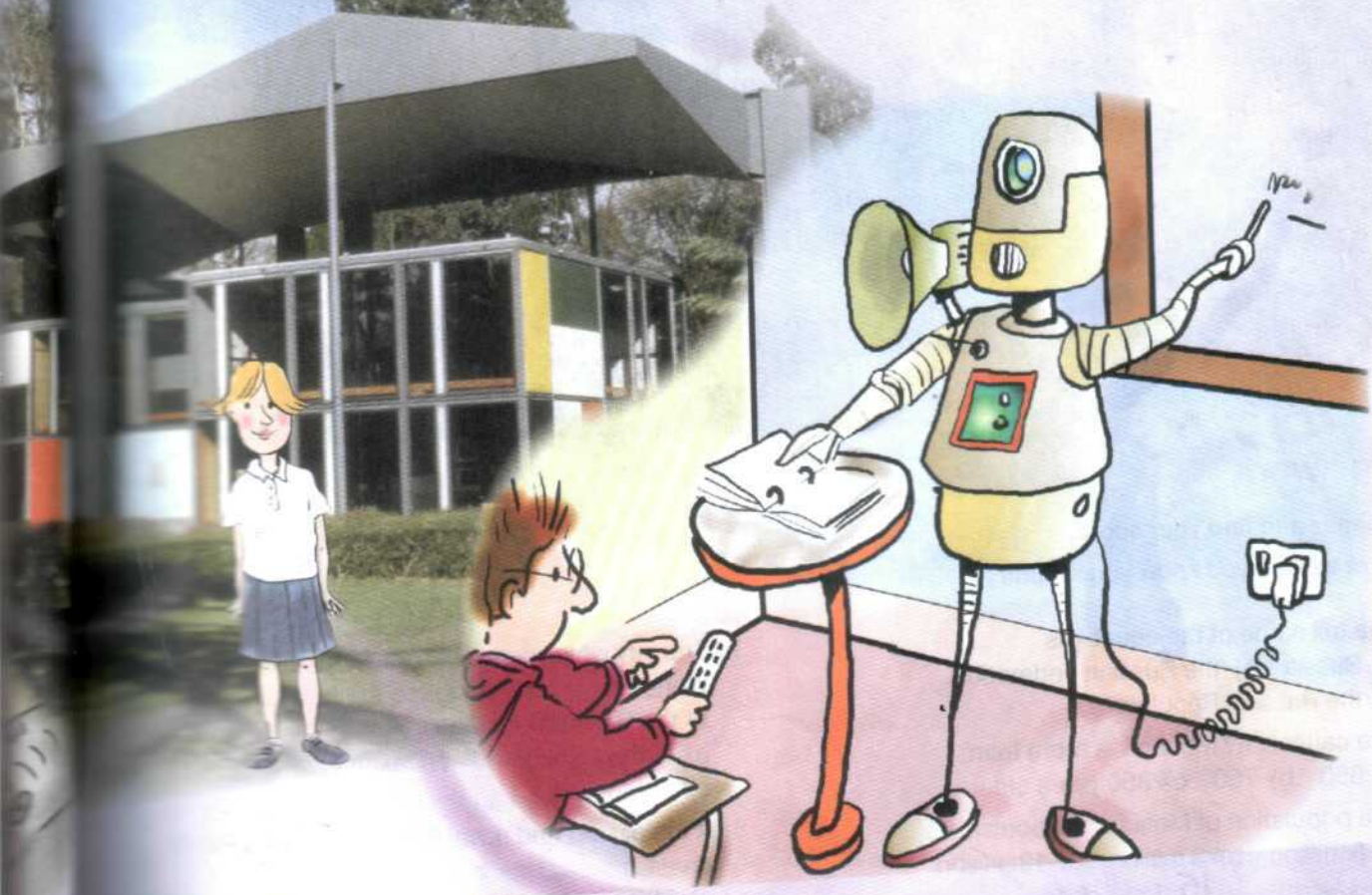
3 In your project groups prepare for your presentation.

- Decide what visuals you will need to make: a map of the school, examination tips, "photos" from your school, etc.
- Decide how you will present the interview: record it on a tape recorder, present it live, video it, etc.
- Distribute responsibilities among your group.
- Prepare your materials and your presentation.

4 Present your Dream School.

5 Choose the best project.

- Use the evaluation cards.



EVALUATION CARD

Criteria Write: NV (Not very), OK, or G! (Great!)	Group 1	Group 2	Group 3	Group 4
1 How interesting were the ideas of the project?	5	5	5	
2 How did the group work together?	5	5	5	
3 How interesting was the presentation?	5		5	
4 How good will this school be for children?	5		5	

Test

UNIT 4 Our varied land

Lesson 1 A local profile

Warm-up

1 a On the map locate the place where you live.

- What makes this place special?

For Your Info

profile ['prəʊfaɪl] — a short description that gives important details about a person, a group of people or a place. A profile of the area includes main landmarks, roads, water supplies, etc

Language work

2a Do the quiz and find your score.

- How well do you know your country?

1 The full name of the country is
a) Russia b) the Russian Federation
c) the Russian Republic

2 The capital city Moscow is more than
a) 650 b) 750 c) 850 years old

3 The population of Moscow is about
a) 6 million b) 9 million c) 12 million

4 It takes
a) 4 b) 7 c) 10
days to travel from Moscow to Vladivostok by train

5 The second largest city in Russia is
a) Sochi b) St Petersburg c) Krasnoyarsk

6 The second coldest city in the world, situated on the Lena river, is
a) Yakutsk b) Vladivostok c) Ekaterinburg

7 The city which was destroyed during the Second World War and represented the furthest point of the German advance is
a) Nizhny Novgorod b) Astrakhan
c) Volgograd

8 A major port and naval base on Russia's Pacific coast is
a) Murmansk b) Vladivostok c) Kaliningrad

9 The largest lake in Europe is situated in Russia. It is
a) Baikal b) Chudskoe c) Ladoga

10 The Urals cross the country from
a) north to south b) east to west
c) Novosibirsk to Magadan

11 The Far East of Russia is rich in
a) wheat b) fruit c) seafood

12 Russia gains access to the Mediterranean Sea through
a) the Aral Sea b) the Caspian Sea
c) the Black Sea

13 The huge forests that cover southern Siberia are called
a) the tundra b) the taiga c) the steppe

14 Russia's only Baltic port that remains ice-free all year round is
a) Murmansk b) St Petersburg
c) Kaliningrad

15 Russia lies across
a) 5 b) 9 c) 11
time zones

Score

1–5 right answers: There is a danger you will find yourself in Siberia in a swimsuit looking for a sunny beach in winter. It may look a bit strange. Try to be more interested in your country. You'll learn a lot of fantastic things!

6-9 right answers: A good start! Try to learn something more about the country you live in!

10-15 right answers: You definitely have excellent marks in geography! But don't forget there is always something new to learn!

2b Find all the geographical names in the quiz and notice whether they are used with the definite or zero article.

- Fill in the table below.

Geographical names	the	zero article
continents		Europe
countries	the RF	Russia
cities / towns / villages		Vladivostok
regions	the Far East	Siberia
mountains / hills	the Urals	
lakes		Baikal
oceans / seas	the Black Sea	
rivers	the Lena	

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2c Add at least three locargeographical names to the table and compare your tables in pairs.

Speaking

3 Start preparing a profile of your area for the final activity of the unit.

- Follow these steps.

1 Choose from the following list the features you would like to include in your local profile.

* 4 ☐ Roads, streets... шоссейные
2 ☐ Green plantations: forests, woods, parks...
3 ☐ Bodies of water: ponds, lakes, rivers, seas...
4 ☐ Open areas: fields, marshes, swamps... топи болота
* 5 ☐ Heights: mountains...
6 ☐ Houses, odd buildings, churches, bridges, hills... odd - странные, необычные, чудные
7 ☐ Other interesting places: caves, stones, trees, wells, monuments... caves пещеры

2 Distribute responsibilities in your group so that each student has a feature to work on.

3 Discuss all the features you decided to include in your profile and make notes.

- Use this chart to structure your notes.

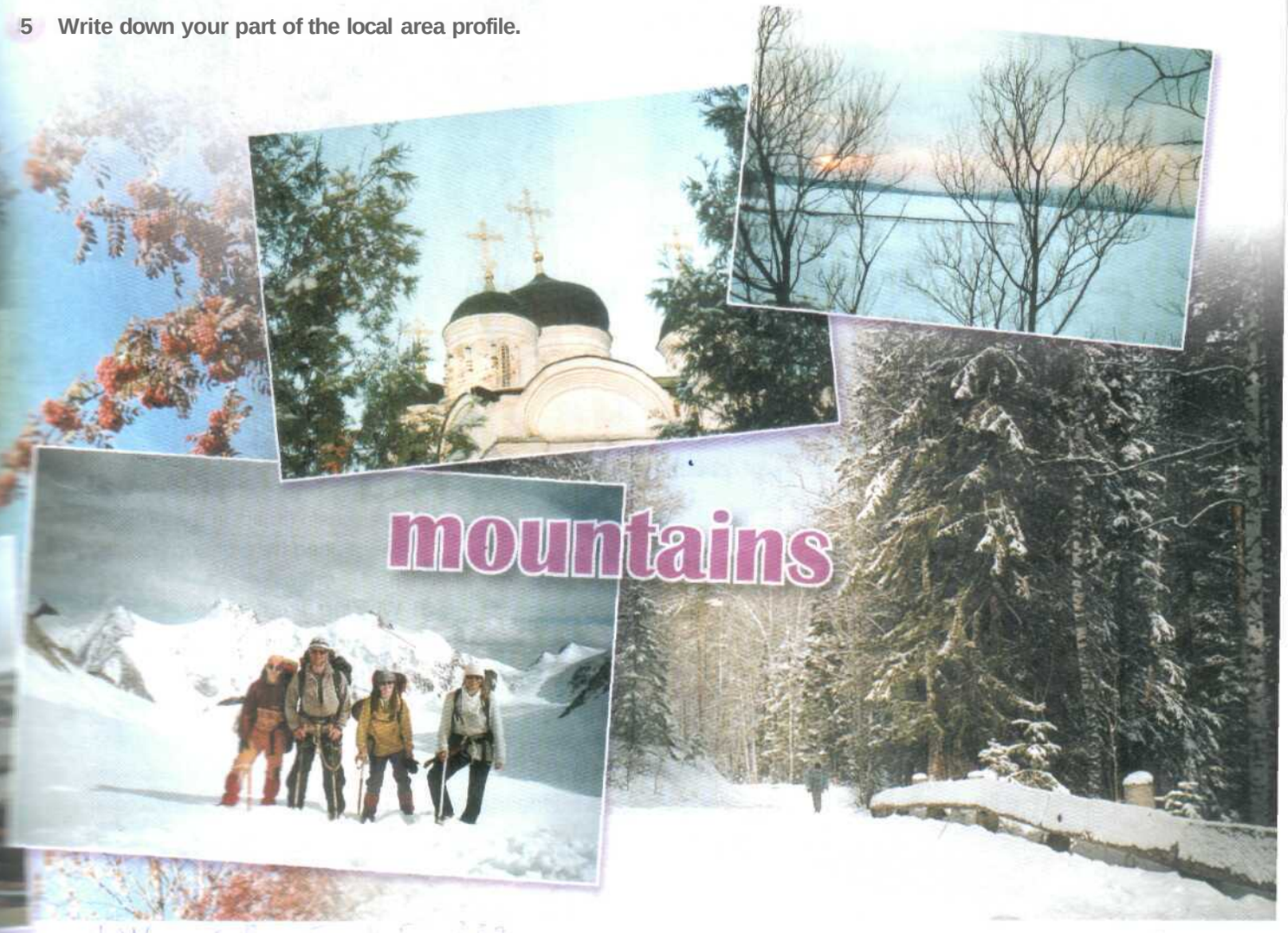
Location
↓
Some characteristics
↓
Short description
↓
Unique features

LANGUAGE SUPPORT

- be situated / located
- to the north / south / east / west of something
- a few kilometres to the north / south / east / west
- far from / not far from
- the longest / the highest / the largest
- the shortest / the smallest
- be ... metres long / high / wide
- be rich in
- cover land
- remain ice-free / freeze
- bizarre / strange / mysterious
- ancient / old / modern
- mark / commemorate

4 **At home find out more information about the feature you are responsible for.**

5 **Write down your part of the local area profile.**



Lessons 2-3 Special people, special places

Reading

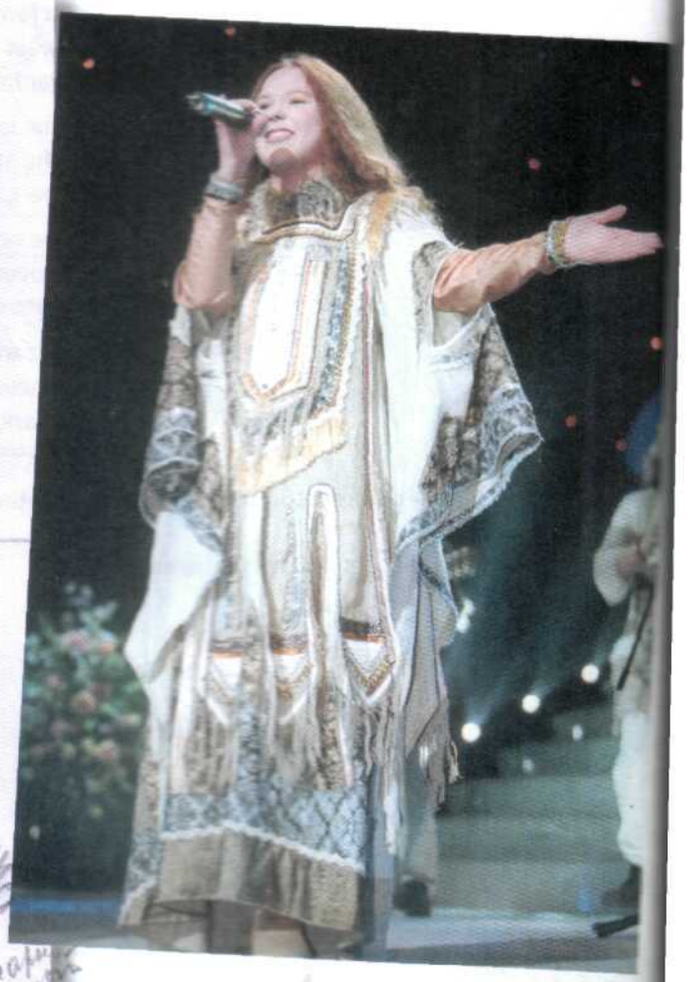
1 a Read the texts and think of titles for them.

A

Russia has produced (1) a singer, who, according to (2) music critics and cultural experts, is going to decide (3) the direction of Russian music. Pelageya Khanova, 17, has (4) a remarkable voice that covers three and a half octaves. Musically, she can do everything, including acoustic, electronic and folk music. She also recorded a song called *Home* for the *Depesha dlya Depeche Mode* tribute album and sang the famous Mary Magdalene aria from Jesus *Christ Superstar.*

Apart from that she is a person with unique abilities — wheiTshe was only three and a half years old she wrote short stories and typed them up on a typewriter; she also finished school earlier than other students. Although this charming and lively teenager has sung for presidents, first ladies, and other celebrities, she says all her listeners are equally important to her, whoever they are. She insists she has never been influenced by her fame — "I go clubbing, go to the movies — I'm just like any other girl of my age and I like **it!"**

She sees her goal in life as reviving folk music. Pelageya has a real interest in singing folk songs because she finds hundreds of profound messages in them. She wants to explode the kitschy image of folk music — peasant women, bears and balalaikas — that both Russians and foreigners may have.



GLOSSARY

determine — определять

Depeche Mode — a popular alternative music band that has made successful albums since 1985

tribute album — альбом-посвящение

reviving — обновление

profound message — глубокий смысл

kitschy — made without much serious thought. sentimental and often amuses people because of this

1) Is Pelageya one of many Russian **singers or the** only one?

2) Are music critics in general **mentioned** here or some particular **music** critics?

3) Why *the* *direction* not *a direction* here?

4) Can we use *the* here? Is it the only remarkable voice in the world?

B

(5) Khanskoe Lake is a unique natural landmark in (6) Krasnodarsky Krai. At some time it was connected with (7) the Azov Sea by (8) a narrow stream: then (9) the stream nearly dried up, and sand and seashells closed round (10) the mouth of the stream. And so (11) the salty lake formed.

Nowadays this area is a nature reserve with a wide variety of fish and birds. In summer birds such as (12) herons, seagulls, snipe and even pelicans and flamingos come to build nests here. The lake is rich in golden and silver carp, pike, sazan and roach and along the lake shore you can see different kinds of waterfowl.

The lake is famous for its healing silt used for treatment of skin diseases. There is a legend that says that the Great Khan Girey once camped on the shore of a forgotten lake. His wives, exhausted by the heat and the long journey, bathed in the lake while the Khan was sleeping in the shade of a tree. When they got out of the water their skin was gleaming with freshness and beauty. The Khan was astonished and decided to bathe himself. He swam in the lake and the healing water washed away his worries and gave him back all his youthful strength and health. Having discovered the healing influence of the lake, Khan Girey had a magnificent palace built on the campsite and decided never to leave the place.

5-6) Why are no articles used here?
7) Why is *the* used here?
8-9) Why is *a* used in (8) and *the* in (9)?
10) Which *mouth* is meant here? What helped you to decide?
11) Can we use *a* here? Why? / Why not?
12) Do we need any articles here? Why?

GLOSSARY

a nature reserve — заповедник
herons, seagulls, snipes — цапли, чайки, кулики
carp, pike, sazan and roach — карась, щука, сазан и плотва
waterfowl — водоплавающая птица
healing silt — лечебная иловая грязь
gleaming — сияющий

Read the texts again and note down which text (or both) mentions each of the items below.

1 the character's opinion	☐	5 some special qualities	☐
2 an ancient legend	☐	6 detailed factual description	☐
3 some special abilities	☐	7 the author's opinion	☐
4 historical details	☐	8 biographical details	☐

In pairs answer the following questions and take notes of all the **answers suggested.**

1. Which text seems more interesting to you? Why?
2. What, according to the writer, makes the place and the person special?
3. What unusual places or local characters might be interesting for you to talk about?

Language work

2a Read the texts in Ex. 1a again and answer the questions alongside.

- What have you learnt about articles?

2b Complete the text with *a, the,* or zero article.

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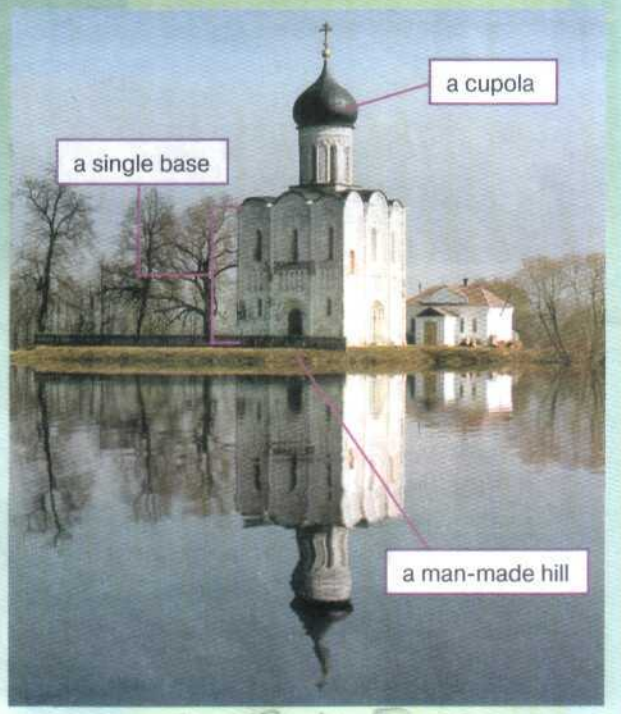


This is the Church of the Intercession of the Virgin on (1) the Nerl, (2) ... building that is almost beyond comparison. This simple structure was built in 1165–66 on ... (3) six-metre, man-made hill dose to the (4) Nerl River. In the spring, the fields surrounding the (5) church flood, making it impossible to build ... (6) permanent roads to it: this means that you have to walk. It's not far, fifteen minutes on foot, and ... (7) experience of approaching it this way in the (8) open field adds to rts mystical beauty. Basically, the (9) structure is that of a (10) solitary small box, in a beautiful setting, with a single base and cupola, and what makes this church so moving is its simplicity.

H.W. WB Ex 4, 5, P

Writing to practise planning and writing a description of a curiosity, a place or a person

3a In pairs prepare to describe a person or a place you would like other people to know about.

- Follow the steps.

1 Decide what points you will include in your description (see Ex. 1b). Add your own ideas.
2 Make a list of key words for each point.
3 Write a short description individually.

3b Exchange your description with your partner, read it and answer the following questions:

1 What is mentioned first?
2 Do you think the writer has begun with the most important thing?
3 Which adjectives has the writer used?
4 What do you think is the best part of the description? Why?
5 Has the writer mentioned anything you forgot about?
6 Has the writer missed anything you think is important?
7 Check the description for the correct usage of articles.

3c In pairs discuss possible improvements to your descriptions and rewrite your own description.

Lessons 4-5 The paradoxes of Russia

Listening

1 a **Listen to the interviews with American students talking about their stay in Russia.**

- Match the names of the speakers with the topics they talk about.

1 Charles	a) the way people dress
2 Lynsey	b) love of the arts
3 Brian	c) Russian food
4 Tiffany	d) staying with a host family

1b **In groups listen to the interviews once again and answer the questions assigned to your group.**

Charles

1 Why is Charles disappointed with Russian food?
2 Do you agree with this view of typical Russian food? Why? / Why not?
3 Imagine yourself in a foreign country staying with a host family. You don't like the food. What would you do?

Lynsey

1 What did Lynsey find strange about the way her host mother took care of her? Why?
2 What surprised Lynsey about her host's brother's request for help? Why?
3 Do you ever behave this way? Do you think it is typical of Russian students?

Brian

1 What did Brian notice about Russian people?
2 Whereabouts in Russia do you think the person stayed?
3 Do you find the people around you as knowledgeable and interested in the arts as Brian says they are?

Tiffany

1 What did Tiffany find strange about the way Russian women dress in winter?
2 What can you say about the way people dress in America?
3 Imagine you are going to stay in a foreign country for a year. Would you dress in the way other people dress there or would you keep to the style you are used to?

Reading

2a Read the text and say whether Christina liked her visit to Russia or **not.**

- Give reasons for your answer.

Christina Smirnoff:

My general **impressions** are like those of anyone moving from a small town to a big city. Moving from a small town in Connecticut, USA, to a big city in Russia seems to be **an extreme** to me, although I have also found that Russia is full of extremes.

My **experience** here in the past two months has changed how I look at the world, and I am very grateful that I have another two months in which to enhance my knowledge of this city. By living with a host family I have had the opportunity to live as Russians live and, this has obviously added to my cultural experience. My host parents do not speak any English, so my Russian has been slowly **improving** and I have also been learning how to communicate with body language.

"Why Russia?" I was so often asked before I came here. I wanted to go somewhere that would change how I viewed the world. I wanted to go somewhere that would **challenge** me intellectually and culturally. Russia has made me **appreciate** the ease with which I can get almost anything done at home, compared to the difficulties I have in doing simple tasks here. Instead of **focusing on** the differences and **frustrations** that any situation might present, I am slowly coming to appreciate Russian culture for its uniqueness.

1 **Impressions** here means
a) opinions
b) views

2 For Christina moving to a big city in Russia is
a) a very unusual thing
b) not a good idea

3 **Experience** here means
a) something that happens to you and influences you
b) something you think about a lot

4 Christina's Russian is becoming
a) worse
b) better

5 [illegible] would
a) [illegible] Christina's skills and abilities
b) make Christina's life more difficult

6 **Appreciate** here means
a) to understand better
b) not to pay attention to

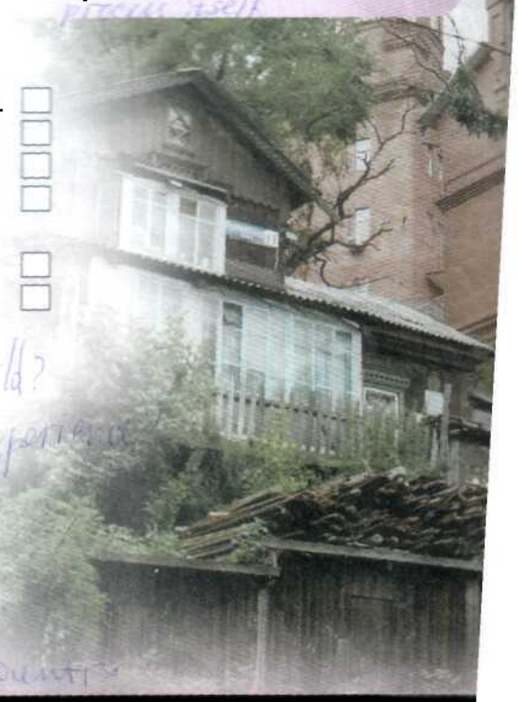
7 **To focus on something** means:
a) to see something clearly
b) to pay special attention to something

8 **Frustrations** means
a) расстройства
b) неприятности

a) What is more important here: the activity or the result?
b) Is this process still continuing? **Do you think** improving is **important for** Christina?

2b Read the text in Ex. 2a again and say whether the following statements are true (T) or false (F).

1 Christina had never lived in a big city before her trip to Russia. ☐
2 This trip has changed her views greatly. ☐
3 "She is going to spend six months in Russia. ☐
4 She has no chance to learn Russian well. ☐
5 She wanted to go to Russia because it was something completely new for her. ☐
6 Her trip has helped her understand her own culture better. ☐



1) Why do you think Christina wanted to change her view of the world? Would you like to change?
2) Why does she want a challenging experience? Our view of the world is limited. She wants to broaden her view.
3) She wanted to check wether she would be able to get used to a different country

Vocabulary

3a In the text in Ex. 2a find the words in bold and choose the right ending for statements **1–8.**

3b Use the text to complete the table with derivatives.

- If you cannot find a derivative in the text, try to form it on your own and check with the Wordlist at the back of the book.

Noun	Verb	Adjective
extreme	—	extreme
experience	experience	experienced
impression	impress	impressive
improvement	improve	improved
challenge	challenge	challenging
appreciation	appreciate	appreciative
frustration	frustrate	frustrating / frustrated
uniqueness	—	unique

3c Put a tick where the words make up **collocations.**

	an impression	an experience	a challenge
make			
get	✓	✓	
have	✓	✓	
face			✓
create	✓		
meet			✓

3d Match the adjectives in column A with the nouns in column B.

- Some adjectives can go with more than one noun.

A	B
a favourable	experience
an unpleasant	
an unforgettable	challenge
a wrong	
a new	impression
a strange	
a different	

Language work

4a Answer the questions at the bottom of the text in Ex. 2a.

4b Complete the sentences with the present perfect continuous form of the verbs in brackets and explain why this tense is used in each sentence.

1 - Why are you so late? I ... (stand) here for hours!
— I ... (try) to remember the Russian name of the street where you live.

2 - How long is it since you started learning Russian?
— I ... (learn) it since I came to Russia.

3 - You look happy.
— Yes, I ... (talk) with my parents in Boston for half an hour.

4 - Why are you so wet?
— I ... (wait) for a bus for two hours and I left my umbrella at home.

5 - Could you help me, please. I ... (look) for my passport for a long time and I can't find it.

LOOK

Present perfect continuous
has / have been Ving

e.g. ***I've been learning*** *to play the guitar since I was ten.*
The ground is wet. ***It has been raining.***
We've been walking *for four hours.*

4c **Use the words below the pictures to write down the sentences describing what the student(s) *has / have been doing* or *has / have* done in each picture.**

1 just / arrive

2 happy / see a ballet

3 write e-mails

4 lose / way

5 tired / study / since morning

6 have a party

Speaking

5a **You are preparing to host a group of American students in your school.**

- In work groups collect the material for a welcome booklet, which you can give to your guests to help them adapt to life in Russia.
- Follow the steps.

1 Answer these questions and explain your answers.
   - ☐ What extreme situation might they face?
   - ☐ What unforgettable experience might they have?
   - ☐ What may create a bad impression on them?
   - ☐ What may change in their vision of the world as a result of the visit?
   - ☐ What is the biggest challenge they might face?
   - ☐ What unique features of the place might they appreciate?
   - ☐ What may frustrate them?
2 Write brief answers to each question without explanations on a sheet of paper.
3 Choose a member of your group and send him / her to another group with your list of answers.
4 Look at the other group's answers and guess the reasons the group had for giving these answers.
5 Back in your work groups discuss what features of Russian life were treated in the same way or differently in both groups.

5b **Choose one of the specific features of Russian life on your list and write a paragraph for a visitor to prepare him / her for this experience.**

LANGUAGE SUP

- I think visi banya mig challenging for them be
- Why do you a Russian a challeng for them?

— cross-country — бег пешком по сельской местности, но не на машине
— exhilaration (сильн. восторг)
— steamy — пар в бане
— incredible — невероятный, remarkable — примечат.

Lesson 6 Traditional pastimes

We'll learn to frpfttt-iCttZ traditional Russian past times

Warm-up

1 a What are these things traditionally used for? 5'

b Write down some more traditional Russian pastimes.
singing folk songs in chorus, gardening in the summer, outdoor ice skating, DIY activities = do it yourself (repairing, painting the house), hiking, motor boating, rock climbing

Listening

a Listen to the interview with Brian Maguire and say what traditional Russian activities he took part in. (listening for gist) [mɑgwaɪə]

b Listen to the interview again and fill in the table below.

	What they did	Words Brian used to describe his feelings	Russian words Brian used
Activity 1	enjoyed, went, talked, joked, ate, swam	wonderful experience, really nice park, good time	дача, shashlik
Activity 2	found out how to get up after falling	wonderful, enjoyed, exhilaration of skiing	восторг or —
Activity 3	sat in a steamy room and talked	surprising experience, remarkable experience	banya

Russian banya not kontsert, with шашлик

c - groups discuss the following questions and report your answers to the class.

1 Which of the activities do you think Brian liked most / least? Why do you think so?
2 Why do you think Brian used some Russian words?
3 How often do your family do the activities mentioned by Brian? Explain why.
- Do you think they are typically "Russian"? Why?

Speaking

3 Role play a situation when people from different cultures talk about a cultural experience which is new for one of them.

Student A
You are an exchange student who has come to Russia for a month. You are staying with a host family. They have just invited you to take part in a traditional activity. You are interested in it but at the same time a bit worried as you have no idea about what it is like. Talk to your host. Accept the invitation. Try to find out as much as you can about it.

Student B
You are currently hosting an exch from abroad. He / She is interest culture of your country and you him / her to take part in a traditic Talk to your guest. Explain what like. Warn him / her about possit Follow the flowchart.

Invite your guest to take par traditional activity.

Accept the invitation but say you would like to know more about it.

Show readiness to answer any and describe the order of actio

Ask more questions about the place, people, clothes, equipment.

Answer the questions giving more

Express some reservations and worries.

React to the worries and say how to avoid possible difficulties (cold, heat, snakes, etc

LANGUAGE SUPPORT

Accepting an invitation:
- Thanks a lot...
- Thank you, I would certainly like to try it.

Expressing worries:
- What worries me a bit is...
- The only thing is,...
- To be honest,...
- Actually,...

LANGUAGE SUPPORT

Inviting:
- Do you think you might be interested in ... ?
- Would you like to join us for a ... ?
- What about ... ? (more informal)

Actions in order:
- First of all,...
- Then,...
- Next,...
- After that,...
- Finally,...

LANGUA

Warning advice:
- Make
- Be
- Rem
- Don

H.W - 11,12
WB Ex 7,8 p32

Lesson 7 Check your progress

1a **Listen to five short interviews with American students and match the topics and the number of the interview.**

- There is one extra topic.

1 Adam	a) dangerous driving
2 Emily	b) cold weather
3 Meagan	c) variety of goods and food
4 Ryan	d) language difficulties
5 Rachel	e) enjoying oneself a lot V fun
	f) strange pastimes

Points _____ is

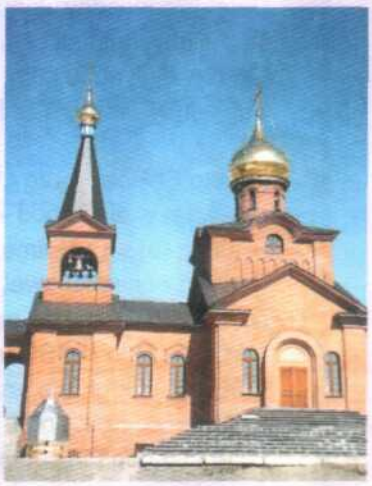
1 b **Listen again and decide whether the statements are true (T) or false (F).**

1 + Adam feels at home in Novosibirsk. ☐
2+ Adam wants to visit Russia again. ☐
3 - Emily knew some Russian before she arrived. ☐
4 – Emily needed a lot of help during her stay. ☐
5- Meagan thinks that Russia and America are alike. ☐
6 f Meagan was surprised to see people going on foot. ☐
7 – Ryan got bored during his trip. ☐
8 – Ryan doesn't like Russian schools. ☐
9 + Rachel likes Russian souvenirs. ☐
10 – Rachel sometimes feels hungry in her host family. ☐

Points _____ / 10

2 **Read the text and fill in the gaps with *a, the or* zero article.**

DUDINKA



Dudinka is further to the north than any other seaport on our planet! On (1) the map you will find it far beyond the Arctic Circle, not far from *(2)* ... Norilsk. The two cities are connected by (3) the most northern railway in the world. Dudinka is (4) the largest river port and seaport on (5) the great Siberian river Yenisey. Dudinka is the capital of (6) ... Taimirsky Region where people of (7) the North — Dolgans, Ngansans, Nentses, Entses and Evenks — have been living since ancient times.

Dudinka was founded in (8) the second half of the seventeenth century, in 1667. The one stone structure in Dudinka was (9) the only church, which was destroyed in 1868. A local merchant called Sotnikov took it to (10) the Norilsk Mountains and constructed (11) a metal melting furnace [плавильная печь] from the stone. (12) a new wooden building appeared on the banks of (13) the Yenisey instead; it was (14) a charming small church with (15) a bell tower • in which there were seven bells.

Points _____ / 15

3 Fill in the gaps using the appropriate form of the word in the box.

- The first one has been done for you.

It is really very (1) *exciting* to be in Russia. I have noticed many things since I have arrived, such as the Russian love of pets, the (2) ... of rest at trie dacha and sour cream on everything — they think it (3) ... the taste of food. In my (4) ..., Russians are very warm and (5) ... to each other in private situations. Russians always bring each other (6) ... when they visit, and the amount of food and tea involved in a visit to a Russian home is (7) ... Nothing can prepare you for life in Russia — it's a (8) ... country. I tell myself that it's the place I wanted to go to (9) ... the unexpected.

1 EXCITEMENT
2 NECESSARY
3 IMPROVEMENT
4 EXPERIENCED
5 WELCOME
6 PRESENT
7 CHALLENGE
8 UNIQUENESS
9 APPRECIATION

Points _____ IB

4 Choose the correct verb form.

1 They've been travelling / *have travelled* almost the whole week. but they haven't visited all the places they planned to yet!
2 My granny *has been saving* / has saved nearly half of her yearly pension so that she can spend it on a holiday in the Valdai area — she's keen to see the source of the Volga.
3 Michael Palin has crossed /*has been crossing* the Earth from pole to pole and *has made* / *has been making a* fantastic documentary about his adventures.
4 You *have been* searching/ *have searched* through the world atlas for quite a while — are you looking for any particular information? Can I help you?

Points _____ / 5

5 Read this e-mail and choose the best alternatives.

From: antonio@hotmail.com
Date: Wednesday, January 8, 2006, 9:45
To: helen@hotmail.com; larry@yahoo.com; nicolas@aol.com
Cc: david@yahoo.com; katherine@usa.net
Subject: News from St Petersburg

I got to St Petersburg (1) in / by train. I must say Russians have very comfortable trains, and what is also good — their trains are very reliable: if it says it arrives (2) on / at 8 a.m. -- bang (3) on / at time you are there! Prices vary (4) from / at $20 to $70 depending (5) from / on what level of comfort you can afford. As you know, my travel expenses are covered (6) from / by my company, so they bought me a ticket in a two-berth compartment. I arrived (7) to / in St Petersburg on a gorgeous day — sunny and very bright, and VERY COLD! Although the annual average temperature is never very low, and the bay very often remains ice-free, some winters can be really freezing!
Love and hugs to you all,
Antonio

Points _____ / 7

TOTAL _____ / 50

Test

We'll practise preparing and delivering a group presentation

Lesson 8 Express yourself

Your local council has announced a competition among schools for the best presentation of your area, region or city. The winners from different regions ,vill present Russia at an international event. Your aim is to give your group presentations and then decide which group is the best.

Don't read !!!

1 Prepare your group presentation. 15'

1 Look at the notes you have brought:
- your local area profile (Lesson 1)
- a paragraph describing your local attraction or place of special interest (Lessons 2–3)
- notes you made on challenging сложный experiences foreigners might come across locally (Lessons 4-5)
- an invitation to a traditional pastime (with a description, Lesson 6)

2 Discuss your notes in a group and agree whether you are going to include all kinds of information or focus on a certain aspect.

3 Distribute responsibilities and choose the speakers. Help the speakers to plan their presentations and listen to them rehearsing their speeches.

4 Decide how you will organise your group's presentation.

Tips for giving effective presentations
- Speak loudly and clearly.
- Choose your words.
- Emphasise key words and ideas.
- Use short sentences.
- Avoid phrases that are difficult to say.
- Watch your body language.
- Keep eye contact and smile.
- Listen to what you are saying.
- Enjoy yourself!

Plan an effective presentation!

STRONG INTRODUCTION
↓
STRUCTURED MIDDLE
↓
POWERFUL CONCLUSION

1 Present your group materials.

1 Remember that you have got only five minutes to say what you want.

2 Fill in this evaluation card while listening to other groups' presentations. It will help you to make the right decision. Each question scores up to 4 points.

EVALUATION CARD FOR STUDENTS

	Criteria	Group 1	Group 2	**Group 3**
1	Information: full and varied?	4	4	4
2	Presentation: well organised?	4	4	4
3	Language: clear and correct?	4	3	4
4	Manner: natural and relaxed?	4	2	3
5	Overall impression: pleasant?	4	2	3
	Total (up to 20):	20 [5	17	18

2 Choose a group to represent Russia at the international event.

1 Look through your evaluation card and decide whose presentation was the best.

2 In groups discuss the results of the activity.

We'll learn some of the attractions of Australia

UNIT 5 Let's travel Australia!

Lessons 1-2 Booking a trip

Warm-up

1 **Look at the cartoon and the photos and answer the questions.**

1 Do you know anything about the places in the photos on p. 67?
2 Which of them would you like to visit? Why?
3 Which places do you think the family in the picture are going to visit? Why?

Longest rivers:
1. Murray River (2,520 km)
2. Murrumbidgee River (1,575 km)
3. Darling River (1,390 km)

Highest mountains:
A Mount Kosciuszko (2,228 m)
A Mount Townsend (2,209m)
A Mount Twynam (2,195 km)

Reading

2 **Read the texts from travel brochures on p. 67 and say which of the places give a good opportunity:**

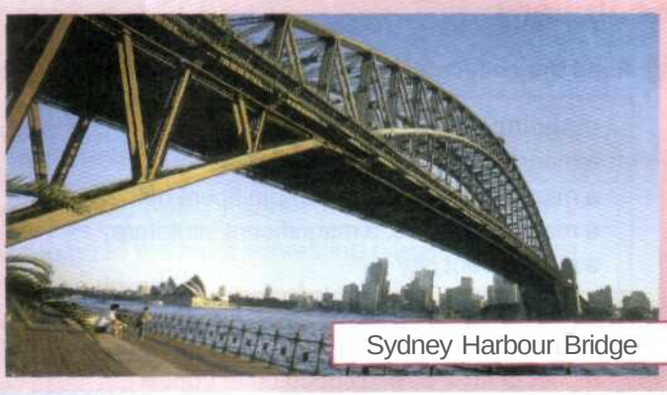
1 to enjoy the beauty of nature A 6
2 to see the art of native Australians A
3 to enjoy good music A
4 to visit a museum C
5 to do sports A, C
6 to find something to do on rainy days AC

A

Visit the sunniest city in Australia with only 23 days a year without sun!

Sydney is Australia's oldest and largest city with a population of around 3,986,700. **A full range of** tourist **attractions** include the magnificent Botanic Gardens, Sydney Harbour Bridge, and of course the world-famous Sydney Opera House and two thousand Aboriginal rock drawings!

Make a reservation now!



Sydney Harbour Bridge

Uluru

B

No visit to Central Australia is complete without seeing Australia's most famous landmark — Uluru (previously called Ayers Rock). The world's largest rock mass, Uluru, rises out of the middle of the country and is spectacular at any time of the day.

Uluru is always impressive, but never more so than during sunset. No matter how many pictures you've seen of it, nothing prepares you for the experience of being there.

C

Melbourne, the capital of Victoria, is the second largest city in Australia. It has a population of just over three million people, and is a picturesque place with so much to offer the visitor.

Being a wonderfully diverse place, Melbourne offers everything for the tourist from museums and galleries to tennis, fishing and windsurfing.

You can order a **package tour** or book your own **accommodation** and choose from a full range of apartments, hotels, motels, bed and breakfasts and hostels.

Melbourne

Language work

3a Read the first two sentences in Text A and say:

1. How are the underlined phrases the same and different?
2. *Can* you find similar examples in Text B?
3. What are the two ways of saying this in English: *Сидней – самый красивый город В Австралии?*

3b Read the first sentence in Text C and answer the questions.

1. How **can it help** you say in English: *Брисбен - третий по величине город В Австралии?*
2. What is the **other** way of expressing this idea?

E.g. is the 3rd biggest city in Australia
E.g. is Australia's third biggest city

3c In pairs look at the map and ask and answer each other's questions about Australia.

- Try and use all the new structures you have learned in the lesson so far.

Example: — *What's the country's smallest territory?*
— *The Australian Capital Territory.*

Vocabulary

4a **Read the collocations with the words from Ex. 2 and answer the questions below.**

magnificent великолепен, величест
a magnificent view, a magnificent mountain, a magnificent building, a magnificent dinner, a magnificent tree, a magnificent sculpture, a magnificent city

impressive впечатляващ, впечатлен
an impressive view, an impressive show, an impressive CTHTK an impressive building, an impressive knowledge, an impresswe result

spectacular ефектен, захватен
a spectacular view, a spectacular concert, a spectacular show, a spectacular building, a spectacular picture, a spectacular film, a spectacular success

picturesque
a picturesque view, a picturesque landscape, a picturesque village, a picturesque spectacle, a picturesque church, picturesquecountryside

- Which of these words would you use to describe:

something	that is pretty and interesting especially in an old-fashioned way?
	that is good, important, that produces a great effect on you?
	that is great, good, beautiful because of being big?
	that is very exciting to look at?

4b **Replace the underlined phrases in the sentences with the words or phrases in bold from the texts in Ex. 2.**

tourist attractions

1 The Great Barrier Reef is one of the main places that many tourists visit.
2 Sydney offers its visitors all sorts of places to stay: hotels, motels, hostels and apartments. accomodation
3 If you don't want to worry about anything, we advise you to book a completely planned holiday arranged by a company at a fixed price, which includes travel, hotels, meals etc. package tour
4 Being the Olympic capital, Sydney offers opportunities to do all kinds of sport. a full range of
5 We advise all travellers to make an arrangement (preparation) for a train, plane, bus or train to be kept for you as early as possible. a reservation

H.W. WB Ex 1-2, P36

Listening

После жалбите урок № 2

Диск Запис 025

5a **You are going to listen to a conversation between Mr Douglas and a travel agent.**

- Which of the following subjects do you think will be discussed?

number of travelling people, dates of the trip, information about available flights, places to visit, length of the visit

* Predict the conversation in pairs ↓ Listen & check your guesses

Subjects discussed

number of people travelling	☑
dates of the trip	☑
type of hotel	☐
way of paying for the trip	☐
information about available flights	☑
place(s) to visit	☑
way of paying for meals	☐
length of the visit	☑
client's name and address	☐

5b **Listen and check your guesses.** pay заплащам

025

* All the subjects mentioned may be discussed during a conversation with a travel agent.

Language work

6a **Read about asking for information, listen to the conversation again and do the tasks below.**

Asking for information	
1 Direct question	How much time would you like to spend in Australia?
2 Implied (предполагаемый) question	I'd like to go to the most interesting places and to see as much as possible.

- Find one more example of each way of asking for information.
- How does the second way differ from the first one?

6b **Read these phrases and say what information the people would like to get.**

1 Have you got a watch?
2 You know, I just can't understand this sentence.
3 I'm looking for 55 Park Street.
4 I think I lost my watch somewhere around here.
5 I think my presentation was awful.

Speaking

7 **Role play a conversation between a travel agent and a client.**

- Choose a role.

Student A
You are going to travel to Australia. You can choose from places in *Ex. 2.* Describe your plans to the travel agent and get all the necessary information about the trip. Take a decision.

Student B
You are a travel agent. Try to find out about where your client would like to travel. Also be ready to give any information the client will need.

- Use phrases from Ex. 6a and Ex. 6b and the Language Support box.

LANGUAGE SUPPORT

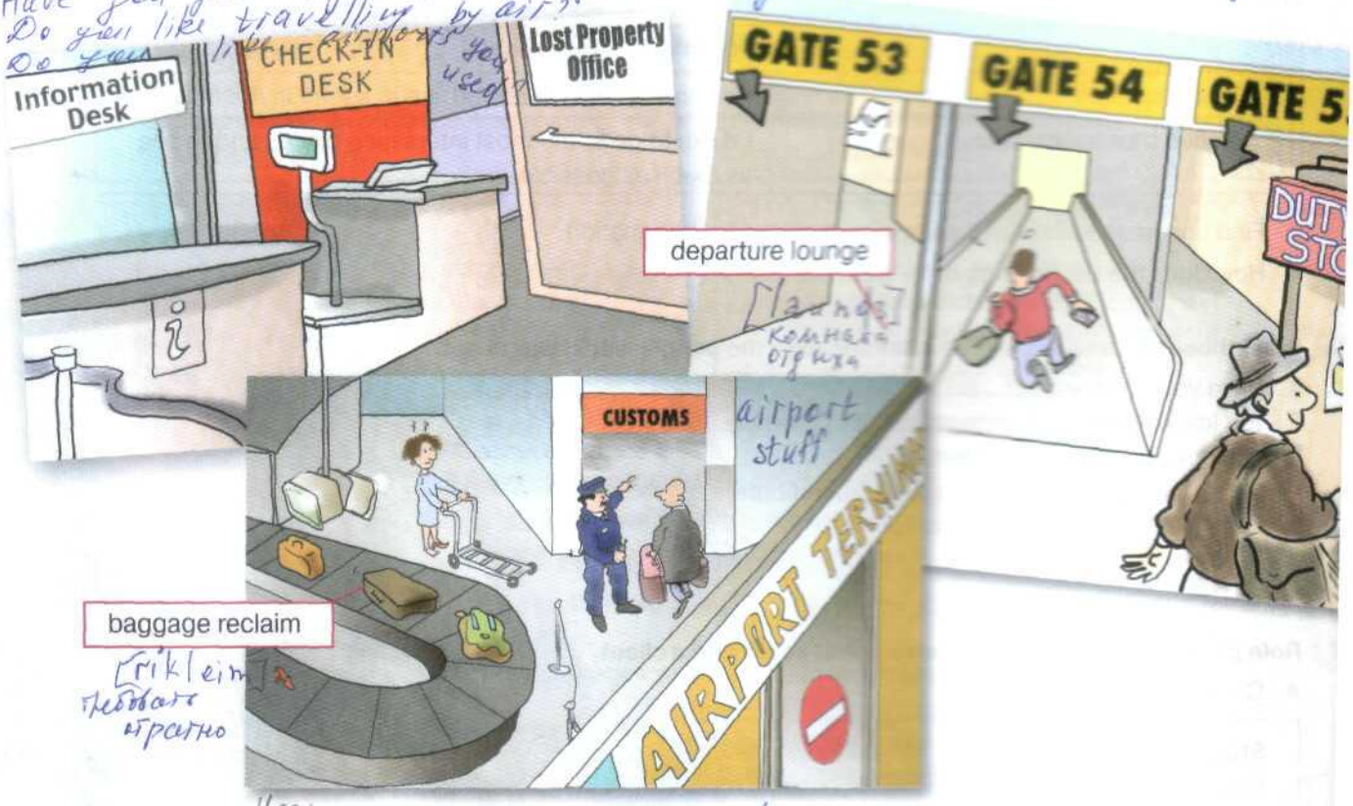
Accepting an offer
- Thank you.
- Oh, that sounds very exciting!
- That sounds fine.
- That's fine.

Refusing an offer
- Yes, that sounds great but...
- I'm sorry but...
- That's what I've heard, but...
- No, I think I will..., thanks.

We'll prepare for international travel, use different strategies in a conversation with a stranger

Lesson 3 "Boarding game"

- Have you got any experience of travelling by air?
- Do you like travelling by air?
- Do you like airports? Yes, I used



Vocabulary

Use: It might fif, Probably, Perhaps

1 a **Look at the pictures and describe the function of each of these places.**

Кассета 4/, стр 8.

1 b Listen to the airport announcements and match the words **with their definitions.**

- There is one extra word.

Check 026

1 h **gate** 1
2 f duty free store / shop
3 flight d 4 рейс, перелет
4 b **baggage** 3
5 a departure lounge 2
6 c check-in desk
7 j terminal - вокзал
8 f customs
9 e delay
10 g boarding card
11 customs **officer**

5. information desk
6. lost & found
7. 10, boarding card.

a) 5 place in an airport where you sit and wait just before you get on the plane

V b) bags and cases that you take with you when you are travelling

c) 6 place at an airport where you show your ticket, give them your bags and get *a* boarding card

d) 3 journey on a plane

e) 9 make something late

f) 8 place where your bags are checked for goods that you should not bring into the country

g) 10 piece of card with your name and seat number printed on it; you show it before you get on a plane or ship

/ h) place where you leave the airport building to get on a plane

2 i) shops at airports that sell some goods which you pan buy without paying tax (налог) on them

j) 7 large building at an airport where people begin and end their journey

рейс: trip run line flight?

*

This flight is now boarding

Track 027

Speaking

They begin in the same way. The purpose of each of them is to ask for direction. In each of them Speaker 1 interrupts Speaker 2.

2a **Listen to three airport conversations and say what they all have in common.**

2b **Listen again and answer the questions.** Track 028

1 Where do the conversations take place? Somewhere at the airport
2 Who starts the conversations? Why? How? The passenger that needs help, by using the phrase "Excuse me"
3 Do all three conversations follow the pattern below?

Attract attention	Explain the situation	Ask for help

4 What phrases can be used to explain the situation? I'm ..., I can't ..., I need to ...
5 In what way can you ask for help? Not only by asking a question, but also by using questioning intonation when explaining your situation.

2c **Listen to the tape and play your part.** Track 029

- You are at the airport and you want to know where to check in for Sydney.

You:	Excuse me, I can't find Gate 54
Airport clerk:	Which airline are you travelling with?
You:	... (Choose British Airways or QANTAS)
Airport clerk:	What time are you flying?
You:	... (Choose a time)
Airport clerk:	It's Desk 43. And you'd better hurry!

Fill in the proper phrases & practise the dialogs

For Your Info

QANTAS — Queensland and Northern Territories Air Services (the Australian national airline)

2d **Play the role of the information clerk in this dialogue.**

- Use the pictures in Ex. 1a in this lesson.

Fill in. Add the necessary phrases!

Passenger:	Excuse me, miss, can you tell me where the lost property office is?
Airport clerk (You):	Oh, it's easy. Go...
Passenger:	Thanks, I see. And is there anywhere to change money?
Airport clerk (You):	...
Passenger:	Good. And one last question. Where can I buy some chocolates and CDs?
Airport clerk (You):	...
Passenger:	Where's that?
Airport clerk (You):	...

! Проработать реплики см. Teacher's book p87

Диалоги задать на оценки и заработать регулярно (подг. к ОГЭ)

H.W. WB Ex 4, 5, 6, p 38-39.

Lessons 4–5 Accommodation

Warm-up

1 **What makes a good hotel?**

- Brainstorm your ideas and complete the mind map.

Vocabulary

2a **Read these sentences and say what the words in bold mean.**

1 We booked an en **suite** [ɒn 'swiːt] room, so the bathroom was joined to the bedroom.
2 We needed a double room for my husband and me and a single for my mother, but they didn't have any, so we had to book a **triple** for the three of us.
3 This is a bed-and-breakfast hotel, so we won't need to worry about our morning meals.
4 You'll have to pay 30 dollars more if you want **full bbard**, but then **you**'ll have to come to the hotel for every meal.
5 We can't book any doubles; only singles are available for this date.
6 We stayed at a five-star hotel with all possible facilities: bathroom. TV. r ni-bar, telephone and other things.

2b **Complete the chart with the words from Ex. 2a.**

What to keep in mind when choosing a hotel	
Type of room	**1)** single, 2) ..., 3) .., **4)**
Meals	1) ..., **2) full board**
Facilities	1) ..., 2) ..., 3) central heating, 4) ..., 5) ..., **ftf^"**
Availability	1) ..., **2) unavailable**

Reading

3 Read the letter and answer the questions:

1 Is the purpose of the letter to give information, to ask for information or to make a reservation? Why do you think so?
2 Is it a formal or a personal letter? Why do you think so?
3 Are the parts of the letter stated in the right order? If not, make the necessary changes.

A Opening	1
B Explaining where you found the information about the hotel	2
C Asking for more information	3
D Enquiring about other necessary conditions	4
E Stating the reason for writing	5
F Asking for prompt attention	6
G Closing	7

54, Didcot St
Oxford
0X4 6DP
UK
3 February 2006

Green Giant Hotel
746 South Dowling Street
Moore Park, Sydney
NSW 2016 Australia

Dear Sir,

I found your address in a brochure from the New South Wales Tourist Board. I am writing to ask whether you have a double and a single room available from 20 February till 6 March inclusive, when I'll be visiting Sydney with my husband and our son.

If possible we'd like rooms with en suite bathrooms and a view over Sydney Harbour. I understand that all your rooms have satellite TV and tea-making facilities.

Could you let me know your rate for bed and breakfast, including any discounts for a full week's stay?

I'd be grateful for an early reply.

Yours faithfully.
Jean Douglas

Listening

- What would the Green Giant Hotel and the Douglases do after the letter you read in Ex. 3?
- Listen to the conversation and check your guesses.

- Listen to the conversation again and continue the phrases of the speakers in the following situations:

1 Beginning the conversation	Receptionist:	Hello, Green Giant Hotel. Can I help you?
	Customer:	My name's... I'm... calling from England
2 Asking for information	Receptionist:	Can you let me...?
	Customer:	You still have...?
3 Booking the room	Customer:	You can still offer us a...?
	Customer:	Can I make a firm...?

We'll discuss special cases for using tag-questions

Language work

5a Listen to an extract from the conversation in Ex. 4a and answer the questions.

033

You still have a double room and a single room available from 20th February until 6th March/do you? has 2 positive tags

(a special case asking for information)

And they have a view over the harbour, don't they? the information is rising

a tag question with a negative tag

1 Which of the questions sounds less sure? Why do you think so? the 2nd
2 How do the questions differ in their structure?

Practise diff. inton. patterns with tag-questions.

5b Change the following tag questions so that they sound less or more sure.

- Practise saying them.
- Pay attention to the intonation.

1 You can still offer us a 10% discount for the full week, can you?
2 The rate for the room is 25 pounds, isn't it?
3 This is a bed-and-breakfast hotel, is it?
4 You'd like to have full board, would you?

LOOK

1 +, ↗ –? — when you are less sure about something and are asking a real question
2 +, ↘ –? — when you only want the listener to agree with you
3 +, ↗ +? — when you are more sure and you only want to check if you are correct

6a Listen to another extract from the conversation in Ex. 4a.

034

NB.

Let's go for it, shall we?

1 What is the function of the question? to make an offer
2 Is there anything special about its structure? Shall is used instead of do in the tag

(We'll practise different functions of tag questions)

6b Read about the situations and make possible tag questions.

- The words in bold will help you to understand the function of the possible question.

1 You want to check with an airport clerk that the gate you need is really Gate 14. This is Gate 14, is it?
2 You invite your friend to visit your local picture gallery with you. Let's visit our local picture gallery, shall we
3 You are travelling in Australia. You really want to ask your guide if you will have an opportunity to see koala bears. We will have an opportunity see koala bears, won't we
4 You are booking a hotel. You have found out nearly all the information about it but you just want to check that it is a bed-and-breakfast hotel. is it?
5 You need to buy something at the duty free store. You suggest to your friend that he / she goes with you. Let's fix) to ill ftirfcy free, shall we?

Reading

3 Read the letter and answer the questions:

1 Is the purpose of the letter to give information, to ask for information or to make a reservation? Why do you think so?

2 Is it a formal or a personal letter? Why do you think so?

3 Are the parts of the letter stated in the right order? If not, make the necessary changes.

A Opening

B Explaining where you found the information about the hotel

C Asking for more information

D Enquiring about other necessary conditions

E Stating the reason for writing

F Asking for prompt attention

G Closing

54, Didcot St
Oxford
0X4 6DP
UK
3 February 2006

Green Giant Hotel
746 South Dowling Street
Moore Park, Sydney
NSW 2016 Australia

Dear Sir,

I found your address in a brochure from the New South Wales Tourist Board. I am writing to ask whether you have a double and a single room available from 20 February till 6 March inclusive, when I'll be visiting Sydney with my husband and our son.

If possible we'd like rooms with en suite bathrooms and a view over Sydney Harbour. I understand that all your rooms have satellite TV and tea-making facilities. » 1

Could you let me know your rate for bed and breakfast, including any discounts for a full week's stay?

I'd be grateful for an early reply.

Yours faithfully.

Jean Douglas

Listening

- **What would the Green Giant Hotel and the Douglases do after the letter you read in Ex. 3?**
- Listen to the conversation and check your guesses.

- **Jsten to the conversation again and continue the phrases of the speakers in the following situations:**

1 Beginning the conversation

Receptionist: Hello, Green Giant Hotel. Can I help you?

Customer: My name's... I'm... calling from England

2 Asking for information

Receptionist: Can you let me...?

Customer: You still have...?

3 Booking the room

Customer: You can still offer us a...?

Customer: Can I make a firm...?

Speaking

7 **Make up and act out a possible conversation between a reservations clerk and a hotel guest.**

- Follow the steps.

1 In pairs decide which of you is the reservations clerk and which is the guest.
2 Read the hotel booklets and choose one of them.
3 Write a possible conversation. Use Ex. 4b for the structure and useful phrases.
4 Act out your conversation in class.

a letter of enquiry
Строгий порядок написания письма
Нет красных строк

Writing

8 Write a letter to one of the hotels.

- Follow the structure of the letter in Ex. 3.

карточки расчитать T's b p 216-218

Lesson 6 First impressions

We'll discuss your travel experience and write about your positive experience

Warm-up

1 Check how well your classmates know Australia.

- Follow the steps.

1 Choose a place in Australia.

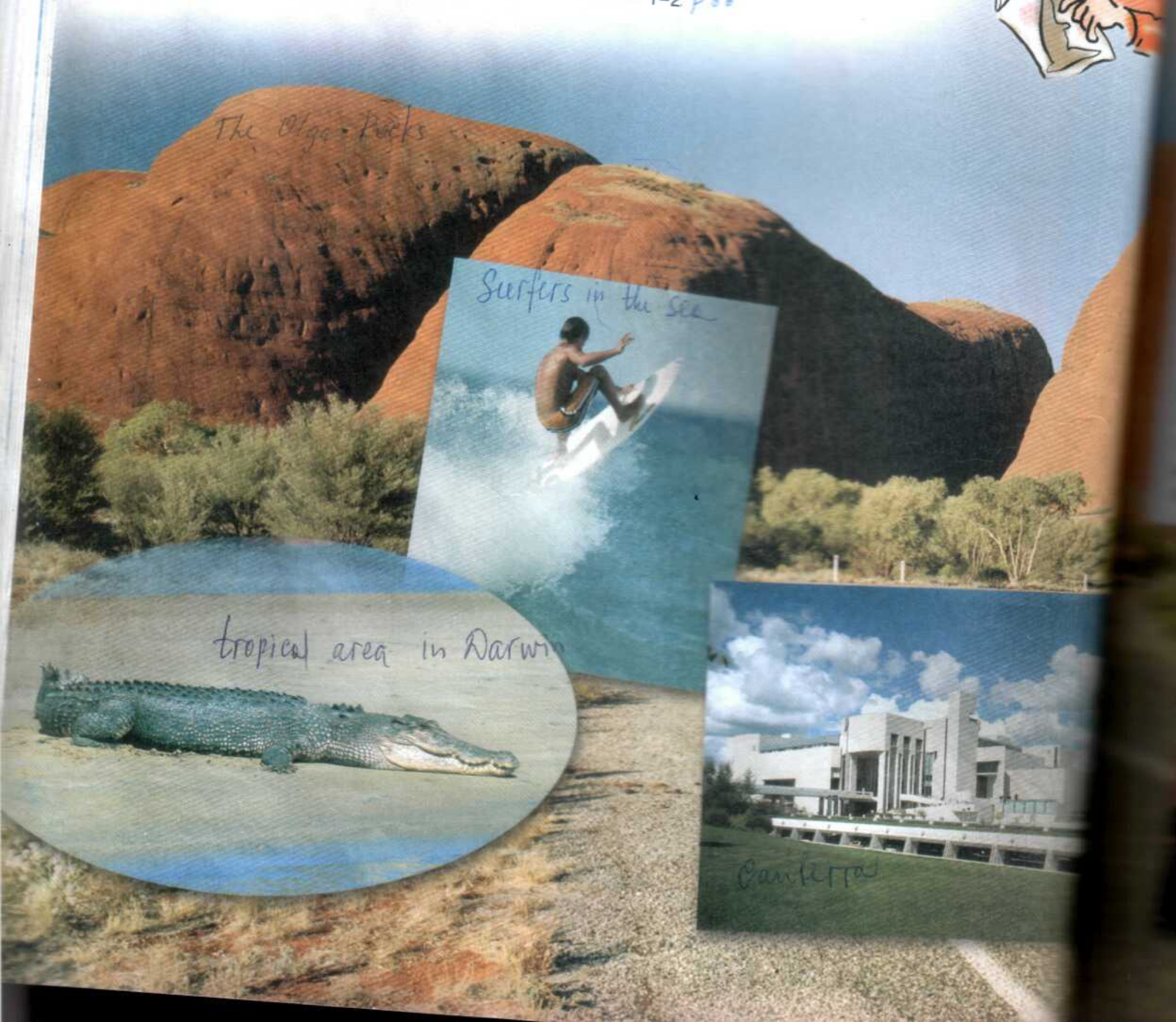
2 Describe it without naming it (situation, attractions, etc).

3 Let your classmates guess.

Reading *for* gist [dʒɪst] суть

2a Read the article Sam Douglas wrote for his school magazine after Ms trip to Australia and do the tasks below.

- Look at the photos he took in Australia and say which **places** he took pictures of.
- Show his route (маршрут) on the map in Lessons 1–2 p 66



This article is about m trip to Australia last month. Such a big country with so much to see and only two weeks to see it in!

I travelled with my friend and her family. We flew into Sydney Australia's biggest city. Of course, we saw the Opera House and the harbour bridge. They are the symbols of Australia and I was really impressed by them. And we spent a day on the beach watching the surfers — everyone is so relaxed and happy there.

Then we went to Canberra, which is the capital, and I thought it was the most beautiful city in Australia. It is surrounded by rivers and lots of trees but it also has lots of museums and art galleries. We met lots of nice people there. Australians are very friendly and they call everyone "mate".

After that we flew right across the continent to Darwin in the North. It's a tropical area and at our hotel we had a barbecue and I tasted crocodile meat for the first time. It was really delicious, believe it or not!

Next, we took a small plane to the heart of Australia to visit the Uluru National Park, which is one of the most impressive places in the world. We stayed at a campsite there, which was great fun. The Olga Rocks (or Kata Tiuta, which means "a place of many heads") are very spectacular — so many colours and shapes. Uluru itself is the world's biggest rock mass; and it stands high above the flat lands all around. It is a sacred place for the native Australians (we shouldn't call them Aborigines) and there are lots of fascinating myths and legends about it. Oh, and we saw lots of kangaroos and wallabies there.

All too soon it was time to fly back to Sydney for our return journey. There was no time for Melbourne or the Great Barrier Reef: they'll have to wait for my next visit. As we flew home I thought about all the amazing things I'd seen. Australia is a magnificent country and I'd love to go again if I ever get the chance.

1 Why not just *It's a big country with much to see...?* Find more examples.

2 Is the role of *of course* here to show that:
a) it was quite natural that they did it?
b) they agreed to do it?

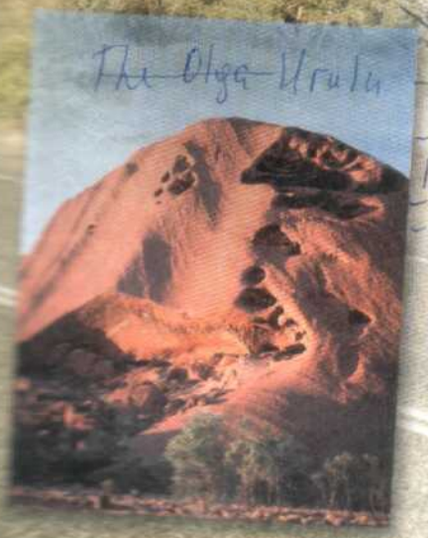
3 Why did the author repeat the same word in this paragraph?

4 Does the author use this phrase to:
a) make the fact sound less sure?
b) make the fact sound surprising?

5 Does using a dash (—) in this sentence:
a) attract more attention to the last part of the sentence?
b) show two different ideas?

GLOSSARY

sacred — connected with a god or religion
wallaby ['wɒləbɪ] — Australian animal like a small kangaroo



2b Answer the following questions.

1 What does Sam think about Australian people?
2 What activities did he take part in?
3 Did Sam like his trip to Australia? How do you know?
4 Did he have enough time to see everything there? How do you know?

WRITING ABOUT A POSITIVE EXPERIENCE

Writing

3a Read Sam's article in Ex. 2a again, answer these questions and use your answers to fill in the chart.

1 Which paragraph states the topic of the article? Paragraph 1
2 Do paragraphs 2-5 describe the holiday in chronological order? +
3 Why does the person write about possible future trips to Australia in paragraph 6?
To show that Li really likes Australia, and thinking of returning

A Structure of the article: functions of the paragraphs

Paragraph 1	Paragraphs 2-5	Paragraph 6
Introduction	**Body of the article**	**Conclusion**
It is used to state the topic of the article	It is used to describe the holiday in chronological order	It is used to summarise the overall impression

3b Find the answers to the question below in paragraphs 2-5 in Ex. 2a and fill in the chart below.

- Which of the following ideas are mentioned in each of these paragraphs:

sharing plans	5
naming the place	1
describing activities	3
sharing impressions	4
describing the place	2

AN ARTICLE FOR THE SCHOOL NEWSPAPER

B General structure of the paragraph

Paragraph 2 ...	Paragraph 3 ...	Paragraph 4 ...	Paragraph 5 ...
naming the place	describing the place	describing activities	sharing impressions, sharing plans

3c Read Sam's article in Ex. 2a again, answer the questions alongside the text and complete the list below.

C Language used in the article to convey positive impressions

1 Superlatives (the biggest, most beautiful, etc)
2 Emotional vocabulary: specta9ular, ... F68
3 Intensifiers (such, so, really)
4 ... repetition 'nts,
5 ...believe it or not (to make the fact sound surprising)
6 ...a dash – to attract me
7. of course – to underline such natural sentence.

H.W **4 Use charts A, B, and C to write an article describing a trip for your school magazine.**

- Choose one of the topics:

1 The best trip you have made
2 An imaginary trip to Australia or **any other** place

Lesson 7 Check your progress

1 Do the crossword.

1	A	t	t	r	a	c	t	i	o	n
2	U	n	a	v	a	i	l	a	b	l	e
3	S	p	t	t	t	a	L	(A	a	r
4	T	t	r	m	i	n	a	l		
5	R	t	S	t	r	v	a	t	i	o	n
6	A	i	r	p	o	r	t			
7	L	o	S	t						
8	I	h								
9	A	L	t	o	f	c	o	d	i	b	l	o	h	5

1 It is what tourists like to see and visit.
2 Opposite of available.
3 It is something giving a beautiful view.
4 It is a part of an airport.
5 Before flying you need to make a ... .
6 Building or several buildings where you go at the beginning and end of a journey by plane.
7 ... property office.
8 Check-... desk.
9 It is where you stay when you travel.

Points _____ / 9

2 Fill the gaps with words from the box.

offers attractions bed and breakfast
magnificent full range impressive facilities
terminals spectacular accommodation

The city of Canberra, capital of the Australian Capital Territory, was designed by the American architect Walter Burley Griffin. The city is famous for its (1) ... architecture and its large green areas with around 12 million trees.

Canberra is home to the Australian government, and you can visit Parliament House, the National Gallery of Australia and the Australian National Botanic Gardens. As well as offering a (2) ... of culture the city also (3) ... a lively entertainment scene, including its theatres and cinemas.

The city surrounds Lake Burley Griffin, a beautiful but artificial lake that offers a (4) ... view. The city is to the north of the lake, with the main road running through. Off this road you will find the main shopping areas, (5) ... banks, post offices and bus (6) ... The main tourist (7) ... are on the triangle made up of Commonwealth Avenue, Constitution Avenue and Kings Avenue. There is also a large range of tourist (8) ... available around Canberra, mainly hotels and motels with excellent (9) ... , although there are also a few (10) ... , hostels and campsites.

Points _____ / 10

3 Put in a question tag to connect the two phrases.

Example: *"Let's visit the castle, shall we?"*
-- "Yes, sure, why not!"

1 "I can take this on the plane, ...?"
-- "I'm sorry, but it's impossible."
2 "Let's go to the beach and watch the surfers, ...?" - "Good idea."
3 "I've called already. You have reserved the room, ...?" — "Yes, as we agreed."
4 "Still, I can have full board, ...?"
— "Certainly, sir." (ask for confirmation)
5 "Let's visit Ann today, ...?"
-- "Yes, I'd be glad to."
6 "I can pay with my credit card, ...?"
-- "Yes it's OK." (ask for confirmation)
7 "It will be all right to call you, ... ?"
— "Yes, fine." (ask for confirmation)

Points _____ / 7

4 Fill the gaps with the necessary prepositions.

During our last holiday in Australia, we went (1) to Darwin in the far north. From there we participated (2) tf a three-day expedition to Kakadu National Park, where *Crocodile Dundee* was filmed. We had a really great time there, with lots of bushwalking, swimming (3) in waterfalls and great nature. It was really hot and humid, around 40 degrees Celsius.

Back in Darwin, we rented a car and went south. (4) on our way we could see how the scenery gradually changed from tropical forest (5) to a drier landscape with small trees, and finally desert. After a few days on the road we arrived (6) in Alice Springs approximately in the middle (7) of the continent, and from here, the best-known landmark (8) of Australia, Uluru (Ayers Rock) was only a day trip away. We climbed Uluru early one morning and watched the sunrise from the summit, and later we visited attractions like the Olgas, Kings Canyon and more.

All in all it was *a* fantastic trip, and we returned (9) to Newcastle on 10 October.

Points ___ / 9

5 Match these short dialogues and the places in the airport where they could be recorded.

1 Duty free store E
2 Departure gate F
3 Check-in desk A
4 Passport control and customs B
5 Lost property office P
6 Restaurant C
7 Information desk G

A 3
— Your ticket, please.
— Here you are.
— Thank you. This is your boarding card.

B 4
- What is your final destination?
— Sydney, Australia.
— What is the purpose of your visit?
— I'm travelling as a tourist.

C 1s
• Can I help you?
— Yes, please. Could I have a cup of coffee and a cheeseburger, please?
— Here you are. That's seven pounds fifty five.

D 5
• Can I help you?
— Yes. I'm afraid I've lost my umbrella.
— Could you describe it, please.

E f
Excuse me, I need a souvenir for my niece. She is five.
— Oh, sure. We've got some nice koala bears and these kangaroos.
— Right... And how much is this?...

F 2
• Excuse me. Is this the gate for Flight BA 354?
— Yes, sir. Could I see your boarding pass, please?
— Here it is.

G 7
Excuse me, what is the boarding time for Flight 354?
— Five thirty.
— Thank you.

Points ____ / 7

6 Translate the following sentences into English.

1 Санкт-Петербург — второй по величине ТОРОА В России. Russia's second biggest city
2 К-2 — вторая высочайшая вершина В мире. (2 ways)
3 Миссисипи — самая flnnHHan река В Северной Америке. (2 ways)
4 Колибри (hummingbird) — самая маленькая птичка На земле. (2 ways) the world's smallest bird

Points ____ / 8

TOTAL ____ / 50

45-50б Well done!
40-44 - Good
30-39 - Not bad
29 и < - Go back and revise

Lesson 8 Express yourself

Role play: We are going to Australia!

1 Prepare for the role play following the steps below.

1 Carefully read the tips for the role play.
2 Take a role card and read it carefully too.
3 Think about what information or equipment you will need for the role play.
4 Discuss with your teacher what you will have to prepare and bring for the role play.
5 Imagine the game and try to predict situations you may find yourself in. Think of the language you may need for these situations. Revise the necessary language. Use the material in the unit.

1 Play your role.

3 Answer the questions and share your answers with **your class.**

1 Were the objectives of the activity achieved?
2 How did you feel in the role play?
3 How did learning this unit help you in your role play?
4 What would you change in your preparation for the role play?

Tips for role play

1 Read your role card attentively and consult the teacher about anything that is not clear. Remember your teacher will also play a role, so ask all your questions before you start, otherwise it will be too late!
2 You don't know all the roles and all the details about the role play but you know the rules. Try to follow the rules and let the role play develop naturally — in this way it will be more interesting and more like real life.
3 Follow your role card but be ready to improvise if necessary.
4 Be ready for surprises and be ready to surprise!
5 Don't share your role cards with your classmates, if this is not stated in your role card.

Remember! English is the only language everybody understands during the role play.

cartoonist, correspondent, editor, journalist, newsreader, photographer, reporter

UNIT 6 What's in the news?

Lesson 1 Short and sweet

We'll become aware of some aspects of journalism

Learn about

Warm-up

1 **Read the quotation, choose the best interpretation and answer the question.**

> When a dog bites a man, that is not news, because it happens so often. But if a man bites a dog, that is news.
>
> John B. Bogart, a journalist

- According to John B. Bogart news should be
  a) vunusual
  b) taken from everyday life
  c) aggressive
- Do you agree? Why? / Why not?

Vocabulary

2a **Match the people who work in the mass media and make news for us to the explanations.**

1 a reporter d	a) 8 decides what should be included in a newspaper or a TV / radio programme
2 a photographer h	b) 6 reports news from abroad for TV or a newspaper
3 a cartoonist 3	c) 4 writes articles for newspapers, magazines, television and radio
4 a journalist c	d) f goes out, gets the news from where it happens and writes it in an article for a newspaper or magazine
5 a sub-editor f *ftoju*	e) 7 reads news or information on the TV or radio
6 a foreign correspondent 9	f) 5 prepares an article for printing or a news terr for broadcasting and checks for mistakes
7 a newsreader e	g) 3 illustrates news events or characters with funny drawings
8 an editor a	h) 2 takes pictures of events for a newspaper or a magazine

This word is generic (can be used to describe all these people)

2b **As the editor of your local newspaper decide which of your staff you will ask to do the following jobs.**

1 to go to the UK to report on an international conference foreign correspondent
2 to illustrate an article that is critical of a political party cartoonist
3 to write an article on new computer technologies journalist
4 to describe the damage caused by yesterday's storm reporter
5 to illustrate an article about a fashion show photograph
6 to look throuh and correct an article by a reporter editor (редактор)

Language work

3a Read the headlines below and say what happened.

- Answer the questions alpngsjde.

1 Earthquake hits India

2 Lost girl found

3 Shop sold customer's bike

4 Mayor to open school

a) What tense is used in the headline? Why?

b) Did the girl find anything?

c) What is missing in the headline?

d) What is missing in this headline?

e) Is the school open yet?

f) What time does the event refer to?

3b What have you noticed about the language used in headlines?

- Rewrite the headlines as sentences.

Listening

4a Read these headlines, choose the articles you would like to read and explain your choice.

A British family escapes ice trap

B Doctors 4U 2 text

C Futebol: The Brazilian way of life

D Dolly experts produce pigs

4b Listen to brief summaries of four articles that were presented in the daily *Tomorrow's News* radio programme and match them with the headlines in Ex. 4a.

1	2	3	4

4c Listen again and decide which article would be of special interest to someone who

1 is not confident enough to discuss his / her health problems

2 has a mobile phone

3 follows recent developments in medicine

4 is interested in violent sports

5 is keen on sport celebrities

6 is going on holiday to Iceland

There are two extra sentences.

4d Choose the best ending to the statements below and explain your choice.

1 The aim of the radio programme you have just heard is
   a) to entertain listeners
   b) to give detailed information about tomorrow's press
   c) to help readers find interesting articles

2 The information in such programmes should
   a) tell the reader about the main events: Who? What? Where?
   b) interest people and draw their attention to newspapers
   c) fill the break before the evening music programme

Writing

5 At home practise writing headlines.

- Follow the steps:

1 Look through Ex. 3a, 3b and 4d to revise what you know about writing headlines.
2 Listen to a Russian news radio or TV programme or look through a newspaper.
3 Choose three articles or pieces of news.
4 Write English headlines for them.

Lesson 2 What? Where? When? Why?

Reading

1 a Read the text and check if the guesses you made with your book closed were right.

A 61-year-old man who was rescued after three weeks in the Baltic Sea says he survived on dog biscuits and sugar. (A)

Hans Roger Edstroem from Sweden got into trouble when his motor boat broke down. He was rescued by Latvian coastguards five miles off the country's coastline.

Fishermen spotted Edstroem, who was drifting about five miles off Latvia's north-west coast, and alerted maritime authorities.

A rescue boat picked him up and took him to Ventspils, which is 125 miles from the capital, Riga. (C) They took Edstroem to a hospital, where he was treated for dehydration.

Edstroem said he set off from an island near Stockholm on September 1 with enough food for six days. Two days later the 42-year-old boat's battery went dead, and his engine and radio no longer worked.

After his regular provisions ran out, he said he found some dog food on board and made "a porridge" from it. He also ate a two-pound bag of sugar. Both the dog food and sugar ran out nine days before his rescue. Edstroem said he was on his way to the Baltic Sea island of Gotland, which is 60 miles east off the Swedish mainland. Latvia is 100 miles further east.

Edstroem, whose courage and self-discipline is amazing, said he never exhausted his supply of water but carefully rationed it. (B)

1 In which of the highlighted sentences, A or B, is the relative clause essential to its meaning?

2 Which of the clauses in sentence A or B gives additional information? Can it be taken away so that the sentence still makes sense?

3 What difference in punctuation have you noticed?

4 Why is *who* used in sentence A and *which* in sentence C?

5 Find in the text relative clauses that tell us something about the time and place of action. What relative pronouns are used there?

GLOSSARY

to ***ran*** out — come to an end

survive — continue to live in spite of difficulties

drift — move slowly on water without any purpose

spot — notice

alert — warn someone of danger

maritime authorities — береговые службы

dehydration — обезвоживание организма

exhausted — *here* used up

1 b Read the text again and find out what these numerals stand for.

- The first one is done for you.

three	three weeks — the time he spent in the Baltic Sea.
five	miles of the Latvian coast – place where he was rescued
six	days – the period 5 time he had enough food for
nine	days – fa* time he was without any food
42	year-old boat – the age of his boat
61	year-old man – the age of the sailor

Languagework

In pairs answer the questions alongside the text.

Revision:

Decide which relative clauses are defining and which are non-defining and put commas in where necessary.

1 Edstroem who lives in Sweden was on his way to Gotland when his motor boat stopped.
2 The re^^P^^^^^Jtel^^O^g^ftffip old fef ry.
3 Edstroem was lucky to find some dog biscuits and sugar which helped him to survive.
4 The area where he was drifting was not far from the Latvian coast and fishermen who were working nearby warned the coastguards.

LOOK

Defining relative clauses

The news (that) I read paper was really shocking.

Non-defining relative clauses

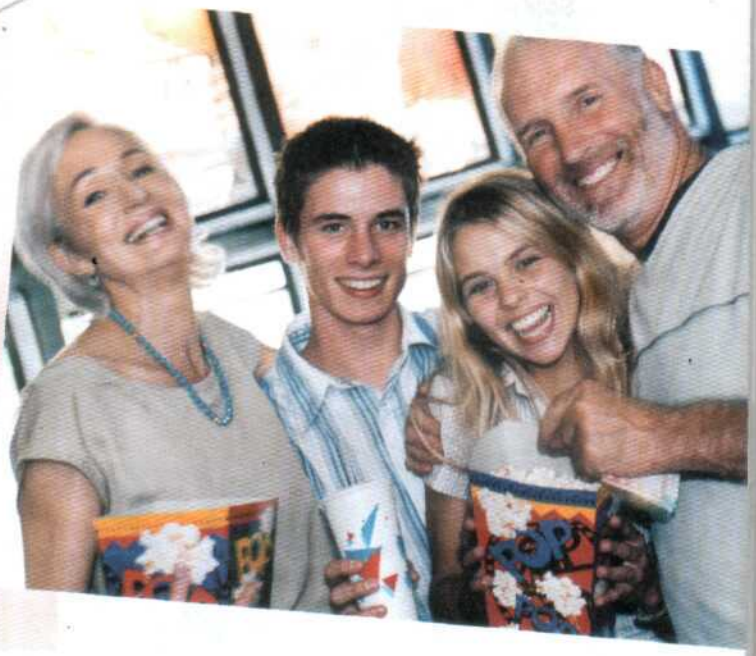
My friend, who was first to come to school, gave me the news.

Use these notes to write the story of the lottery winner.

Use as many relative clauses in your stories as possible.

LOTTERY WINNER IS LUCKY AGAIN
AMAZING LOTTERY STORY

- Jack Davis, 51, an electrician, Hampshire, wins lottery 2nd time!
- Same numbers: 15, 16, 18, 28, 36, 49 – matched results
- Last Sunday: checked his numbers, says "I could hardly re ieve my luck! I can't explain..."
- Prize £194,502 — plans: retire by New Year and live on an island in Tunisia (bought the house thanks to the first lottery win — £121,157)
- Will be "keeping my numbers..." "I believe that I will be keeping my numbers..." "I believe that nothing is impossible."
- Wife Helen; two children, Dominic and Danielle (teenagers)



What? When? WHERE? Why?

Warm-up Books are closed! Play the cassette (to get SS interested; make them think of the story they are going to read) for Ss: • Interpret the sound story by giving your ideas • Use your imagination • Any versions are welcome

Lessons 3-4 What makes a good story?

We'll learn to appreciate the language of text. – develop the understanding of neutral and emotive vocabulary – pay attention to the role of tenses in a text (talking about indefinite past using the present perfect)

Reading

1 a Read the newspaper article reporting the story and check if your guesses were right.

[for gist & detail] [24]

DEAF DOG SAVES SCHOOLGIRL FROM DROWNING

A deaf dog has saved a five-year-old girl from drowning. (A)

Sophie the Dalmatian swam to Georgia Peck who had plunged into a fast-flowing, **swollen** river in Scotland.

Georgia **clung on to** Sophie who **paddled** safely back to the bank of the River Urr, in Scotland. (B)

The schoolgirl was trying to reach the dog at the river's edge when she **slipped** and **plunged** into the water. Sophie couldn't hear her screams but swam to Georgia when she saw her struggling, reports the *Daily Record*. Georgia said, "Sophie saved me. I've been told (D) to keep away from the water but I thought I should go in and get the dog out. Then I fell backwards and Sophie came to my **rescue. I held on to** her and she swam to the side with me." (C)

Sophie's breeder, Robbie McHenry said, "When I was told what Sophie did, I could not believe it. She is a true hero. I'm thrilled by what she has done."

Georgia's mum, Andrea, managed to get to the bank and help them both out of the water.

"It must have been a terrible shock for her but thank goodness Sophie was there to help."

Georgia's mum, who lives near Corsock, Castle Douglas, added, "Sophie must have been a good swimmer to pull her the distance she did."

1 What tense is used here and why?

2 What is the order of events in this paragraph? Why are these tenses used?

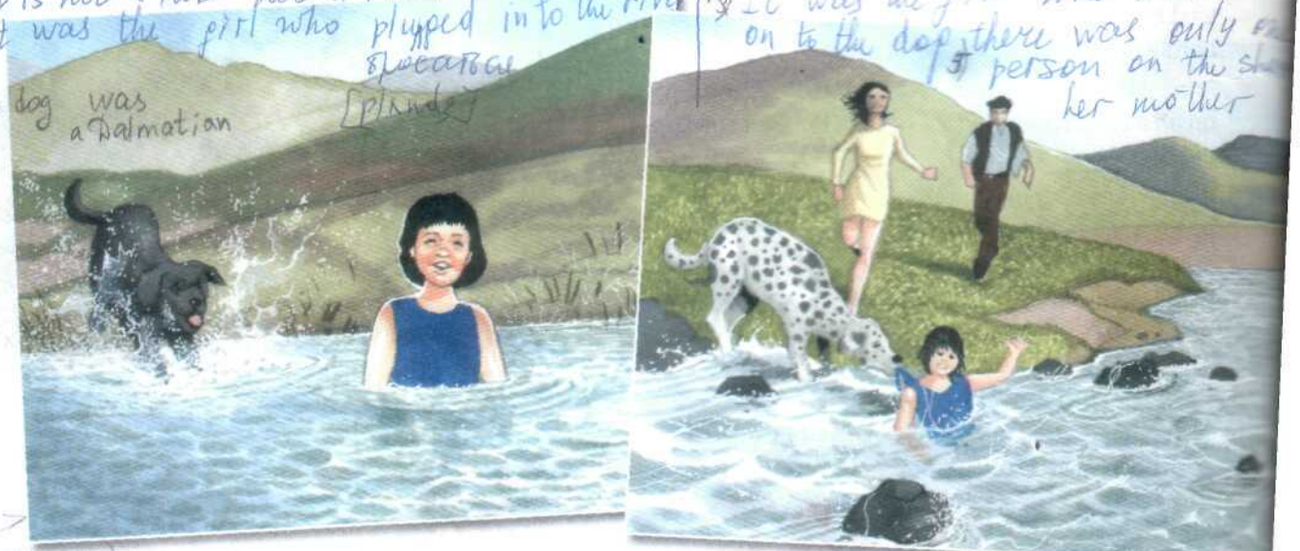
3 What are the tenses that help us to understand the order of events here?

4 When exactly was she told that? How do you know?

1 b Look at the pictures and spot five differences with the actual story.

Reading for detail — the mistakes (individually) → Check your answers in pairs.

1) It is not a lake but a river
2) It was the girl who plunged into the river
3) The dog was a Dalmatian
4) It was the girl who was holding on to the dog, there was only one person on the shore, her mother



Vocabulary

2a Answer the questions about the text in Ex. 1 a.

1 What can you picture in your mind while reading the text?
2 Do you sympathise with the characters? Why?
3 What features in the text help you to imagine the incident?

2b Read the dictionary definitions for the words in bold and choose the ones that suit the context of Ex. 1a best.

1 **cling on to**
a) hold someone or something tightly, especially because you don't feel safe
b) stay close to someone all the time

2 **hold on to**
a) keep your hands and arms tightly around something so that you cannot fall
b) continue doing something when it is very difficult to do so

3 **paddle**
a) walk about in water that is not very deep
b) swim by moving your hands and feet up and down like a dog

4 **plunge**
a) fall suddenly forwards or downwards
b) jump suddenly forwards or downwards

5 **rescue**
a) save someone from a situation of danger or harm
b) find someone who is in a difficult or dangerous situation

6 **slip**
a) move smoothly and easily
b) lose balance and slide unexpectedly

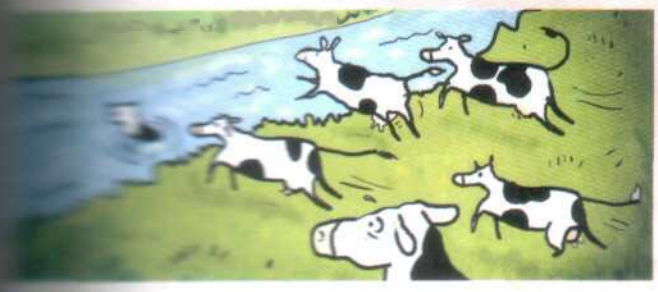
7 **swollen**
a) bigger than usual because of illness or injury (e.g. swollen leg)
b) having more water than usual (e.g. *because of floods*)

2c Look at the pictures and explain the difference between *cling* on to and *hold* on to?

Why do you think the author has chosen to use *cling on to* at the beginning of the article?

2d Which other words in the article make it more vivid?

3 Read this article and give it a title.



Six (1) *brave* cows have escaped from a farmer's field and struggled through the (2) fi/g/fwaie'r's to set up home on a (3) *lonely* island in the middle of the river Humber. They (4) *ran away* from Foxfleet Hall Farm, (5) *plunged* into the waters half a mile from home and (6) *swam* to a muddy island, where they have been ever since. There is a lot of grass on the island and the cows seem quite happy, at least in the short term.

3b **Replace the words in the text in italics in Ex. 3a with the words in the box and answer the question.**

- What difference do the new words make?

swollen	paddled	plun
daring	deserted	esca

H.W. Ex 2d, p 87

Language work

4a **Answer the questions on the right of the text in Ex. 1 a.**

4b **Put the events in the article below in the correct order.**

10 A day off to celebrate his efforts

4 B at Hanover zoo. Keeper Dieter Schulte, who normally works

1 C A zoo keeper in Germany has saved a baby tapir's life by

5 D with elephants, took carmina's trunk between his hands and

9 E started taking her first steps. The keeper has been given an extra

2 F giving it mouth-to-trunk resuscitation. Carmina was

to drink some of her mother's milk from a bottle and also

8 G unable to breathe after her mother, Conchita, had given birth

3 H that, soon after the baby tapir started breathing, she managed

7 I resuscitated her for several minutes. The local newspaper says j

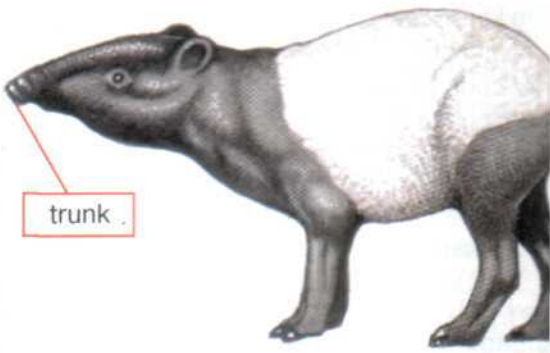
6 J

LOOK

a new information at a recent event

Present perfect	Past simple
has have + Ved(3)	Ved(2)

e.g.: *Sophie saved me.* ***I've been tol*** *keep away from the water but I* ***thoug*** *I should go in and get the dog out.*



GLOSSARY

resuscitation [rɪˌsʌsɪˈt
искусственное дыха

To practise using the Past Simple & the Present Perfect

4c **Using the notes below develop these headlines into short news stories.**

The stories should be short!

EPIC JOURNEY

1 a young bird / astonish ornithologists / by / make / 5,000-km flight

2 lose one's way / during migration / from Scotland / Ivory Coast

3 fly non-stop / 110 hours / over / ocean

4 longest flight / over sea / a bird / make

PYRAMID MYSTERY

1 scientists / discover / another door / inside / the Great Pyramid

2 the Pyramid / build / more / 4,000 years / ago

3 discovery / make / robot / produce / by / a Boston firm

4 scientists / hope / they / be able / explain / the mystery / the Great Pyramid

Speaking

5 **In groups of three or four discuss the following questions and make a list of the features that make a good story.**

1 How important is the plot / the story itself?
2 Is it important that the story should be real or truthful?
3 How important is the title?
4 What language or stylistic devices should be used to make the story more interesting?

- use of a direct speech
- use fff vivid language
- happy end
- people and ... as charac

H.W. WB Ex 8,9, p 97-98

Lessons 5–6 Read our latest issue...

Warm-up

1 **Think of what has happened lately in your neighbourhood and tell the news to the class.**

Listening

2a **In pairs look at the pictures, put them in order and decide what actually happened.**

- There are three different news stories in the pictures.

Story 1	A	E	G
Story 2	I	B	D
Story 3	H	F	C

2b **Take notes while listening to the stories and check if your guesses were right.**

Language work

These Ex will help you fO understand the story and provide you with more material for writing further on.

3a Read the actual words people said in the three interviews you have just heard.

To revise Reporting Speech!

- Which story do they come from?

Do the matching → check

1 It seems to be very toaiS^rfcbeing a burglar. (police officer / said) 3
2 Although it is really big, it's absolutely harmless. (snake-owner / explained) 2
3 What will happen if the doctor gets lost in an emergency? (the man / asked) 1
4 These two streets have always looked similar. (workmen / explained) 1
5 I realise now it was very stupid of me to do so. (the burglar / said) 3
6 Could we have our pet back? (three strangers / asked) 2

2) If/whether they could have their pet back.

3b Change the sentences in Ex. 3a into reported speech using the words in brackets.

Обсудить предложения в нач. реч.

- The first one has been done for you.

Example: *The police officer said that it seemed to be very hard work being a burglar.*

Writing

Д/З на каникулы

4 In groups of three or four write a newspaper article about one of the stories you've just heard.

Gr p 180.

- Follow the steps.

1 Choose the story that you liked best.
2 Write the answers to these "journalistic" questions about the story you have chosen.
   - Who?
   - Where?
   - When?
   - What happened?
   - Why?
   - What was the outcome?
3 Individually draft your article using your notes from the previous step and the outline below.

Setting of the story:
summary of the event: not many details, only facts

↓

Main body:
development of the events, more details

↓

Outcome: результат исхода
consequences, people's reactions / feelings, comments / quotations

At Home: WB Unit 6 Lessons 5-6
Ex 10a, 11b; 12a,b; 13

4 Swap your drafts and give feedback to each other using the checklist below.

- Is the outline followed?
- Is the description of events clear and impressive?
- Is the outcome clear?
- Is the conclusion short and clear?
- Are all the verbs / adjectives exact and vivid?
- Can any words be changed to make the text more colourful and emotionally appealing?

5 Individually, revise the article according to the comments of your group and write the final draft on a separate sheet of paper.
- Think of a good title (refer to Lesson 2 in this unit).
- Make the text look nice and tidy.

6 Put your article on display in class and prepare to give feedback on one of your classmates' articles.
- These criteria may be used for giving feedback.

Organisation	Vocabulary	Grammar	Spelling	Handwriting
Setting of the story? ☐	Right choice? ☐	Correct? G	Correct? ☐	Neat? ☐
Main body? ☐				
Outcome? ☐				
Ideas clearly presented? ☐				

Lesson 7 Check your progress

1a **Listen to the radio news and put the topics in the order they come in the programme.**

A Manchester United has won one more match. ☐
B New jobs — government initiative. ☐
C Incredible spring temperatures. ☐
D Competition for some university courses getting tougher. ☐
E Earthquake death toll increasing. ☐

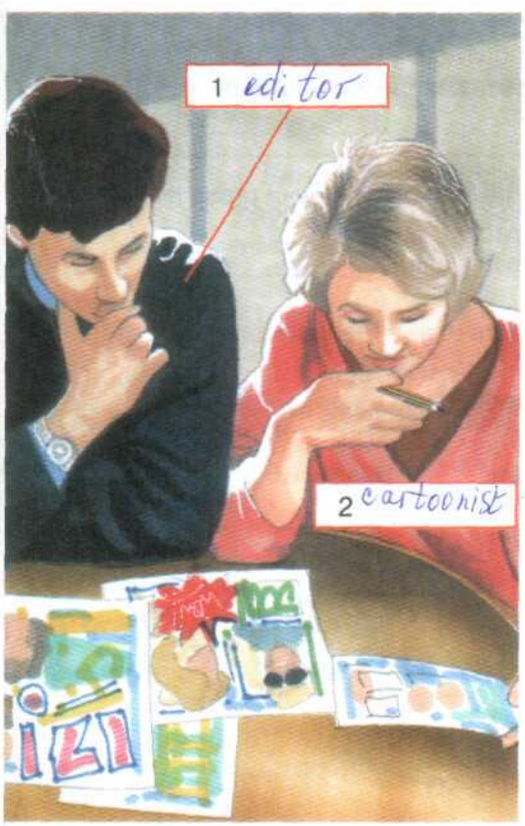
Points _____ / 5

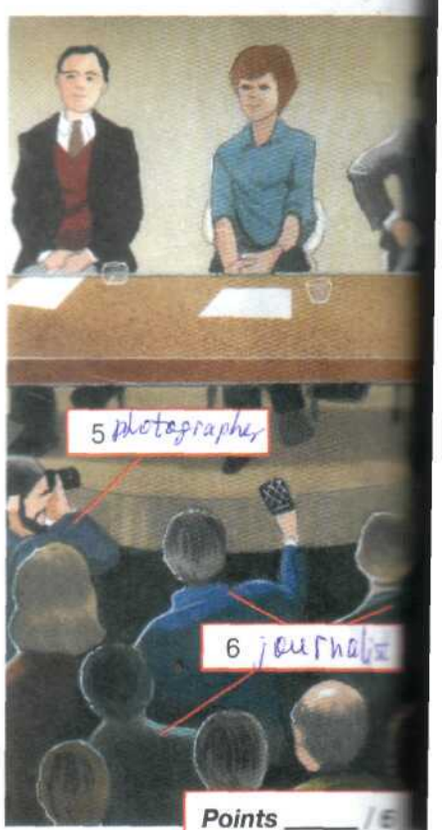
1b **S3 Listen again and decide whether the following statements are true (T) or false (F).**

Statements	T / F
1 The rescue operation on the site of the earthquake has stopped, as there was no hope of finding anybody alive.	
2 More than a hundred people died in the earthquake.	
3 The new government programme is aimed at people over 40.	
4 The most popular courses in the universities are for teacher training.	
5 There were serious fights between football fans the whole night.	
6 Manchester United has a lead of five points over the second team.	
7 Spring is not so good this year, as the weather is mostly damp and rainy.	
8 There could be traffic jams on the motorways, as people go to the seaside for the weekend.	

Points _____ / 8

2 **Look at the following pictures and label them with the people's occupations.**





Points _____ / 6

3 **Read the following headlines and match them with the appropriate story below.**

(1) **STORY NOT WORTH DYING FOR**

(2) **Health: Mums can run *faster,* longer**

(3) Human cloning may be impossible

(4) Man cleared **of crime after 7 years in prison**

© **Dangerous virus here to stay, say doctors as cases multiply**

2 A

Childbirth may help women to run long distances. Once-famous athlete and now mother of three, Zola Budd has returned to run in the London Marathon.

An American team of researchers failed to clone monkeys, as they say the technique, which worked for sheep, pigs and mice, doesn't work for primates.

3 B

Reporting a war is sometimes so dangerous that a *Times* correspondent asked to be sent home because he didn't want to die on the battlefield while writing his reports, sometimes "armed" only with his camera and very often left unprotected by the military.

1 C

The new virus that has killed 100 people will take longer to fight, as it is likely to change and mutate.

5 D

A man who had not committed the crime for which he had spent seven years in jail had his name cleared in the High Court yesterday and received a public apology from one of the country's leading judges.

4 E

Points _____ / 5

4 **Fill in the gaps using one of the relative pronouns from the box.**

who which (2) whose where

CONCORDE, (1) ... was the world's most elegant aeroplane, stopped flying in October 2003. The British Airways Chief Executive, (2) ... speech opened an emotional ceremony to celebrate Concorde's "retirement", said the plane, (3) ... has flown both celebrities and ordinary passengers for more than 25 years, deserves to retire. British Airways decided to place the "retired" planes in a museum, (4) ... Concorde is going to be on display for visitors as part of aviation history. BA offered a final unique flight for passengers (5) ... were keen to have a once-in-a-life-time experience.

Points _____ / 5

which
whose
which
where
who

5 Open the brackets and rewrite the sentences using which, who and where so that they have relative clauses.

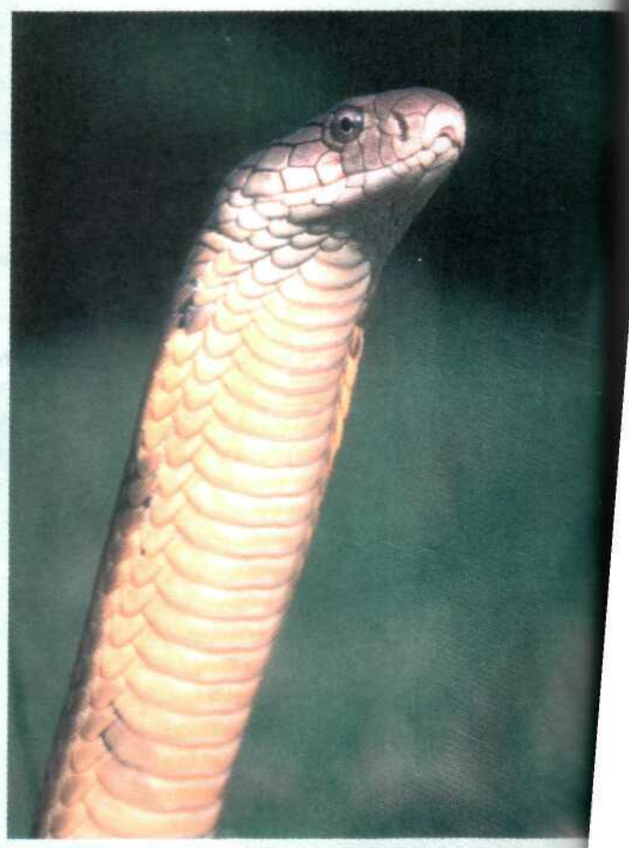
1 This is a photograph of my daughter (she is an artist).
2 Thank you for the information (it was very helpful).
3 We often go to our dacha in summer (it is only 30 km away).
4 We went to Siberia last year (our relatives live there).
5 The road accident caused traffic jams (they prevented us from coming on time).
6 My friend has gone to hospital for some tests (they need to be done as quickly as possible).
7 Some newspapers focus on celebrities', private life (this is not fair, I think).
8 My friend was late for classes today (he is nearly always on time).
9 We looked up at the sky (it was very starry that night).

Points _____ / 9

6 Open the brackets using the correct tense: the present perfect or past simple.

THE HISS OF LIFE
OR HOW A NURSE SAVED
A SNAKE NAMED NIPPER

When a snake (1) ... (stop) breathing during surgery, veterinary nurse Claire Farina (2) ... (revive) it with the "kiss of life". As she (3) ... (blow) gently into the reptile's mouth, she (4) ... (keep) thinking about its young owner, knowing he would be heartbroken if it (5) ... (die). Thanks to her, the pregnant five-foot Californian king snake (6) ... already (deliver) five little ones. "It (7) ... (be) a bit scary getting so close to Nipper's big teeth," Miss Farina. 23, (8) ... (tell) us yesterday. "I'm happy Nipper (9) ... (give birth) successfully to five mini-Nippers!" The brown and white striped king snake, which is not poisonous and is similar to a harmless python, (10) ... (be owned) by 13-year-old Ryan for four years. The snake (11) ... never (produce) young ones before. "When Nipper suddenly (12) ... (become) still it was a horrible moment. So I thought it was worth trying the so-called kiss of life — though because the patient was a snake it was more like the hiss of life!"



Points _____ / 12

TOTAL _____ 50

Lesson 8 Express yourself

Here is Radio 1 with the latest news...

There are three radio stations competing for the audience in your region, Radio 1, Radio 2 and Radio 3. They specialise in broadcasting local news. Help one of them to win!

1 Prepare for the activity in advance.

1 Split into three groups, Radio 1, Radio 2 and Radio 3.
2 In groups decide on *a* name for your radio station.
3 Distribute responsibilities, i.e. who will be the editor, the announcer and the reporters.
4 Review all the homework you did in Lessons 1-6.
5 Make a list of the latest events in your region / city / street / school.

2 Prepare and present your news programme.

1 Review the materials you have in your group and decide what items of news you are going to include in your radio programme.
2 Develop the ideas you have into full news stories to be broadcast on the radio and pass them around your group to check for grammar and for vocabulary mistakes.
3 Decide on the timing and order of the presentations and get ready to broadcast the programme.
4 Present your news programme.

3 Prepare to evaluate your classmates' work.

1 While listening to all the programmes, use **the Evaluation card** to give your classmates points for their news items.

Editor
- makes the final decision on what materials are included
- suggests changes if necessary
- is responsible for the programme in general, takes care of the timing and the order of presentations
- you cannot hear him / her on the radio

Announcer
- opens and closes the news programme
- introduces each speaker
- fills in pauses if necessary

Reporters
- discuss the programme with the editor
- write and present news items

Useful tips
- include brief, lively stories rather than long, detailed ones
- use clear language
- be aware that each radio station has a maximum of five minutes to present its news programme.

EVALUATION CARD

	Was the programme interesting? (1–5 points)	Was the programme well organised and presented? (1–5 points)	Was the language clear? (1–5 points)
Radio 1			
Radio 2			
Radio 3			

2 Collect the cards and add up all the points.

UNIT 7 What's your line?

lesson 1 A job for life

to*'!/

Vocabulary

1 Look at the pictures and say why these jobs may be difficult.

journalist

footballer

bus driver

ballet dancer

2a Read the two sentences, answer the questions alongside and make a conclusion about the meaning of the words.

1 The job of a teacher **involves** helping people to learn something.

2 The job of a teacher **includes** keeping a record of students' achievements.

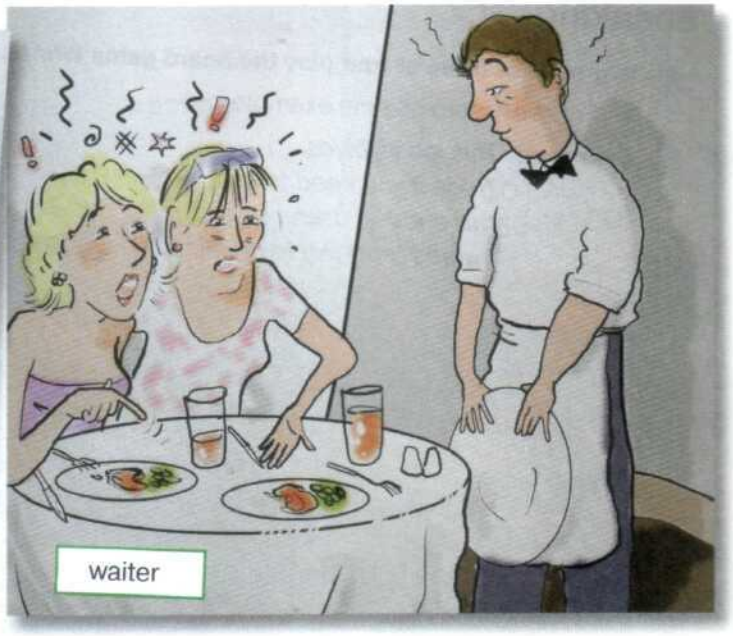
helping people to learn a necessary part of teacher's job or one of many responsibilities?

Keeping a record of students' achievements?

2b Discuss in pairs and decide which of the jobs in Ex. 1 involve:

1 knowing traffic rules
2 doing a sport professionally
3 helping customers
4 writing news reports
5 telling a story without speaking
6 treating people's illnesses

Example: *The job of a nurse involves looking after people who are ill.*



To introduce new (active) vocabulary: through mini-contexts presented by the split sentences and the pictures.

3a **Look at the pictures in Ex. 1 and match the two halves of the sentences.**

- Translate the words in bold.

1 c Journalists often **work under pressure** (fa по собеть жедет)
2 f A nurse should be **patient**
3 a A ballet dancer needs good **physical coordination**
4 e A waiter should be able **to deal with people** well (иметь дело)
5 d A footballer should be **flexible** and play a part in a team (гибки)
6 g An bus driver needs to have good **concentration**
7 b Journalists often have to **work long hours**

a) in order to do complicated movements elegantly
b) and stay in the office till late at night
c) because they have to be the first to report the news
d) to be able to score goals
e) in order to keep customers happy
f) because sick people may be upset and difficult to deal with
g) because he / she is responsible for the safety of everyone on the bus

1 i .

ft Listen to your teacher's explanations and translate the words and expressions in the box.

1 work in a team (работать в команде)
2 be computer literate (Literate — образ. человек грамотн. уметь пользоваться комп.)
3 work hard (раб упорно)
4 perform in public выступать публ.
5 be good at writing уметь хорошо писать
6 have a good ear for music иметь хорошую
7 give clear explanations понятно объяснять
8 be polite and helpful услужл.
9 work at night вечерами работать
10 be good with figures (figure) хорошо считать

A person is computer-literate who can read and write. Is a computer-literate person then?
If someone works hard, it means he/she works a lot, etc.

To practise active vocabulary ~ (учить что-сов) ! повт. V-ing (ser. в нем поделена — смело.) ! Распределить профессии

3c **Say what skills and abilities you need to do the jobs in the pictures.**

- Use the words and expressions in Ex. 3a and 3b.

Example: *To be a professional footballer you need to be flexible. You also need to be able to run fast. Performing well in public is another useful skill.*

Пусть описывают, используя выражения.

Д/з письм. По примеру написать родных, знакомых, а тем кем хотел бы быть и что для этого надо.

H.W. WB Ex 1, 2/a b, p 53
Words p 185

1 кубик + 3-4 counters for group

Ss work to groups of three or four.

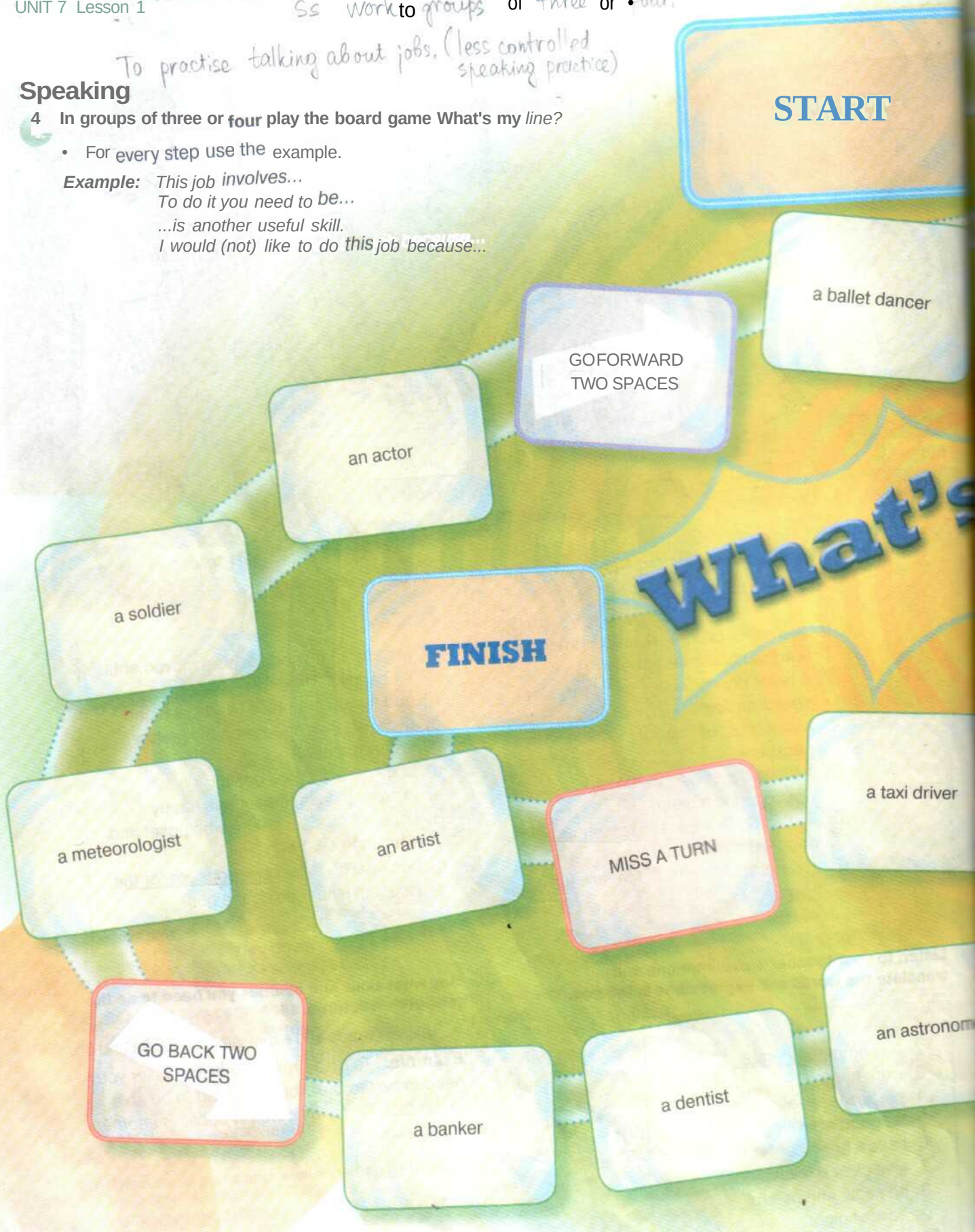
To practise talking about jobs. (less controlled speaking practice)

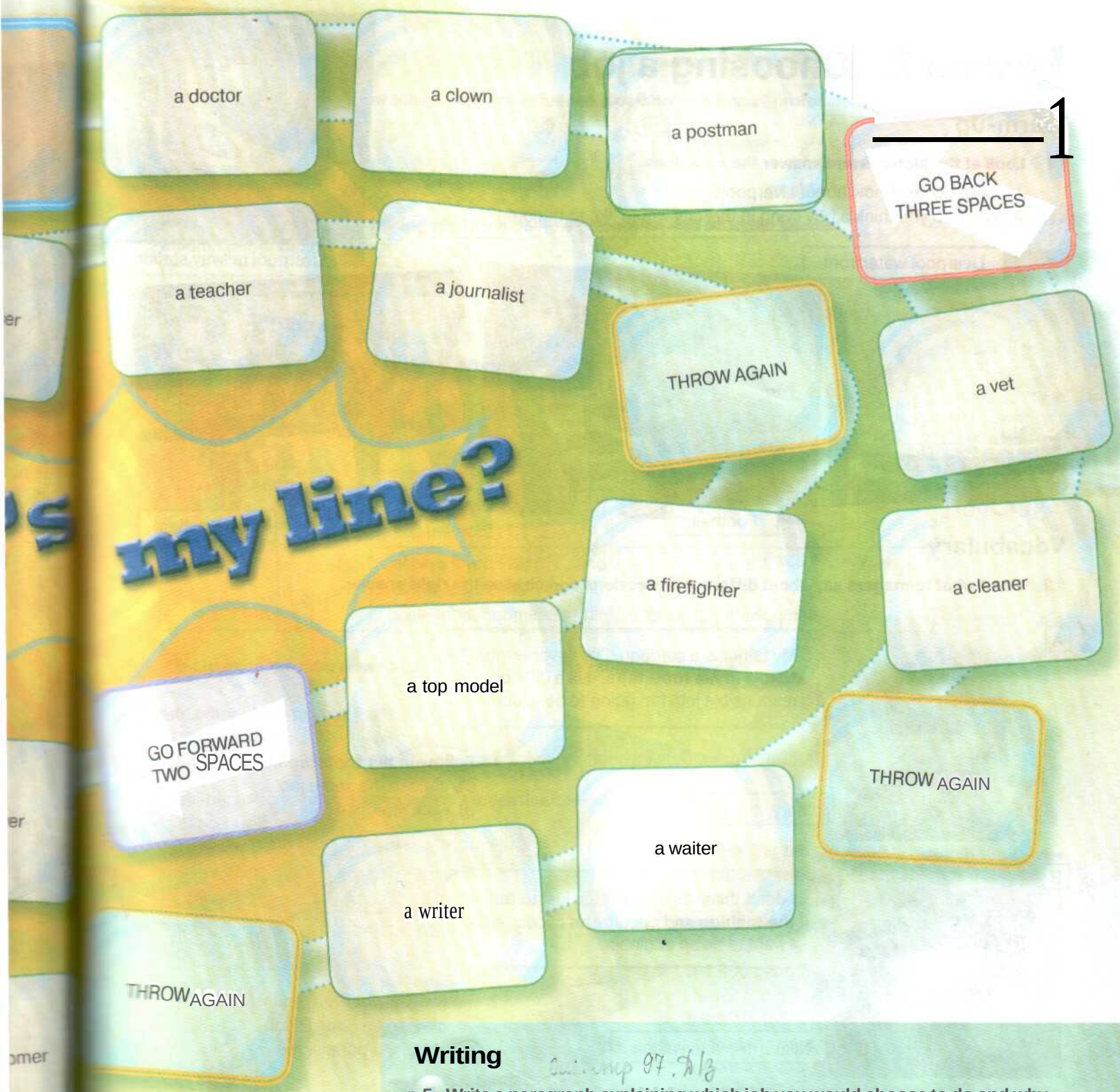
Speaking

4 In groups of three or four play the board game What's my *line?*

- For every step use the example.

Example: *This job involves...*
To do it you need to be...
...is another useful skill.
I would (not) like to do this job because...





Writing

5 Write a paragraph explaining which job you would choose to do and why.

- Use the example in Ex. 3a.
- Use the chart below to structure your paragraph.

Introductory sentence / sentences: what the paragraph is going to be about	Topic sentence / sentences: main idea of the paragraph	Supporting sentence / sentences: to illustrate / explain the main idea, to give more facts / evidence

12.04.

Lesson 2 Choosing a job

Совершен-е нав-в
устн. речи и аудир-я.

Liverpool railway station

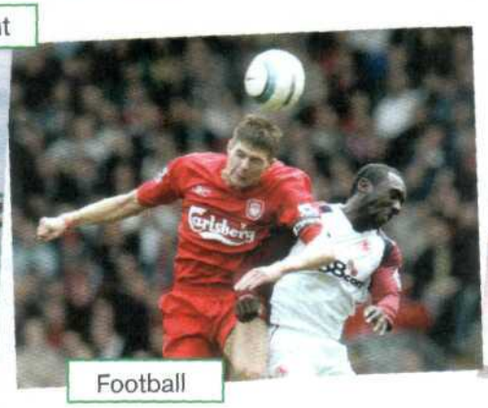
Warm-up

1 Look at the pictures and answer the questions.

1 What do you know about Liverpool?
2 What do you think a boy living in this city would like to become?

Liverpool waterfront

sea port


Football

The Beatles

Vocabulary

2 Read what teenagers say about different professions and choose the right answer.

1 A

Mary, 15, Kent

My father is a surgeon. I've never wanted to **follow in his footsteps.** It is a difficult and responsible job. I'm going to be a journalist.

1 **Follow in his footsteps** here means
a) choose the same job
b) walk after him

2 B

Nikita, 16, Vladivostok

I don't think it's a good ideajust to **follow** the fashion and become an accountant. I want to be an engineer. *

2 Follow the fashion means
a) choose an unusual job
b) choose a popular job

C

Petya, 15, Novosibirsk

I'd like to be a programmer but it's a very competitive job — a lot of young people want to work in this field ... It's exciting and well-paid.

3 In a competitive job it is
a) hard to be more successful than others
b) hard to get good training

Listening

Ур2. Vocab., Speaking/Listening

3a **In pairs complete the list of things that can influence a person's choice of profession.**

1 parents' opinion
2 job market in the area
3 etc

- personal interest / hobbies
- character of the
- dreams and ambitions
- family traditions
- ea where the person was born
- people a person met
- success in some subjects at school
- fashion
- other peoples opinion
- job opportunities in the area
- chance

Задача №2 стр 4.

3b **Listen to four people talking about choosing a profession and fill in the second column of the table.**

Speaker	Job	What things influenced his / her choice of profession
Rod	a teacher	lived (1) in Liv which is (2) ..... and has a great football team was good (3) ... ... at school at English there were so (4) ... . in the family many teachers enjoyed the interaction (5) with people
Mike	a fisherman	there is not (6) ... ... here much choice wanted (7) to follow in my father's footsteps I love (8) the sea and the feeling of doing (9) a useful V•
Bob Sandra	a computer programmer	it started with (10) love of maths plants, trees just followed (11) fast on
Jane	4 garden designer	always loved (12) flowers and ... plants, trees didn't realise that I had (13) a talent for ..... design a neighbour admired (14) her ... asked to redesian hers

3c **Listen to the interviews again and complete the table.**

3d **Add more ideas to your list in Ex. 3a.**

P 53-54

Language work

Урок 1. Either...or... / Neither... nor... – Grammar

4a **Read these sentences and answer the questions alongside.**

I thought about being a footballer and I also thought about being either an engine driver or a sailor, but later on I was a bit more realistic.

When Rod grew up he **became** neither an engine driver nor a sailor.

1 Choose the best Russian equivalent for the underlined words.
   a) и... и...
   b) либо... либо... / (или ... или)
   c) только... или...
2 Did Rod become any of them? How do you know? ND
3 Translate the second sentence into Russian.
4 Look at the verb in bold. What is the difference between the Russian and the English versions?

12.04. Совершенств-е грамм. нав. гов-я и пись-ма.

4b **In pairs look at the table in Ex. 3b and complete these sentences with *either... or... / neither... nor...***

1 ... Bob ... Jane followed in their fathers' footsteps.
2 Liverpool is a sea port and has *a* good football team, so Rod wanted to become ... a sailor ... a footballer.
3 ... Jane ... Rod followed the fashion when they were choosing their profession.

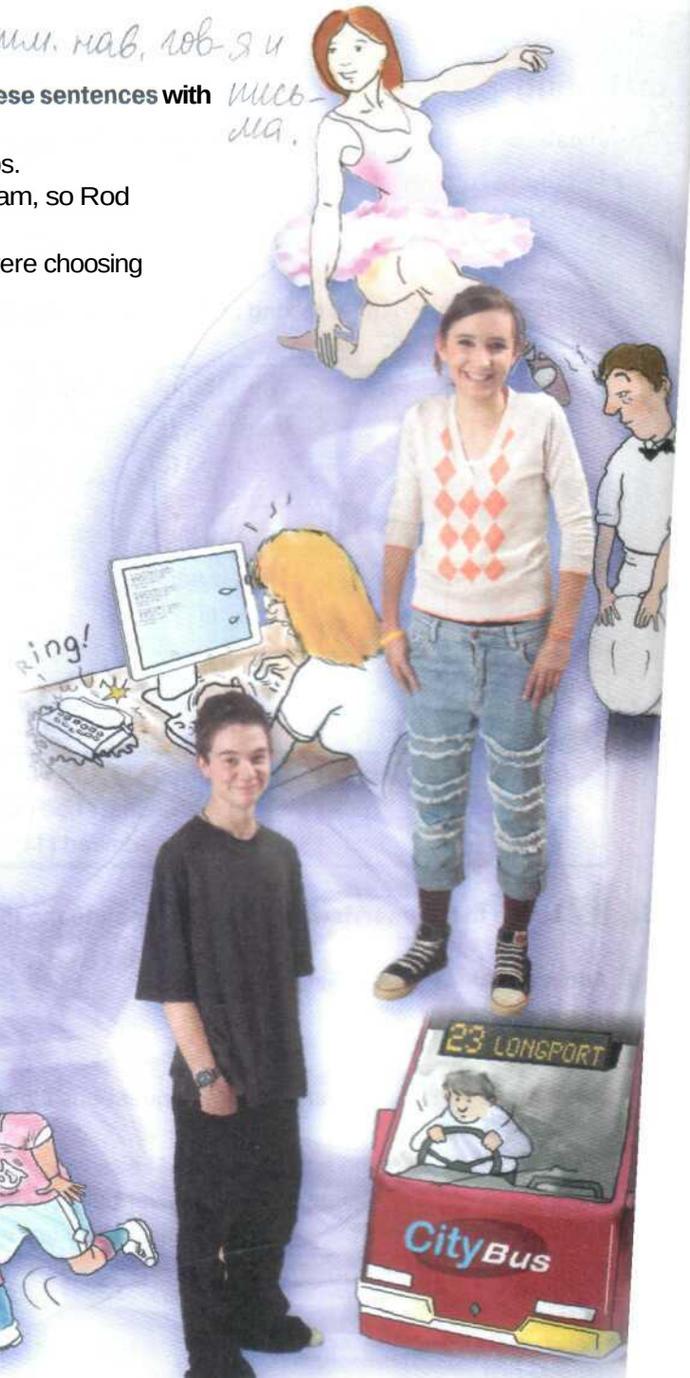
4c **In pairs discuss your future professions.**

- Follow the steps.

1 Think what profession your partner might choose in future.
2 Write down two sentences about your partner's possible choice of profession.

Example: *Masha will become either a computer programmer or an accountant*
She will be neither a surgeon nor a teacher.

3 Write two sentences about yourself following the same pattern.
4 Exchange your notes and see whether your guesses were true.
5 Explain the choice you made for your partner and for yourself.



Speaking

5 **In groups of three or four, draft a talk you are going to give in a conference on careers and youth problems for teenagers.**

- Use these questions for ideas.

1 What jobs are available in the place where you live?
2 Is it important to love things connected with your future job? Why?
3 Are you going to follow in your parents' footsteps? Why? / Why not?
4 What influences your choice most of all? How do you feel about that?

LOOK

Either... or...
e.g. If you are good at performing in public, can become **either** an actor or a politician.

Neither... nor...
e.g. My parents often say that unless I mak good progress at school, I will **neither** get degree nor have good career prospects.

Д/З WB с. 55 Упр 7

H.W. WB Ex 8,9,5, p54 p53

Соверш-е нав-в чтения

(versus) против (лат)

Lessons 3–4 College vs. work

Warm-up

Pros and cons of different career options
выбор

1 In groups discuss whether you would like to work after finishing school or to continue your education at university or college.

- What is the most popular choice in your group?

Reading

2a In groups make a list of arguments for each of the options.

Arguments for work	Arguments for college
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

2b Read the e-mail from Maggie, a British girl, to her Russian penfriend, Igor, and answer the questions.

Dz 9б1.

1 How does Maggie feel about choosing a career?
2 What arguments for and against going to university does she give?
3 What do her parents want her to do? to continue education
4 What is she asking Igor fpr? for a piece of advice

выбор

1 Career options are
a) ✓ career choices
b) places of work

2 Unemployed people have
a) ✓ no work
b) bad jobs

3 To drop out means
a) ✓ to leave
b) to forget

4 If you **get into a job** you
a) ✓ find it
b) want it

5 Find in the text the opposite of to **fail in life**. — succeed

Hi Igor,

How are you keeping? Has spring arrived in St Petersburg yet? Over here the first flowers are out and the trees are turning green. I love this time of year.

At school, everything is pretty boring, as usual. But last week we had a meeting about careers with a special adviser, and it really made me think. She said we are old enough to start thinking about the future and we should decide which direction we want to take in life. I found it a bit scary! For example, next year, when we choose our subjects for A level, she told us we have to think about career options and even university studies, though plenty of people get a good job without going to university. But Must can't make up my mind! I don't want to be unemployed like so many young people here in Liverpool, but I really can't believe that I'll be studying for the next five or six years! One of my neighbours studied for a degree but he dropped out at the end of his second year and now he's got into advertising — he's making loads of money and he has a new BMW!

You know me! I'm quite good at languages but I'm hopeless at maths and science, and I really don't think I'm the academic type. My parents keep telling me about all the people who fail in life because they don't study hard enough, and I'm getting fed up with all this pressure to succeed. What do you think I should do?

Write back soon and tell me!

Love
Maggie

3c Match the halves of the explanations and complete the conversations with the phrases in bold.

- Change the form if necessary.

1 b **You have a degree** a) while you are at university.
2 c **You get a degree** b) after you finish university.
3 a **You are doing a degree** c) at the end of a course of study at university.

H. W.

1 — What qualifications do you need to apply for this job? have
— You need to ... a degree in Chemistry.
2 - Do you know what Mark is doing now?
— As far as I know he has passed his entrance exams to the university and he ... a degree in Economics.
3 - Last year I graduated from university and got a degree in foreign languages.

Language work

4a Read the sentences from Igor's and Maggie's letters and answer the questions.

1 ...I really can't believe that I'll be studying for the next five or six years!

Does this refer to the present or future?
Does it refer to a completed action or one which be will in progress?
Why do you think so?

2 I'm sure you'll have made up your mind about what to do by the time you leave school.

What do you think will happen first?
a) She will make up her mind.
b) She will leave school.
Why do you think so?

4b Complete the sentences with the future continuous or future perfect forms of the verbs in brackets.

1 By 2010 Igor ... (to become) a top programmer in a computer firm. will have
2 He ... (read) e-mails from his friends at 12 p.m. tomorrow. will be reading
3 By the time she finishes this school year Maggie ... (to make) a decision to find a part-time job. will have made
4 Next summer Maggie ... (to work) part-time in a local cafe. will be working

LOOK

Future continuous
will be + Ving
e.g. **I'll be working** as a tourist guide next summer.

Future Perfect
will have + Ved(3)
e.g. We **will have finished** reading two texts by the end of the lesson.

Speaking

5a Prepare to interview teenagers about choosing a future career today for a radio programme.

- Follow the steps.

1 Write five to seven questions for your classmates about making a decision, pressure from parents, benefits of their choice, other career options, etc.

Example: *Do you find it difficult to make 3 career choice?*

2 Walk around and interview your classmates.

5b Write and broadcast a brief radio report on your findings.

Mention:
1 who you talked to
2 what questions you asked
3 what the teenagers said
4 what surprised you

-V your parents put pressure on your choice?
What career options do you have in our city?
Have you made up your mind about what to do by the time you live school?
Will your work experience improve your career prospects?
What benefits of going to university can you name?

Соверш-е лексич. нав-в говорения

Lessons 5–6 Would you like to be…?

We'll think critically about various jobs

Warm-up

1 In groups of three or four take turns to mime and guess jobs.

t\ clown, a firefighter, a zoo dentist, a computer hacker, a magician's assistant

Vocabulary

2a Put the words and expressions from this box into two groups and translate them into Russian.

have patience ['peɪʃəns] be confident
be able to deal well with people have attention to detail
be interested in be challenging be good at programming
be flexible be monotonous [mə'nɒtənəs]
be tiring be stimulating ['stɪmjʊleɪtɪŋ]
be enthusiastic [ɪnˌθjuːzɪ'æstɪk] about
have good intuition [ˌɪntju'ɪʃən]
be keen to learn be hard-working be appealing

Phrases for talking about **people's** qualities and abilities	
Phrases for describing a job	

2b Fill in the gaps in the sentences with the words from Ex. 2a.

1 If you have a strong feeling of interest and enjoyment about something, you are ... about it.
2 If you are sure that you can do something or deal with a situation successfully, you are ...
3 If something is difficult in an interesting or enjoyable way, it is ...
4 If you find something attractive or interesting, it is ... to you.
5 If something makes you feel more active, it is ...
6 If you are ... in something, you are very keen and excited about it and want to do it.
7 If something is ..., it is boring because there is no variety.
8 If you have the ability to understand or know something by using your feelings rather than by carefully considering the facts, you have ...
9 If you can change easily to suit any new situation, you are ...
10 ... is the ability to accept trouble and other people's annoying behaviour without complaining and becoming angry.

2c In pairs discuss and answer the questions.

1 Which words would you use to describe the jobs mentioned in Lesson 1?
2 Which qualities do you need to do these jobs?

Listening

3a Read the descriptions of two jobs and say what the jobs are.

- Can you add anything to the descriptions?

Father Christmas

His job involves giving away presents and meeting children in the shop. He does it every year for two or three weeks in one of London's biggest toy shops.

She works fighting viruses. Cracking a new virus sometimes demands brains, long hours and good food.

computer security expert

Dialogues

3b Listen to the interviews and check if your predictions were right.

3c §03 Listen to the interviews again and fill in the table.

	Reason for choosing the job	Qualities and abilities needed	Special training	Love / hate	Money / salary	Advice to other people
Speaker 1						
Speaker 2						

3d Would you like to do either of the jobs? Why? / Why not?

Language work

Learn to express likes/dislikes and preferences

4a Look at the two quotes from the interviews and answer the questions alongside.

1 I love being Santa and seeing the expression on their faces...

Does it refer to a general or a particular situation?

2 I'd rather work in a team than on my own...

Is this person expressing:
a) his preference?
b) a like / dislike?

4b Read these phrases from the interviews and mark what they express by L (like) or P (prefer).

1 L I like being on my own in a peaceful and quiet atmosphere. ☐
2 P I'd like Christmas to last all year round. ☐
3 P I'd rather earn less money than work under pressure. ☐
4 L I enjoy seeing children's faces. ☐
5 L I am fond of team work. ☐
6 P I'd like to go into computer programming. n
7 P I'd rather not work long hours. n
8 P I'd go for a challenging rather than a boring job. ☐
9 L I am interested in reading old manuscripts. ☐
10 P I'd fancy a job with no responsibility and pressure at all. n

4c Put the phrases from Ex. 4b into two groups according to the meaning.

Ways of expressing likes e.g. *I enjoy something/doing something.*	Ways of expressing preferences e.g. *I'd rather do something*
Enjoy, love, like, be fond of, be interested in	rather, I'd prefer, I'd like + V, I'd go for smth

4d In pairs answer the questions about yourself.

- Use the prompts in brackets to give reasons.
- Phrases from Ex. 4c can also help you.

1 Do you want to be a shop assistant? (work with people)
2 Would you like to work for a small firm or a big company? (challenge)
3 Do you want to work part-time in the summer? (work / on holidays; spend / summer holidays in the country)
4 Would you like to work in a school library or in a canteen? (always hungry)
5 Do you spend much time in the computer class? (work with computers)

Speaking

5 Play the *Time Travel* game.

1 Sit comfortably in your chair, close your eyes and relax.
2 Imagine yourself in ten years time.
3 Silently answer the questions the teacher will ask you.
4 Open your eyes. Now you are back in class.
5 Talk to the person sitting next to you and say what you have seen.

W. P Ex. 48-49

Lesson 7 Check your progress

1 a **Listen to the interviews with people talking about their jobs and match the professions with the speakers.**

Speaker 1	a) a flight attendant
Speaker 2	b) a boxing manager
Speaker 3	c) a band leader
Speaker 4	d) a photo journalist
Speaker 5	e) a language teacher

Points _____ / 10

1 b **Listen once again and write down the number of the speaker who mentions that he / she**

- has to learn foreign languages
- works in a team
- earns his / her living from music
- has a creative job
- works under pressure
- serves meals
- doesn't have to work from 9 to 5
- performs in public
- likes having long holidays
- has done a sport

Points _____ / 10

2 **Choose the correct phrase in italics to complete the sentences.**

1 *I like / I'd like* to have some useful work experience before I go to university.
2 *I like / I'd rather* working in a team and the feeling of involvement — it's exciting.
3 *I'd like / I'd rather* get a degree and then decide what to do as I want to stay with my age group.
4 *I'd like / I'd go* for the benefits of a university education, as practically every employer now asks if you have a degree.
5 *I like / I'd go for* doing something that could be useful for my future career, so I try not to miss any opportunities of getting a part-time job.

Points _____ / 5

3 **Translate the phrases from Russian into English.**

1 хорошо зарабатывать
2 выступать перед аудиторией
3 идти по чьим-либо стопам
4 уметь работать с людьми
5 профессиональные перспективы

Points _____ / 10

4 **Put the verbs in brackets in the future continuous or future perfect tense.**

1 By the time I get my degree I ... (to make) enough useful contacts in my field to find a good job.
2 At this time tomorrow I ... (to sit) in an examination room trying to cope with my worries and fears.
3 By June 2007 I ... (to finish) school — what a joy!
4 By the end of June we ... (to take) the final exams and ... (enjoy) ourselves.

Points _____ / 5

5 **Fill in the gaps with one of these conjunctions *neither... nor..., either... or...*.**

1 After leaving school, a lot of students now ... go straight to university ... have a gap year.
2 The only thing I know about my future is that I would ... like to have a nine-to-five job ... work away from home.
3 During a gap year students ... travel around the world ... work in the place where they live.
4 One can ... go to university to study journalism ... start with a local paper and hope to get practical experience.
5 ... girls ... boys should be pushed into certain careers. Personally I feel safer with women pilots and male nurses!

Points _____ / 5

6 **Complete the sentences with the phrases that go with the word *work*.**

1 When you have to stay in the office after all your colleagues have left, that means you *work* ...
2 When you have your boss constantly nagging you and reminding you to do one thousand little things it means you *work* ...
3 When you have a group of colleagues and you discuss together how to achieve your goal it means you *work* ...
4 When you get into university and you realise you don't have enough money to go out with your friends you have to *work* ...
5 When you want to gain more understanding of your career options and at the same time learn more practical things, you go to a company to work there for free as a trainee to get *work* ...

Points _____ / 5

TOTAL _____ / 50

Lesson 8 Express yourself

Crazy Job Fair

You are going to take part in a Crazy Job Fair. Present your job and choose the one that appeals to you most.

Ice cream taster

Sandcastle builder

Bird traffic controller

Sofa tester

Substitute queuer

1 Prepare to present your crazy job.

- Follow the plan.
  1. Think of a *crazy job*.
  2. What qualities and abilities do you need to do this job?
  3. What special training do you need to do it?
  4. How can you benefit from doing it?
  5. What is the money like?
- See the useful tips for making presentations in Lesson 8, Unit 4.

2 Take turns to present your crazy jobs.

- While listening to the other members of your group fill in the evaluation card. It will help you decide on the most popular job. You aren't allowed to fill in the card for your own job!

STUDENTS' EVALUATION CARD

Job presented	Originality 1 ---3	Description 1 3	I like/don't like it 1 - ---3	Total Max 9 points
1				
2				
3				
4				
5				

3 Choose the winner.

1. Collect all the evaluation cards in your group.
2. Add up the total score for each job.
3. Compare the results and find which job has the highest score.
4. Discuss the results and the reasons behind them.
5. Report the results in class.

Test 3 Unit 3-8 T's book p204

UNIT 8 Making your day out fun

lesson 1 Taking a break

We'll discuss a variety of options for spending free time

Warm-Up

1 How are you going to spend next weekend?

- Share your plans with your neighbour.

For Your Info

There are different kinds of places which people visit for pleasure and relaxation.

amusement park — a park in which a person can ride on machines such as roller coasters and play games of skill or chance. The largest amusement park in Britain is Alton Towers in Staffordshire.

theme park — an outdoor area containing amusements, such as games of skill and big machines to ride on, which are based on a single theme e.g. space travel. The most well-known theme parks in the US are Disneyland and Disneyworld.

Vocabulary

2a Match these places to go to at weekends with their names. T's b p138

MUSEUM (B) ART GALLERY (A) HISTORIC HOUSE (D) THEME PARK (F) MOTOR MUSEUM MUSEUM OF NATURAL HISTORY

What do we call the people in p.B? (visitors)
What is the person leading the group of visitors called? (guide)

2b Answer your teachers' questions using the pictures in Ex. 2a. T' V p13° (questions

2c In pairs play the guessing game according to the instructions below.

Pupil A: Describe one of the pictures in Ex. 2a using the new words and phrases.

- Use the words and phrases in the box and the Useful Tips to describe the picture.

Pupil B: Listen to Pupil A and guess which of the pictures in Ex. 2a he / she is describing.

enjoy oneself
take a break
have fun
get bored
get tired
learn something new
look interested
tell someone's history
seem a dull place
be amazed
be pleased

Useful Tips

Use these questions as a guide for your description:

- Where are the people?
- Who are the people?
- What are they doing and why?
- What has just happened?
- What is going to happen next?
- What do the people feel?
- What are they thinking about at the moment?

Listening

3a You are going to listen to a teacher talking to the class before a school trip. Read the text and think of the words and phrases that might be in the gaps.

"Now, children, the bus will leave the school gate tomorrow morning at 9 a.m. Please, make sure you are (1) ... so we don't have to wait for anyone or leave anyone behind.

At the Marine Aquarium there's a new exhibition on sea horses. It is very popular and we have booked the tickets so you don't have to queue at (2) ... We will also have a guide who will explain everything you see. Please, listen to (3) ..., and don't talk and giggle like you, Emily and Ruth are doing now — it's very rude. Also behave yourself in the aquarium, don't run and remember there are (4) ... who want to have an enjoyable visit.

After the guided tour you will have about two hours to (5) ... the rest of the aquarium exhibits. If you want to move around at your own speed you can have (6) ... for a pound, but do please be careful with it. Don't forget to do (7) ... you are expected to hand in the next day at your Biology class. You will get the cards at the ticket office.

Other things — you must wear (8) ... so we can easily identify you aria there is no need to take more than £2 for pocket money. In any case we will not be responsible for it if you lose it!"

3b Listen to the talk and check whether your predictions were right.

Speaking

4 In pairs or small groups discuss these questions and prepare to report to the class.

- Use the boxes in Ex. 2c.

1 Have you ever visited any of the attractions?
2 If yes, what kind of attraction have you visited?
3 What were your impressions of it?
4 What attraction would you like to visit and why?

Writing

5 Write a postcard (50-70 words) to your penfriend describing your visit to an attraction.

lessons 2–3 Theme parks

We'll think critically about leisure choices

Reading

1a **Look through the advertising for the Call of Adventure Park and match the descriptions of attractions to the pictures.**

[Karauzal] [Karasel]

A

Magnificent Falls log ride

B

Magic Carousel

C

Ghost Rider wooden coaster

1 C

An unforgettable experience! This is probably the best wooden coaster in the world, full of speed and turns. It offers a lot of thrills. Sure, it's rough and a few turns are just a hair too tight. But that just makes this a coaster that steps right up to the edge — as a great coaster should. Get there first thing in the morning! Or, better yet, wait till late in the evening. It's an even better ride at night.

3 F

Don't miss this superb ride! It consists of two hanging coasters that you'll never forget. If you like risks — the first car is for you but to ride it you must be at least 54 inches tall.

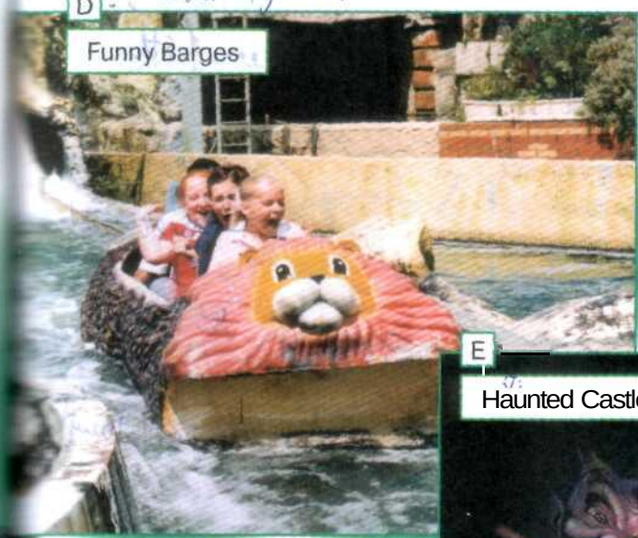
2 a

Take a deep breath here! Believe it or not, you go under or at least into water on this jog ride. While you won't get soaked, you'll get a fair dose of water. It curves from 45 degrees to 50 degrees and the final drop is the steepest with a bunny hop at the end. You must be 44 inches tall to ride it!

4 E

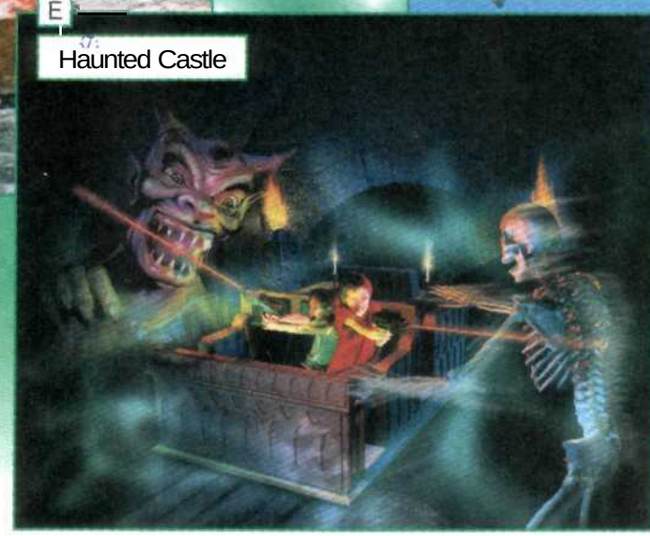
You can't go wrong! It's one of the best rides in the park and the most popular dark ride in the world. It is amazing fliis ride is 30 years old and still impresses people to this day. The house inside is very eerie and has a strange musty smell. Once you meet your Ghost Host and are on your buggy you make stops in the Castle's graveyard, ballroom, attic, library, music room, and much more. Even younger children would get a good laugh out of this ride, and it would impress teens and older adults. So take your whole family in the castle. Hey maybe one of them will end up being the 1000th ghost.

D



F

E



5

Brilliant and wet! Hold tight! Water cannons, shower fountains, a few small drops and you've got a real rapid ride! Getting wet is part of the fun. YOU are also recommended to remove your shoes and socks before the journey, thank you! You have to be at least 48 inches tall!

How is the underlined sentence different from *Being wet is part of the fun?*

6

This classic ride for the whole family does what it says! There is a choice of gallopers, rockers, and even a garden bench for those who can't get on a horse. The animals move up and down as the ride spins in a circle. There is an "old-fashioned" carousel organ next to the ride. This organ provides the riders with music while they are riding.

GLOSSARY

inch — a measure of length equal to 2.54 cm
eerie ['ɪərɪ] *adj* — strange and frightening
musty *adj* — damp and unpleasant
graveyard — кладбище
ballroom — танцевальный зал
ride — аттракцион
roller coaster — американские горки
log — тележка в форме бревна на аттракционе
buggy — тележка на колесах
drop — обрыв
bunny hop — a short jump

Read the texts once again and say which attraction(s)

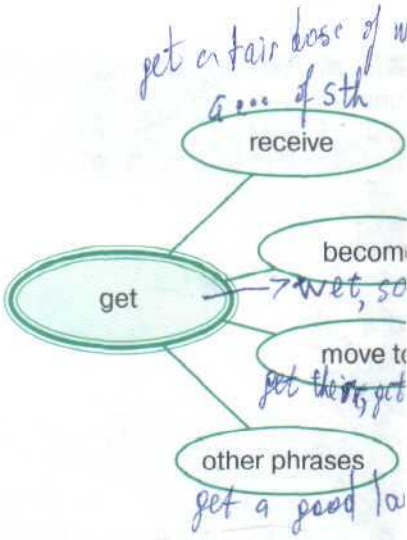
1 makes you very wet
2 is rather old *tyF*
3 is not suitable for kids under 44 inches
4 consists of two parts
3 provides a guide for visitors
6 may spoil your shoes
7 drives visitors into water
8 is suitable for both children and grown-ups
9 is accompanied by original music

Vocabulary

2a **Answer the question alongside Text 5.**

2b **Look through all the texts in Ex. 1 a and find all the expressions with *get*.**

- Put them in the word map according to the meanings they have.



2c **Look through the phrases with *get* in the box below and add them to the word map in Ex. 2a.**

get a shock | get together | get out (of) | get dressed | get lost
get angry | get cold | get ready | get up | get home
get late | get dark | get on with | get tired

2d **Use the phrases with *get* in the correct form to continue these sentences.**

1 I should have removed my shoes before the ride. My feet ...
2 Excuse me, could you tell me the way to the main entrance to the park? I'm afraid I ...
3 I couldn't find the Fighting Giants at first but luckily I met a classmate who told me how ...
4 This carousel is too slow and old-fashioned j... still we enjoyed ourselves and ...
5 The smell in the Haunted Castle is so disgusting that I couldn't wait to ...
6 I think it's time we started moving. It is alread... 6 p.m. and it is ...
7 If we don't leave now, we won't ...

Listening

3a **Listen to the visitors' impressions of different attractions and fill in the second and the third column in the table.**

- In the second column write a letter corresponding to the right picture in Ex. 1a.

Speaker	Attraction	Liked / Didn't like	What the speaker says about the ride
1 Erin			
2 Jennifer			
3 Steve			
4 Brent			
5 Kevin			
6 Katie			

3b **Listen to the tape again and fill in the last column in the table in Ex. 3a.**

- Write at least one thing.

3c **In pairs share your experience of taking any rides.**

- Say whether you liked the rides you took or not and why.

Language work

4a Read what one of the speakers says about an attraction and answer the questions alongside.

This is definitely the best log ride I have ever been on. It's worth queuing for.

1 Does he like it? How do you know?
2 Does the last sentence make the first statement weaker or stronger?

4b Continue the sentences using *worth + Ving.*

Example: *This is the best ride I've ever had!*
It ... (queuing) for. — It is worth queuing for.

1 The carousel was too slow. It ... (not, spend) time on it.
2 It's a breathtaking experience! It ... (try).
3 The entertainment park was really exciting. It ... (visit).
4 Although I got completely wet it ... (go) on this ride!
5 The ride was not bad but it ... (not, wait) in the queue for two hours.

LOOK

(It) is / was (not) worth + Ving / N
e.g.: It was worth spending some time on the discussion.
The ride Was worth the money.

4c Persuade your partner that the things below are / aren't very good.

- Work in pairs.
- Use *(not) worth + Ving* when you think it can make what you say stronger.

1 a museum you have visited recently
2 a book you have read
3 a ride you have taken
4 a new piece of clothing you have just bought
5 a film you have recently seen
6 a CD you have just bought

Speaking

5a In groups of four role play planning a visit to the Call of Adventure Park.

- Follow the steps.

1 Read your role card.
2 Study the Language Support box.
3 Go through the text in Ex. 1a again.
4 When your teacher gives a signal start planning your excursion with your partner. You will have three minutes to do it.

5b Report your decision to the class.

- Mention:

1 what you agreed about (explain why)
2 what you couldn't agree about (explain why).

LANGUAGE SUPPORT

Making suggestions	***Agreeing / disagreeing***
• What about Ving...? • What if we V...? • Why don't we V...? • We could V... .	• Yes, I agree, and... / but... • That's a great idea! • Cool! • Wow! • Let's go for that! • I'm not sure about that.
Reacting to your partner's ideas, giving an opinion	***Reporting a decision***
• Do you? • But don't you think ...? • Well, I think, ... • I don't think it's worth sth.	• Well, we both agreed that... • We couldn't agree. • Neither of us liked the idea of Ving... • We both thought it's worth Ving...

lesson 4 Something for everyone

We'll be able to talk about location, exhibits, facilities, functions of museums

Warm-up

1 What do these **objects** have in common? Give your reasons.

an exhibit

Reading

2a Look at the names of the museums described in Ex. 2b and make a list of things that you expect to see there.

2b Read the texts and add to your list the things you didn't expect to see there.

Reading for gist

A

THE WIMBLEDON TENNIS MUSEUM

Everyone knows that Wimbledon is the home of lawn tennis. The unique museum traces the history of the sport from its beginnings to the superstars of the last twenty years. Here you will find on show.

- Displays of early rackets and equipment
- A selection of tennis clothing showing the changing fashions of the sport
- Photographs, old and new and other tennis memorabilia
- Equipment and other items donated by stars such as Bjorn Borg, Boris Becker and John McEnroe.

Some of the exhibits are of immense value but all of them will be fascinating for any tennis-lover. Come along and see for yourself!

GLOSSARY

lawn tennis — большо теннис

immense [ɪ'mens] — extremely large

B

THE HAYNES MOTOR MUSEUM

Travel through motoring history at Britain's most spectacular international collection of historic cars, motorcycles and motoring memorabilia. With over 250 cars — from American monsters to marvellous Minis — and 50 motorcycles, there's something for everyone.

- In the Red Hall there is a unique display of some of the most expensive and desirable sports cars ever made, all of them red.
- Haynes Explains is a series of exhibits, which help you understand how a car works, with interactive displays and information boards.
- The Hall of Motorsport simulates the drama and excitement of motor-racing, with a life-size start-line and a dramatic racing accident scene. You'll also find cars driven by motor-racing stars and the Royal carts of Princes William and Harry.

We also have a souvenir shop, children's playground and a picnic area to make sure that all the family have a good day out. The Haynes Motor Museum is a must for visitors to Somerset!

GLOSSARY

desirable [dɪˈzaɪərəbəl] *adj* — worth having because it is useful or popular

simulate — воспроизводить

cart — карета

C

THE STATE MUSEUM OF BREAD BAKING IN ST PETERSBURG

Learn about the history of Russia's staple food! Our museum has displays showing aspects of the history of bread baking.

- Russian Breads: A display of the huge variety of baking products, from the "kalach" to gingerbread, from pies to black bread.
- The History of Bread Baking and the Bread Trade: This collection traces bread baking through the ages, from early beginnings in the monasteries to the first industrial bakeries in the 18th century, from the shortages caused by poor harvests in the 19th century to the hard days of rationing in the blockade in 1941—1942.
- Baking Forms and Waffle Irons: This collection includes all the tools of the baker's trade from the 18th century to the present day.
- Books and Documents: Over 3,000 volumes on bread and baking, plus old certificates and documents from bakeries.

Our museum really offers a "slice" of Russian life. At the end of your visit, try some delicious bakery products with a cup of tea or coffee in our cafe.

GLOSSARY

staple food — важнейшая еда

shortage [ˈʃɔːtɪdʒ] *n* — нехватка

waffle iron [ˈwɒf əl ˌaɪən] — a piece of kitchen equipment used to cook waffles

rationing — выдача по карточкам

slice — срез

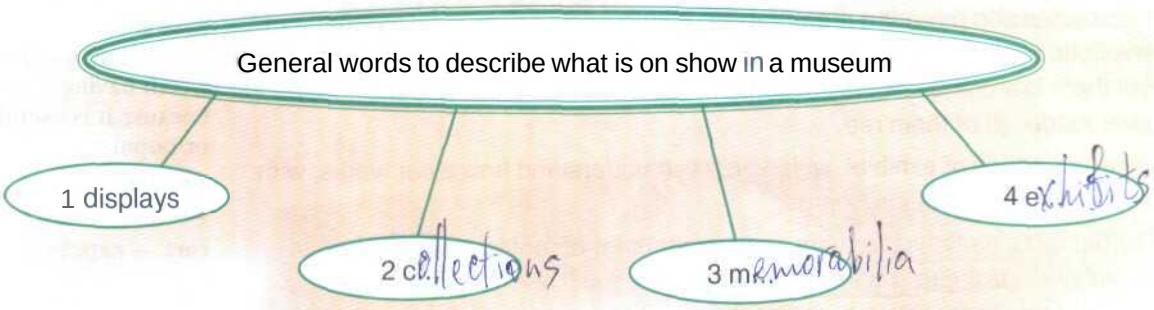
2c Which of the museums above do you think could be of interest to the following people:

- Give reasons for your answers.

1 a teenager who is keen on sports AB
2 a family with a five-year-old child B
3 a student doing a project on the history of World War II C
4 a person who is keen on the latest technologies B
5 a person who is going to start a bakery business C
6 a tourist who is interested in everything connected with the Royal Family B will
7 a journalist writing an article about sport celebrities AB

Vocabulary

3a Look through the texts and find more words to complete the mind map.



3b Match the words in the two columns and check yourself using the texts in Ex. 2b.

- They are all places in a museum.

1 an interactive d	a) area
2 the information c	b) shop
3 the souvenir b	c) board
4 the children's e	d) display
5 the picnic a	e) playground

Speaking

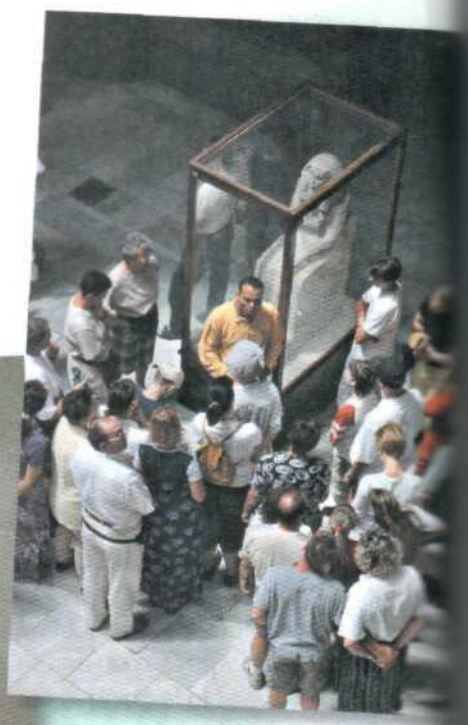
4a Work in small groups. Imagine that you have decided to organise a museum and do the tasks below.

- Discuss the following issues:

1 what kind of museum it is going to be
2 location: at school, somewhere in your neighbourhood...
3 exhibits: photographs, pots, recipes, crib sheets (шпаргалки...)
4 how to improve your collection
5 ...

- Take notes in the course of the discussion to use them later.

4b Report your ideas to the class using the notes you made in the course of the discussion.



ways of expressing intentions and plans
want to do smth
plan to do smth
intend to do smth
be going to do smth
will do smth
hope will do smth

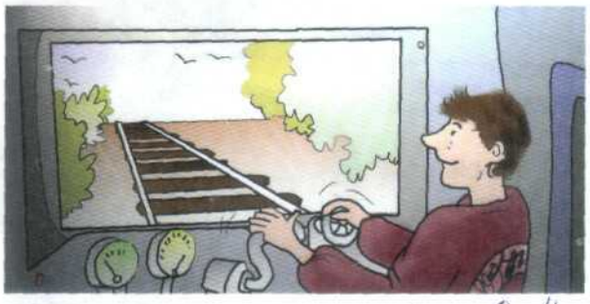
Lessons 5–6 How to make it attractive?

We'll talk about plans and intentions

Warm-up

1 Look at the pictures and answer the questions.

1 Where are the children?
2 What are they doing?
3 Why are they doing this?



The National Gallery – an art gallery in Trafalgar Square

Listening

2a Listen to an interview with two teenagers (Part 1) talking about their visit to an art gallery and answer the question.

- Did they like the excursion? Neither of them liked the excursion

2b Listen to the interview again and tick the ideas mentioned by each of them.

	Mark	Lucy
1 The guide was unprofessional.		✓
2 There was too much information to take in.	✓	
3 There was nothing linked to their own life.	✓	
4 They weren't allowed to look around on their own.	✓	✓
5 They got tired during the excursion.		✓
6 The whole excursion was dull and monotonous.	✓	

2c These are the things that can make a visit to a museum more interesting:

interactive display (M) audio guide (L) trail (маршрут) workshop (семинар)

- Match the names to their descriptions.

1 It gives you an opportunity to try your hand at different kinds of art. workshop
2 It asks interesting questions and suggests things to look for in the paintings. audio guide
3 You can touch it and play with it and it will react to what you do. interactive display
4 You can follow a certain route in a museum and find answers to the questions with its help. trail

turn smb off – to make smb lose interest. run a workshop = to organise a workshop

2d Which of the ideas listed in Ex. 2c do you think Mark and Lucy prefer?

- Listen to Part 2 of the interview and check your guesses.

2e Discuss these questions in pairs and report the results of the discussion in class.

1 Do you sometimes feel bored in a museum? Why? / Why not?
2 Which of the ideas above do you find most attractive? Why?

H.W. WB Unit 8, p5,6, ex 10,11, p 64-65

Language work

3a Look at the picture and say what else could be on display in this museum.

- Read about this museum on the website and check your guesses.

In our new museum we plan to show how man has measured time through the ages. We intend to have exhibits showing how early man used the sun and moon to measure hours, days and months and then to display early calendars starting with Greek Roman times.

There'll be a unique collection of sundials, and we'll also have special displays of ships' chronometers.

At the heart of our museum we are going to place a huge collection of clocks and watches, from cuckoo clocks and grandfather clocks to stopwatches used at sports events.

We want some of our displays to be interactive, so children will be able to wind up a grandfather clock and go inside a model of Big Ben. There'll also be videos showing famous clocks from around the world, like the astronomical clock in Strasbourg Cathedral and the unique moving musical clock in Prague's Old Town Square.

We hope our new museum will attract visitors from all over the world. We'll be opening on April 1st, so make time to see how we've saved time!

3b Read the text in Ex. 3a again and answer the questions.

1 Does the text describe
   a) what has been done?
   b) what is planned? * We plan what to do
   c) what people predict will happen in the future?

2 What phrases in the text are used to express the plans and intentions of those who are organising the museum? Make a list of these phrases. - we plan - we are going to - we intended to - to place - we'll also have - we want some ... to be.. - there'll also have

3 Does the underlined sentence
   a) give a future fact?
   b) express a hope / prediction?
   c) describe a plan?

4 What grammar tenses are used to express intentions or plans? Simple present, present continuous, simple future

5 What verbs are used to talk about the future time?

6 Can any other verb be used instead of *hope* to make a prediction? think

3c Look at the notes below made by the manager of a museum and change them into a leaflet like the one in Ex. 3a.

The Old Tin Mine
— to re-create toe haunting atmosphere of foe tunnels
— to feel foe presence of foe men who risked and sometimes lost foeir lives here
— to reconstruct "The Old Tin Mine Village" depicting foe living conditions of foe miners
— to extend foe range of attractions / "Pets Corner"
- to build a children's playground / adults relax while foe children play in safety
-- pictures and memories of fois bygone era / remain with you long after your visit

Speaking

4 Collect ideas how to make a museum more attractive.

- Follow the steps:

1 Split into groups of three or four.
2 Start with the things which are the most attractive for you.
3 Look through the leaflets in Lesson 4 and find more ideas and add them to your list.
4 Discuss how you could make it more attractive to people of different ages.

GLOSSARY

tunnel — *cf. Russian* туннель
depict — show
miner — рудокоп, maxTep
extend the range — разнообразить
bygone era — ушедшая эра

H.W. WB Ex 12, 13, p 65-66

Lesson 7 Check your progress

Listen to the introduction to the guided tour around the Reading Room of the British Museum and tick the instructions the guide gives to the visitors.

1. Don't talk. ☑
2. Don't use other languages. ☐
3. Ask questions only when invited to. 0
4. Walk around the entrance lobby. ED
5. Stay in group. 0

Points _____ / ***10***

Listen to the guided tour and write T (true) or F (false) next to each statement.

1. The Reading Room is very famous. ☐
2. The Reading Room has recently been renovated. ☐
3. You have to pay to use the Museum's information centre. EH
4. Touch screens are very easy to use. ☐
5. You can borrow books from the Reading Room. ☐

Points ____ / ***10***

Use *worth + Ving* to express the same idea in one sentence.

Example: *This audio guide is quite good. Try it. — This audio guide is worth trying.*

1. It isn't a good idea to go to the museum now. It's almost closing time.
2. Russian rural churches are so beautiful! You'll enjoy visiting them.
3. Go and see the new display in the London Transport Museum. It's so exciting!
4. The 5 TV programme was so stupid. I'm sorry I spent time on it.
5. The 3 ad we stayed till the end of the show. The most interesting thing happened at the end.

Points _____ / ***5***

Match the beginnings of the conversations in list A with an appropriate reply in list B.

A	B
1. It's getting cold here.	a) I will. I'll send you an e-mail as soon as I'm home.
2. How did you get lost?	b) Why? Was it raining heavily?
3. It's a real shock yesterday.	c) I think I missed the turn and took the wrong exit on the motorway.
4. Get in touch with me later in the week.	d) What happened? Did you get a nasty letter?
5. I got completely soaked!	e) Yes, let's close the window, shall we?

Points _____ / ***5***

4 Fill in the blanks using one of the ways of expressing the future.

plan want intend

1 We ... to make the majority of our displays interactive to attract teenagers.

2 The Board of Directors are ... to renovate the facilities of the library.

3 we ... open three new rooms in our information centre by the end of the academic year.

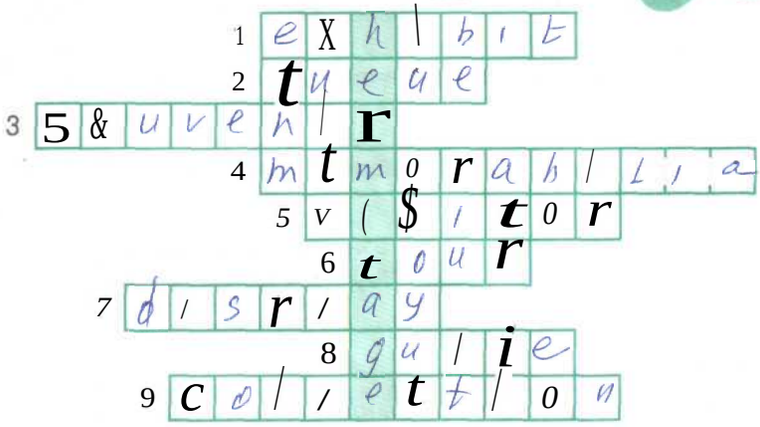
4 I ... this new policy in attracting families with children to our local picture gallery will increase the interest in our collections.

5 The local government ... sponsor the new project at the Museum of Fine Arts.

Points ____ no

5 Write the words in the horizontal spaces and you will get the name of a famous museum in the green vertical line.

Museum Puzzle



1 You can see it in a museum.
2 You sometimes have to do this at the ticket office.
3 You bring it from a place you have visited.
4 Things that are kept or collected because they are connected with a famous person, event or time.
5 A person who comes to a museum.
6 A guided ... round a museum.
7 If you want other people to see something you put it on ... .
8 This person takes you on a guided tour.
9 A magnificent ... of prehistoric tools.

Points ____ / 10

TOTAL ____ / 50

Lesson 8 Express yourself

Local attraction

A competition for the best local attraction project is announced at your school. There are three nominations in the competition:

- **a local museum**
- **a school museum**
- **an entertainment park**

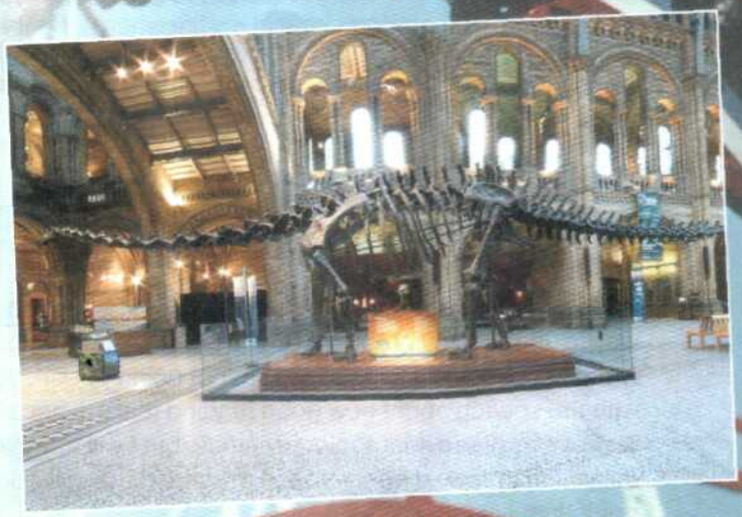
Take part in the competition and win the grant!

1 Develop your attraction project.

1 Discuss the notes you've brought to class.
2 Arrange your notes according to the outline.
3 Decide who will say what.
4 Prepare illustrations.

Plan your presentation

- Introduce your project
- Say what it will include
- Describe the main items / attractions
- Say how you are going to make it attractive to visitors
- Sum up



2 Present your project.

- Take turns to present your projects in groups.
- Listen attentively to other groups' presentations.
- In your groups vote for the best local attraction project.

3 Evaluate your own performance in the lesson.

- After all the presentations have finished fill in your self-evaluation card.

SELF-EVALUATION CARD FOR STUDENTS

1 What did I do well?	
2 Why?	
3 What went wrong?	
4 Why?	
5 What will I do differently next time?	

UNIT 9 Books

Lessons 1-2 Do you like reading?

We'll appreciate reading as an important source of personal development.

Warm-up

1 Do you like reading? Find your place on the scale.

- Think of reasons why you like / don't like reading.

1 2 3 4 5 6 7 8 9 10

Do not like — **Reading** — Like very much

For Your Info

Sixty-four per cent of teenagers who participated in the READ California poll (опрос общественного мнения) rated reading 7 or better on a scale of 1-10, where 1 = DO NOT LIKE and 10 = LIKE VERY MUCH

Reading

2a Read the beginning of the essay by an American student and choose the best ending from the ones given below.

MY ATTITUDE TO READING

In elementary school, reading was always fun. I was a bookworm through and through from the time I could read up until about sixth grade. I preferred to spend my time reading than watching TV, and I often stayed up late in bed reading in secret. I finished most class reading assignments long before they were given, and I started writing short stories in my spare time. When I was about ten. My fifth grade teacher made reading even more fun than before, and I started hating snow days and sick days. No lie! I don't remember a time in my life when school was more enjoyable.

Then came Junior High, and...

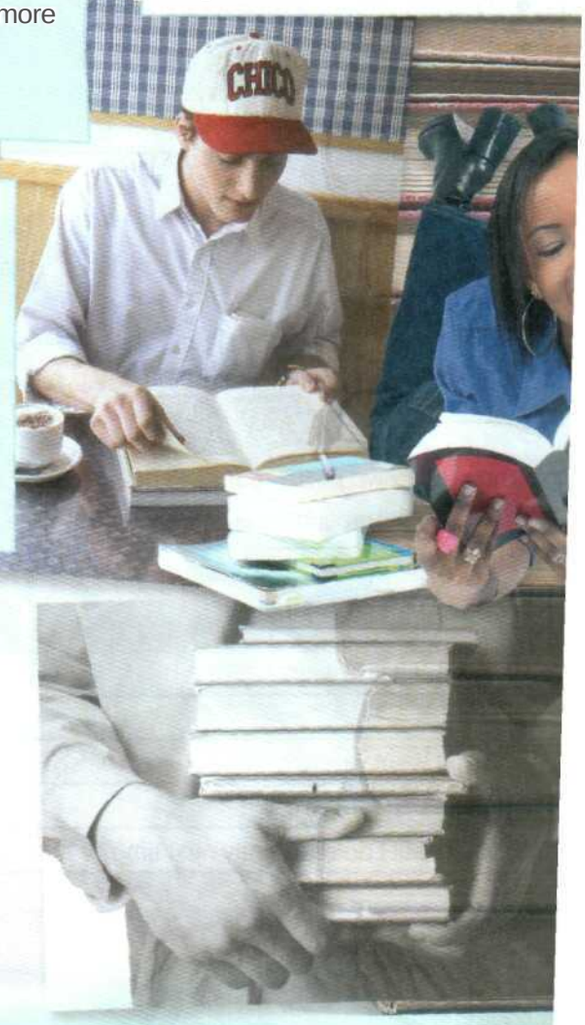
1 Is a bookworm a person who likes or doesn't like reading?
2 Can you guess what *snow days* and *sick days* mean?
3 Did he like to go to school?

GLOSSARY

assignment [ə'saɪnmənt] — задание

Ending A

...now I enjoy reading even more, and think it is a great way to let go of my problems and travel to a different world or learn something new. I am not going to bore you with the speech about how good reading really is because we have all heard it far too many times, but I will however tell you that I would rather spend my time reading a good book than anything else.



For Your Info

elementary school (*AmE*) — a school for children aged 6–11, grades 1–6

junior high (*AmE*) — a school for children aged 12-13, grades 7 and 8, attended after elementary school and before high school

high school (*AmE*) — a school for children aged 14–17, grades 9-12

Ending B

...that world of bookish bliss disappeared forever. Now when I read books for class assignments, I was expected to analyze the author's motivations in telling the story. I was taught to divide every piece of writing before me — to look at it on a much deeper level. Books weren't any good on the surface, j after all. This process of "digging deeper" suddenly made reading a boring task. I didn't see why I had to. How was dissecting a perfectly good book making it any better? I gradually stopped reading for amusement and only read the class assignments. And I *still* see it as a waste of time and energy!

GLOSSARY

bliss— блаженство, счастье
surface ['sɜ:fɪs] — поверхность

Ending C

...the majority of the class started complaining when we had a reading assignment. I am not sure why, but throughout my schooling I have noticed that if you are smart and do your homework, you're not as cool as kids who are not. The "cool" crowd usually consists of kids whose academic results are average or poor. Why wouldn't somebody who is smart be cool? They are the kind of people who succeed in this world. The same thing happens with reading: if someone likes to spend their time reading a good book, they are considered to be not cool by most.

4 Choose the best translation for **smart**
a) щеголеватый
b) умный
c) ловкий

GLOSSARY

average ['ævərɪdʒ] — средний

2b Read endings A, B and C again and say which text says what.

	Ending (A, B, or C)
1 I read only what is given as a task at school. *6*	
2 I read to escape from reality.	
3 Analysing has killed my love of reading.	
4 More intelligent people will be more successful in the future.	
5 Many students do not like reading classes.	
6 I read for knowledge. *fy*	
7 I prefer reading to all other activities.	
8 Students who read a lot are not popular with their classmates.	

2c Do tasks 1-4 alongside the texts.

- Translate the highlighted sentences.

2d Which of the opinions (A, B, or C in Ex. 2a) do you share?

- Divide into three groups according to your choice.
- Discuss the reasons why you think your ending is the best and report the results of the discussion to the class.

Language work

3a Say what reasons the author of the essay in Ex. 2a gives for reading.

Example: *He reads to let go of his problems.*

3b Say why you (your friend) read books.

LOOK

Infinitive of purpose
One does something (what for?)
→ **to do something**
→ **in order to do** something
→ so **as to do** something

Vocabulary

4a Look at the book covers and match them with the genres ['ʒɒnrəz] in the box.

- There are four extra genres in the box.

horror stories science fiction
encyclopaedia romantic stories
historical books fantasy
adventure stories detective stories
animal books fairytales

4b Read the summaries from some book covers and say what kind of books they are.

- Refer to the box in Ex. 4a.
- Say which book you would choose and why.

A

The year is 2287 and Planet Earth is gradually dying. Jay, a young man in his early twenties decides to leave his secluded penthouse home to find out what is happening in the world. He is amazed to discover that his pet chicken, Ethel, is an alien from another galaxy.

B

This informative book presents amazing facts about sharks, whales, dolphins and more in lively words and spectacular illustrations.

C

Follow the clipper ship *Rainbow* on her long, dangerous and exciting journey from New York to California, as the captain's daughter sails her through storms and past huge icebergs along the way.

D

Archie and his best friend, Paul, start their own detective agency, Super Bathroom Investigators. The bathroom is where Archie does his best thinking, and besides, the bathroom is available for their office.

Listening

5a **Listen to the children interviewed in the library about what they like reading.**

- Fill in the first three lines of the table.

Speaker	Genre or type of book he / she likes reading	Why the speaker likes it
1	encyclopedias	to know much
2	horror stories	He likes being scared, a lot of a
3	sci-fi	It allows the author more freed for th
Me		

5b **Fill in the fourth line of the table in Ex. 5a about yourself.**

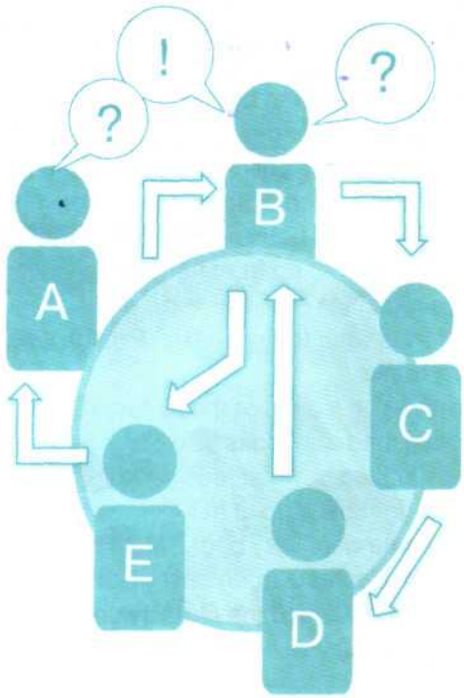
- Work in pairs and share your ideas.

Speaking

6 **Play the *Chain Interview* game.**

- Ask and answer the following questions:

1 Do you like reading? Why? / Why not?
2 Do you like reading comics and photo stories? Why? / Why not?
3 Why and what do you read?
4 What would you prefer — to read a book or to watch the same story on TV? Why?
5 What do you like / don't like reading?
6 Would you prefer to read a story on a computer screen or a book page?
7 Why do you think some people do not like reading?
8 ...



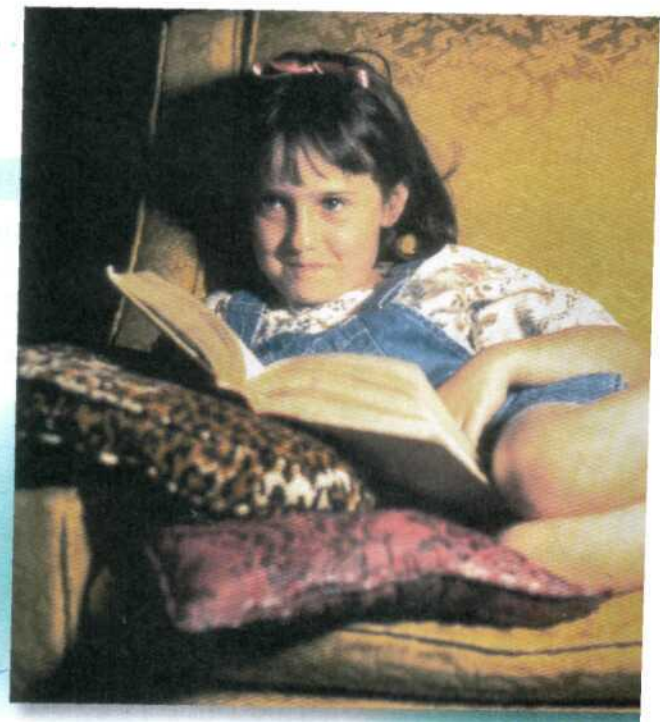
LANGUAGE SUPPORT

- I like / hate doing something
- It makes me...
- I read something to / in order to / so that...

Lesson 3 Bookworms

We'll think critically about your reading habits

Reading



1a Look at the picture and answer the question.

- What can you say about the girl (her age, interests, etc)?

a popular British writer

1b Read the extract from the book *Matilda* by Roald Dahl and talk about two or three facts or events described there that struck you most.

Nearly every weekday Matilda was left alone in the house. Her brother (five years older than her) went to school. Her father went to work and her mother went out playing bingo in a town eight miles away. On the afternoon of the day when her father had refused to buy her a book, Matilda set out all by herself to walk to the public library in the village. When she arrived, she introduced herself to the librarian, Mrs Phelps, slightly taken aback at the arrival of such a tiny girl unaccompanied by a parent, nevertheless told her she was very welcome.

"Where are the children's books, please?" Matilda asked.

"They are over there on those lower shelves," Mrs Phelps told her.

"Would you like me to help you find a nice one with lots of pictures in it?"

"No, thank you," Matilda said. "I'm sure I can manage."

From then on, every afternoon, as soon as her mother had left for bingo, Matilda would toddle down to the library. The walk took only ten minutes and this allowed her two glorious hours sitting quietly by herself in a cosy corner devouring one book after another. When she had read every single children's book in the place, she started wandering round in search of something else.

Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. "Can I help you, Matilda?" She asked.

"I'm wondering what to read next," Matilda said. "I've finished all the children's books."

"You mean you've looked at the pictures?"

"Yes, but I've read the books as well."

Mrs Phelps looked down at Matilda from her great height and Matilda looked right back up at her.

"I thought some were very poor." Matilda said, "but others were lovely. I liked *The Secret Garden* best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall."

GLOSSARY

Matilda [mə'tɪldə]

Mrs Phelps was stunned. "Exactly how old are you, Matilda?" she asked.

"Four years and three months," Matilda said.

Mrs Phelps was more stunned than ever, but she had the sense not to show it. "What sort of a book would you like to read next?" she asked.

Matilda said, "I would like a really good one. I don't know any names."

Mrs Phelps looked along the shelves, taking her time. She didn't quite know what to bring out. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager's romance of the kind that is written for fifteen-year-old schoolgirls, but for some reason she found herself instinctively walking past that particular shelf.

"Try this," she said at last. "It is famous and very good. If it is too long for you, just let me know and I'll find something shorter and a bit easier."

"*Great Expectations,*" Matilda read, "by Charles Dickens. I'd love to try it."

Within a week, Matilda had finished *Great Expectations* which in that edition contained four hundred and eleven pages. "I loved it," she said to Mrs Phelps. "Has Mr Dickens written any others?"

"A great number," said the astonished Mrs Phelps. "Shall I choose you another?"

LANGUAGE SUPPORT

- I can't believe that...
- I have never thought that...
- It's surprising / interesting that...
- It's hard to believe that...
- The most striking fact / event is that...

1 c Choose the closest meaning for these words.

- For context see the text in Ex. 1 b.

1 refused a) agreed to do sth b) did not agree to do sth	2 unaccompanied a) with b) without	3 fascination a) interest b) disappointment	4 was stunned a) was happy b) was very surprised
5 taken aback a) surprised b) angry	6 glorious hours a) happy hours b) sad hours	7 poor a) low quality b) not rich	

1d In pairs discuss and find which answer is NOT correct according to the text.

1 Why did Matilda decide to go to the library?
a) because her father refused to buy her a book
b) because she didn't like to play bingo
c) because she felt lonely

2 What kind of books did she begin with?
a) children's books
b) books for grown-ups
c) books with pictures

3 Did she like all the books?
a) she liked all of the books
b) she liked *The Secret Garden* best of all
c) she thought some of the books were poor

4 What did Mrs Phelps, the librarian, think about Matilda as a reader?
a) she was not surprised
b) she was amazed
c) she admired Matilda

5 Did it take Matilda long to read Charles Dickens's book?
a) she read it fast
b) it took her a week
c) it took her a long time

1 e In small groups discuss the following questions and report the results in class.

1 Which part of the text do you like best? Why?
2 The author keeps repeating that the librarian Mrs Phelps was *taken aback, stunned, astonished*. Why? to strengthen the idea of the librarian's surprise
3 Do you find Matilda's choice of books ordinary or extraordinary? Why?
4 Do you think Matilda was a bookworm or an average reader? Give reasons.
5 What made Matilda read so much? She was [illegible] that child in [illegible] lot of grown-ups
6 Can you find anything in common between you (your friend) and Matilda?

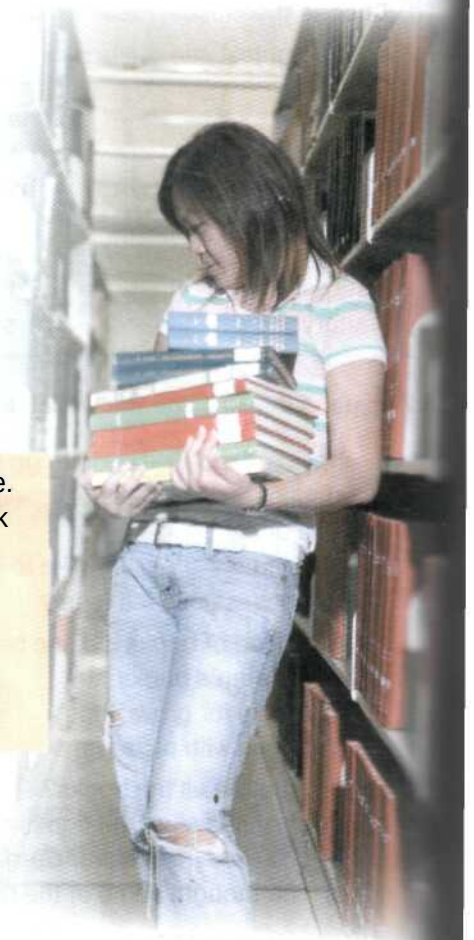
2 What kind of reader are you? To find the answer follow the steps.

1 Read the questions and choose the answers for yourself. Be sincere!

	A	B	C
1 What makes you read?	your own wish	teacher or parents	my friends' advice
2 How much do you read?	two books a week	two-three books a month	two-three books a year
3 How often do you read?	sometimes, when I have spare time	constantly	very seldom
4 How many books have you re-read?	none	1-2	several
5 Would you like to have a library of your own?	no	perhaps	yes
6 Do you read complicated books right to the end?	sometimes	yes	no
7 Do you remember the books you have read?	for a week	forever	for a year

2 Count your score.

Question	A	B	C
1	3	1	2
2	3	2	1
3	2	1	3
4	1	2	3
5	1	2	3
6	2	3	1
7	1	3	2



3 Read the interpretation of the results.

17-21 You are a bookworm. Don't forget that there are other things in life.
12-16 You are OK about books but would not really prefer reading a book to going to a disco.
7-11 You think books are good for the following:
- to put frying pans on them
- to dry plants and butterflies in them
- to make paper planes.

Don't you think that there are other ways to use books?

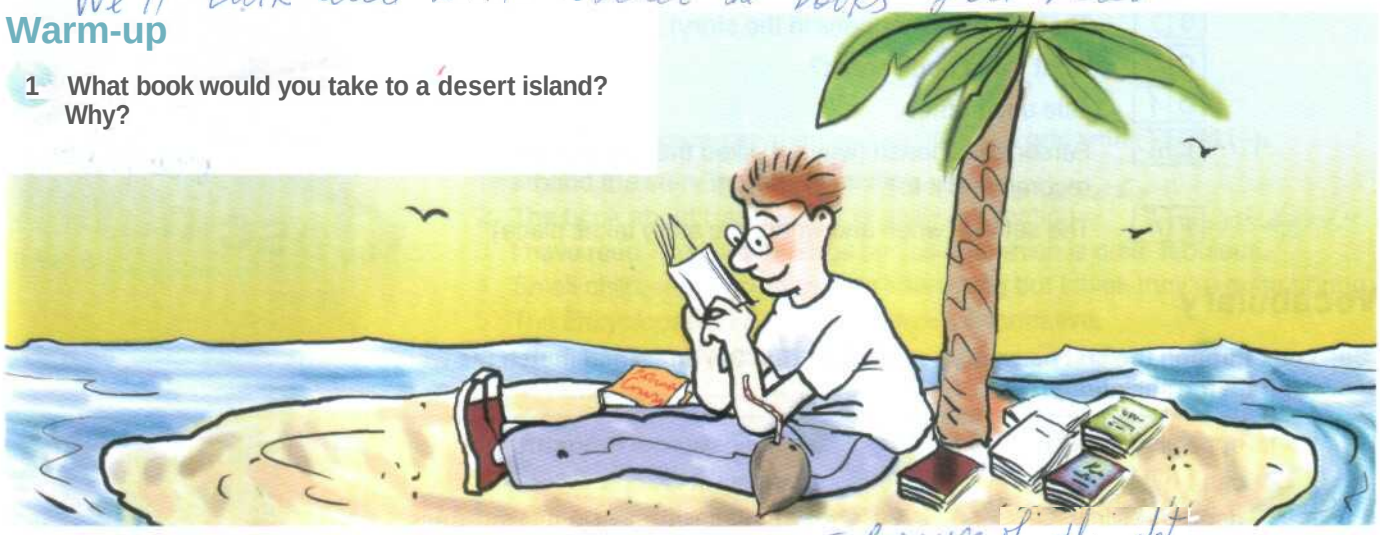
H.W. WB p 73 L3 Ex 4,5 p 73

Lessons 4-5 Book reviews

We'll talk and write about the books you read

Warm-up

1 What book would you take to a desert island? Why?



Reading

– because of the plot good wins a victory over bad

2a Read this book review from a teenage magazine and say why the author liked the book.

Ex 4a, p 132

Matilda by Roald Dahl is one of the best books I have ever read. This book is about a wonderful girl who brings truth into the world of grown-ups that is around her.

Matilda is my favourite character because she is funny and incredibly magical. She is brought up in a horrible family, her brother is really nasty to her and her father is always at work. She is always left on her own during the day; her mother doesn't care about her. Matilda is six and goes to school. Her mother and father don't even know how old she is. Matilda goes to a horrible school where the headmistress called Miss Trunchbull picks on all the kids.

Matilda is a child prodigy. She can do many things better than grown-ups do; she solves problems, writes short poems. She also has secret powers and she wins a victory over evil Miss Trunchbull.

I truly enjoyed this book. I think this book is exciting and **appealing to the reader.** It's one of those books you **can't put down**! **It depicts** the main character and events very **vividly.** It is worth reading. I would recommend this book to anyone because it is **full of humour** and you **get carried away**. (I give this book ten out of ten. I'd highly recommend this book for 12+.)

1 How do these adverbs change the meaning of the words that go after them? makes them strong

2 In this paragraph find the adverbs that change the meaning of the words that go after them. truly highly

GLOSSARY

picks on — придирается
childprodigy — вундеркинд
evil — злая
nasty ['nɑ:stɪ] — extremely unkind and unpleasant

Ex 5a, p 133

It is worth reading

3 In the text find evidence that the author thinks the book is good.

2b Read the text again and find the sentences to support the following ideas:

1 Matilda is a child prodigy. do things better than grown-ups, solves problems, writes short po has secret powers
2 Matilda's life was hard.
3 The book is worth reading. /
4 The book is recommended for teenagers.

2c Read the review again and arrange the titles for its parts in the proper order.

- A 3 The main characters
- B 5 The plot (what happens in the story)
- C 2 what is the book about?
- D 1 Title and author
- E 6 Personal response (why you liked the book and who you would recommend it to)
- F 4 The setting (when and where the story takes place)

Vocabulary

3a Look through the last paragraph of the text (Ex. 2a) again and match the words with their translations.

1 appealing to the reader c	a) невозможно отложить
2 can't put (sth) down a	b) полныи юмора
3 depicts vividly e живо опис	c) привлекательный для читателя
4 full of humour b	d) (книга) вас захватывает
5 you get carried away d захватывает	e) живо описывает

3b Put the words and phrases from the box in two columns.

- Add other words and phrases on the topic you know.

appealing to the reader boring incredible fake raise the spirits
can't put something down makes me sleep depicts vividly
full of humour makes me depressed dynamic carries you away

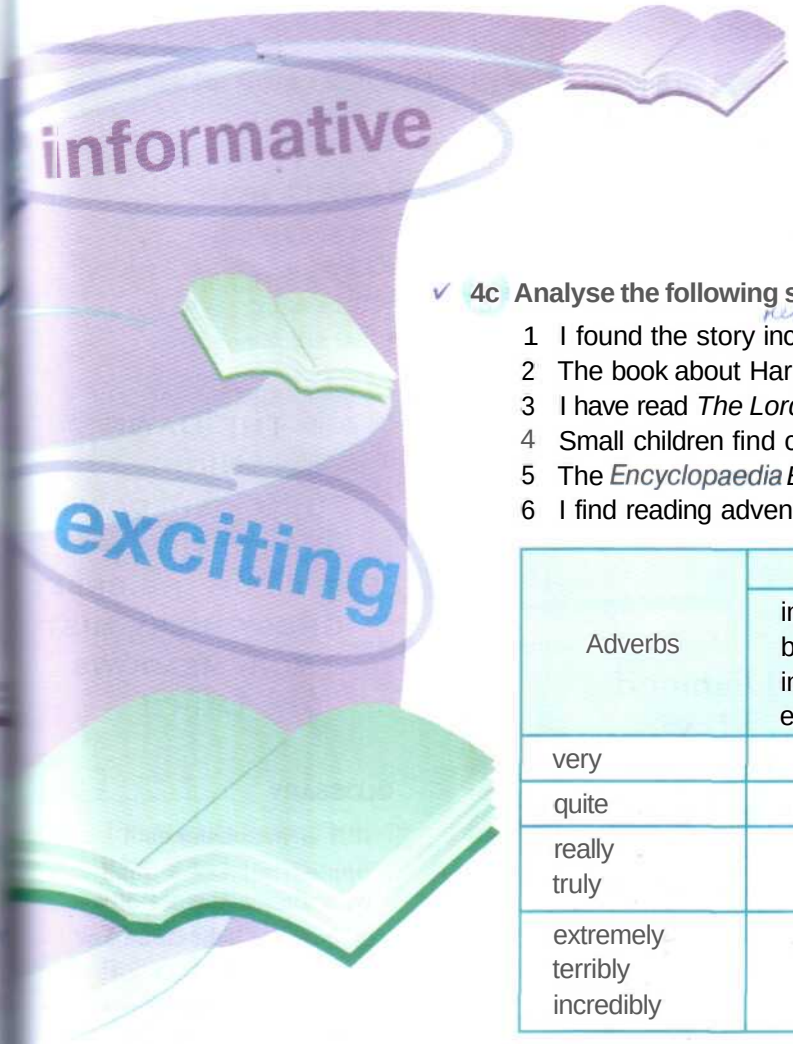
Words and phrases to describe books I like	Words and phrases to describe books I don't like

4a Answer questions 1 -2 alongside the text.

V 4b Look at the grid and choose one word which is out of place in each sentence below.

Adverbs	Verbs: like, enjoy	Verbs: hate, love
very	–	–
quite	+	–
really / truly	+	+
extremely / terribly / incredibly	~	–

1 My mum *really/ terribly/ quite* likes romantic books.
2 I *very/ really/ truly* hate fantasy.
3 My sister *extremely/ really / quite* enjoys sci-fi.
4 My younger brother *very / really / truly* loves reading books with bright pictures.



4c Analyse the following sentences and fill in the grid with (+) and (-).

1 I found the story incredibly thrilling.
2 The book about Harry Potter is really fascinating.
3 I have read *The Lord of Rings* by Tolkien, which is quite fabulous.
4 Small children find comics very interesting but I think they're quite boring.
5 The *Encyclopaedia Britannica* is really informative.
6 I find reading adventure books incredibly exciting.

Adverbs	Adjectives	
	interesting • boring informative exciting	thrilling fascinating fabulous fantastic
very	+	—
quite	+	+
really truly	+	+
extremely terribly incredibly	+	+

Languagework

5a Do question 3 alongside the text on p. 131.

5b Translate the following sayings into Russian.

1 If a book is not worth reading for the second time, it is not worth reading for the first time either.
2 If a thing is worth doing it is worth doing well.

5c Translate the following sentences into English.

- Pay attention to the structure in the Language Support box.

1 На эту книгу стоит обратить внимание.
2 На этот роман не стоит тратить времени.
3 Этот словарь стоит купить.
4 Этот фантастический рассказ не стоит перечитывать.

LANGUAGE SUPPORT

be (not) worth Ving (sth)

Writing

6 Write a review of your favourite book or a book you have just read to participate in the class contest *I give this book ten out of ten.*

- Follow the structure of a book review (Ex. 2c).

LANGUAGE SUPPORT

Giving your opinion

- I found the characters interesting / boring / etc.
- To me the plot is a bit unreal.
- I thought the ending was poor / great.
- As far as I'm concerned...

Recommending

- If you like action stories, this is for you.
- I think it is (not) worth reading.
- I'd recommend this book to...
- Read this! You mustn't miss it.
- Try reading...

Lesson 6 The craft of poetry

we'll practise in creative writing

Warm-up

1 Answer the questions.

1 Have you ever tried to write a poem?
2 If yes, do you think it is difficult? Why? / Why not?
3 What do you need to write a poem?

ability to find rhyme, of the language

Reading

2 Join Group A or B and do the task assigned to your group.

Task for Group A: Read these concrete poems and do the tasks below.

A

I'm rolling
rolling
rolling down

I'm rolling
down a hill

I'm rolling
rolling
rolling down

I'm rolling
down it still

I'm rolling
rolling
rolling down

I'm rolling
down a hill

I'm rolling
rolling
rolling down

but now I'm
feeling ill.

Colin West

B

Diamond
Love
Tender, sweet
Uniting, caring, supporting
Estranging, staring, deserting
Rude, rough
Hate

Caroline Kent

C

THE DAWN
NIGHT
BLACK SHADOWS
SILENT STIFF TREES
RIPPLE OF THE BREEZE
GHOST MILKY MIST
PINK MEADOWS
LIGHT!

Ann

D

SPIRAL is a line
That you can wind
On paper and in your mind
Around a central point
Moving further away
From that point it goes on and on
Without rhyme or reason

Alex Williams

GLOSSARY

tender *v* — gentle, careful
unite *v* — join together with other people
stare *v* — look steadily at sb
desert [dɪˈzɜːt] v — leave sb alone, *esp.* in trouble

GLOSSARY

Stiff — неподвижный
ripple [rɪpl] *n* — a small wave on the surface of water
mist *n* — a light cloud low over the ground
meadow [ˈmedəʊ] *n* — a field with wild grass and flowers

GLOSSARY

wind [waɪnd] *v* — turn around
without rhyme or reason — in a way that cannot be reasonably explained

- Answer these questions.

1 What do these poems have in common? a shape
2 What method did the authors use to write these poems?
3 What do you need to write a poem like this?

- Check your answers with the answer key your teacher will give you.
- Prepare to report your findings in class.

Task for Group B: Read the three poems and do the tasks below.

Ⓐ

TEETH, CLAWS OR BRAIN?

"What's more important, teeth or claws?"
Young naughty Dino asked
One Jurassic afternoon
When in the sun he basked.

Dad spoke for teeth, Mum was for claws,
But no one could explain
That to survive first and foremost
You need a bigger brain.

Phil Dowling

GLOSSARY

bask [ba:sk] — enjoy sitting or lying in the heat of the sun or a fire

Ⓑ

There was an Old Man of Berlin
Whose form was uncommonly thin:
Till he once, by mistake,
Was mixed in a cake,
So they baked that Old Man of Berlin.

Edward Lear

- Answer these questions.

1 What do these poems have in common?
2 Which two poems can be called nonsense poems?
3 Which one has the rhyming pattern AABBA? ABCB?
4 What do you need to write a poem like this?

- Check your answers with the answer key your teacher will give you.
- Prepare to report your findings in class.

Ⓒ

There was a young man from Bengal,
Who went to a fancy-dress ball,
He decided, for fun,
To dress as a bun,
But a dog ate him up in the hall.

Edward Lear

GLOSSARY

fancy-dress **ball** — бал-маскарад

Speaking

3 Report in class what you have learned about the craft of poetry.

1 Listen to the other group's report.
2 Ask questions for more information.

Writing

4 Try your hand at writing poetry.

1 For your poem choose one of the suggested ideas or think of one of your own.
2 Write a poem following one of the models.
3 Prepare your poem to be included in the class anthology (see Lesson 8 in this unit) following these instructions:

- Copy your poem neatly on an A4 sheet of paper.
- Add illustrations if necessary.

Some ideas

Me — Them
Dog — Cat
Heaven — Hell
Up — Down
War — Peace
Animals — People
Meeting — Parting
Lost — Found
Good morning — Good night

Some rhymes

lifestyle	snake	brain	banana	half	bird
reptile	toothache	explain	Havana	giraffe	heard
crocodile	take	in Spain	Savannah	photograph	in a word
smile	by mistake	train	Montana	loud laugh	We third
	a break				

Lesson 7 Check your progress

1 a **Read the text and fill in the gaps in the diagrams.**

SURVEY FINDS TEENAGERS ENJOY READING, BUT LACK TIME

Teenagers enjoy reading for fun and would read more if they had time. That was among the findings of a recent online survey by SmartGirl.com and the Young Adult Library Services Association (YALSA). A total of 3,072 young adults ages 11-18 responded, including 59 per cent girls and 41 per cent boys.

Seventy-two per cent of the respondents said they read for fun when they have the time. S1 per cent of girls and 62 per cent of boys said they would read more if they had the time.

Among their favourite books during the past year were literary classics such as *To Kill a Mockingbird* and *The Catcher in the Rye;* Stephen King best-sellers; and the popular Harry Potter series. Mysteries were cited as the most popular type of books among teens followed by adventure, horror and true stories.

When kids are not reading books, they say they are reading magazines (more than 66 per cent), newspapers (59 per cent) and even the back of cereal boxes (48 per cent). Seventy-seven per cent of teen girls reported reading teen magazines dedicated to fashion and beauty. Nearly half of the boys surveyed read magazines about video games, while 24 per cent read computer/electronics manuals.

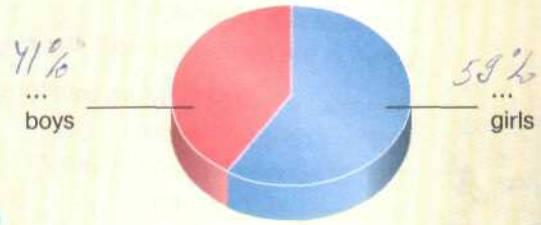
"We are thrilled to see that teens are reading — and not just for homework assignments," says Jana Fine, YALSA President. "However, the survey also makes it clear that having time to read for fun is a critical factor. Nearly half the surveyed said they did not have much time to read for enjoyment."

The survey found that teenagers are regularly encouraged to read and 80 per cent were read aloud to as children either "sometimes" or "all the time". Girls showed more enthusiasm and interest in reading for fun (50 per cent) than boys (31 per cent), who said they were more likely to read to learn.

Jana Fine noted that 36 per cent of girls and 24 per cent of boys reported talking to their friends about books. The number was even lower for talking to parents about reading, 15 and 12 per cent respectively. Research shows that talking about books is linked with higher reading scores.

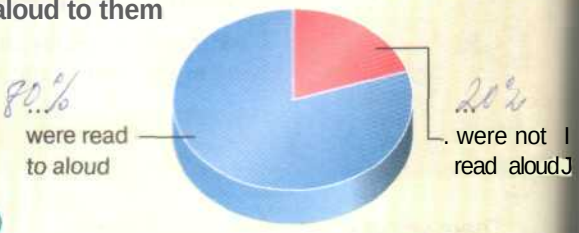
Points _____ / 11

Number of respondents



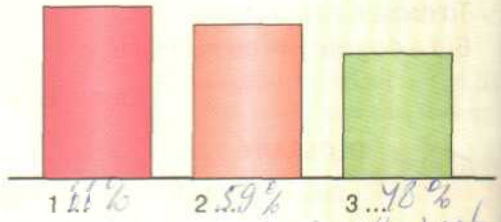
(A)

Number of respondents whose parents read aloud to them



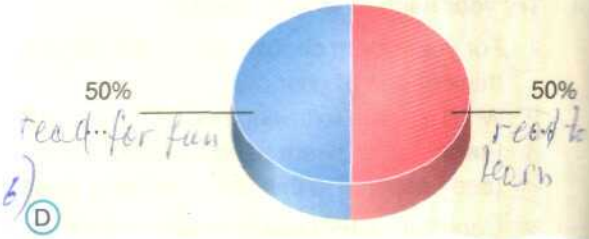
(B)

What kids read



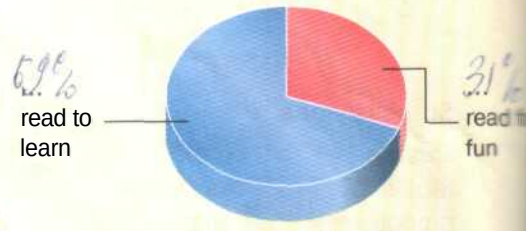
(C) magazines : newspapers the back of cereal boxes

Reasons for reading — girls



(D)

Reasons for reading — boys



(E)

1 b Mark in the table which of these statements are true (T) and which are false (F) according to the text.

	T/F
1 Most of the respondents read for fun in their spare time.	T
2 Teenagers prefer reading true stories to mysteries.	F
3 Magazines about video games are very popular with girls.	F
4 Teens do not have enough time to read for pleasure.	T
1 5 Most of the children are encouraged to read by their parents.	T
6 -Boys like reading more than girls do.	F
7 Most teens do not like discussing books they have read with their parents.	T

2 Fill in the gaps with the words from the box.

Points _____ / 7

encyclopaedia fairy tales horror books
science fiction textbook romantic stories
detective stories fantasy dictionary
adventure books

1 ... ... describe journeys, experience, etc, that is strange and exciting and often dangerous.
2 An ... is a book or set of books dealing with every branch of knowledge, or with one particular branch, usually in alphabetical order.
3 ... ... are books in which frightening and often unnatural things happen, such as dead people coming to life, people turning into animals, etc.
4 ... ... stories are about imaginary future developments in science and their effect on life, often concerned with space travel.
5 ..... are stories about love.
6 A ... is a book containing information for the study of a particular subject, especially one that is used by students.
7 ... ... are stories in which there is usually a murder and a detective trying to find out who the murderer is and why it happened.
8 ... stories are about imaginary worlds which often involve magic. The characters are often searching for an object which will cause good to win over evil.
9 ... are stories about fairies and other magical people, which always end happily.
10 A ... is a book that gives *a* list of words in alphabetical order, with their meanings in the same or another language.

Points _____ / 10

3 Make sentences from the words.

1 went / to the library / my report / I / to / the book / for / in Geography / find
2 reading / I / like / f airy tales / t / reality / escape / so as
3 a better impression / prefer / I / reading / in order to / get / at home alone / of the book
4 them / Our / says / teacher / should analyse / poems / to / we / understand / better / so as
5 stories / Many / to / read / be excited / teenagers / horror
6 students / to show off / read / Some / encyclopaedias

Points _____ / 6

4 Complete the sentences.

1 The film is really interesting. It ... (watch)
2 The book is incredibly exciting. It ... (read).
3 The story is truly boring. It ... (not tell) it.
4 This text is highly informative. It ... (pay) attention to.
5 My mum says that science fiction books ... (hot buy).
6 He is a great scholar and his lectures ... (attend).

Points _____ / 6

5 Choose the proper adverb.

1 I can *highly* / *extremely* recommend *The Catcher in the Rye* by Salinger.
2 My aunt says that in her childhood she *very* / *quite* liked romantic stories.
3 My friend thinks that the story of Frankenstein is *truly* / *very* fascinating.
4 I *terribly* / *truly* hate detective stories.
5 My elder sister *very* / *really* likes this dictionary.

Points _____ / 5

6 Rephrase the underlined parts of the sentences using the phrases from the box.

- Change the verb form where necessary.
- There is one extra phrase in the box.

be appealing	really boring	carry somebody away
depict vividly	full of humour	put down

1 I was furious because my mum hid the book of detective stories that I couldn't stop reading.
2 When I read good adventure stories that are very funny, my spirits improve.
3 Sci-fi books by Kir Bulychov always interest the reader.
4 The teacher of literature said that in my essay I had managed to describe the excursion brightly.
5 Reading fantasy books makes me forget about everything.

Points _____ / 5

TOTAL _____ / 50

Lesson 8 Express yourself

You *are* going to start *a* new project — A Class Anthology. To be ready for it review all that you did in this unit and bring the poems you wrote in Lesson 6.

1 Prepare to write a review.

1 Collect all the poems your group has written for Lesson 6.
2 In groups read each poem aloud.
3 Decide if all the necessary components are present.
4 Talk about what is good in each poem.

For Your Info

anthology [æn'θɒlədʒɪ] *n* — a set of stories, poems, songs etc by different people collected together in one book

2 Take any of the pages made by your classmates and write a review of the poem you have.

- See Lessons 4-5 about how to write a book review.
- Remember you are reviewing a poem, not a story.

3 Put the pages on the board or on the wall and say a few words about the work you have reviewed.

4 In class talk about your new experience using these questions.

1 What was easy?
2 What was difficult?
3 What helped?
4 Did you enjoy creative writing? Why? / Why not?

UNIT 10 Healthy body, healthy mind

Lesson 1 A way of life?

Warm-up

1 What makes a healthy lifestyle?

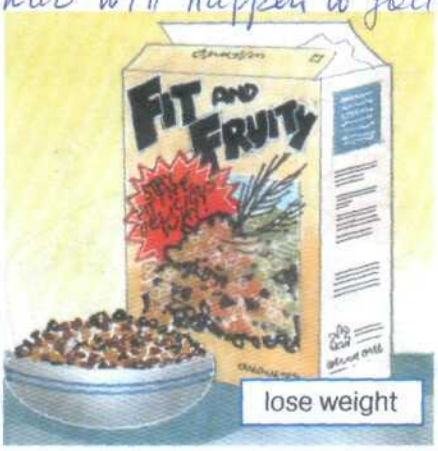
- Choose from the list and add your own ideas.

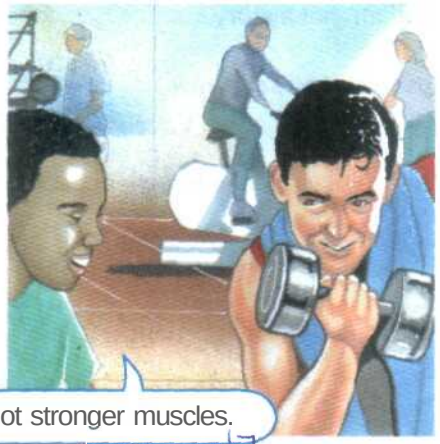
- ☐ a balanced diet
- ☐ a vegetarian diet
- ☐ doing regular exercise
- ☐ eating a lot
- ☐ drinking a lot of water
- ☐ having a good rest
- ☐ having enough sleep
- ☐ being in a good mood
- ☐ taking fresh air
- ☐ doing sport professionally

Vocabulary

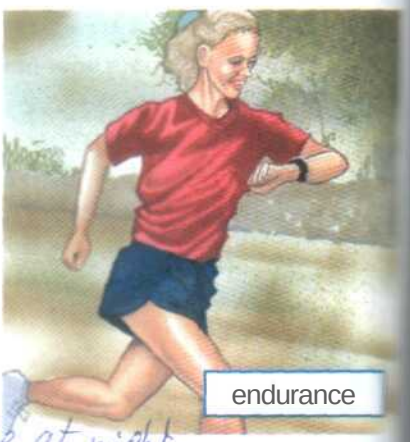
2a Look at the pictures and choose what these words and phrases mean.

What will happen to your body if you only eat the food shown in the picture?

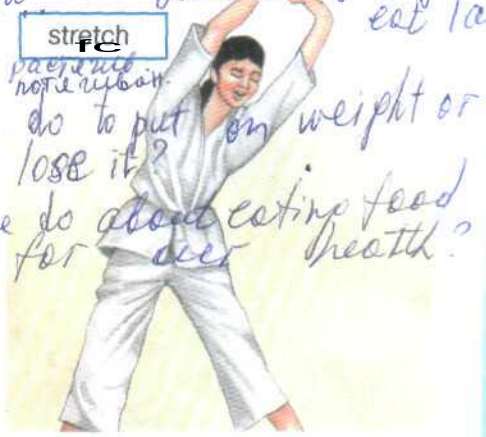




[mʌsl]



What will happen to your body if you eat late at night.



What do we do to put on weight or to lose it?

What should we do about eating food that is bad for our health?

What do you th the person with the scales shoul

1 **lose weight**
   a) to become fatter
   b) ✓ to become slimmer

2 **put on weight**
   a) ✓ make your body bigger
   b) make it smaller

3 **go on a diet**
   a) eat whatever you want
   b) ✓ control what you eat

4 **cut out**
   a) ✓ stop
   b) go on

5 **give up**
   a) ✓ stop doing something
   b) go on doing something

6 **stretch**
   a) ✓ straighten your arms, legs or body to their full length
   b) curl up your arms, legs or your body

7 **endurance** - What quality do you need for a marathon runner?
   a) ✓ the ability to last a long time
   b) to get tired quickly

[in'djuərəns]

2b Do the quiz and score the result.

1 What vegetable is supposed to give you better eyesight?
a) lettuce b) broccoli c) carrots

2 Which of the following is **a good source** of calcium?
a) apples b) milk c) beef

3 We need calcium to maintain
a) strong **muscles**
b) healthy teeth and bones
c) good eyesight

4 Which of the following foods contains a lot of **starch,** which is not recommended if you go on a diet?
a) oranges b) yoghurts c) potatoes

5 **You** can **get a lot** of **fibre** which is useful for your body from
a) fruit and vegetables
b) beef and pork
c) milk and eggs

6 When you go on a diet you shouldn't lose more than
a) 0.5–1 kilo a week
b) 1-2 kilos a week
c) 2-4 kilos a week

7 The best way to lose weight is to cut out food containing
a) fat b) proteins c) vitamins

8 The substance which helps your body to grow and keeps it strong is
a) fibre b) protein c) fat

9 **Proteins** can be found in food such as
a) meat and beans
b) fruit and vegetables
c) sweets and chocolate

10 If you feel you are putting on weight you should first of all
a) go to the doctor
b) buy bigger clothes
c) give up eating 5 chocolate bars a day

11 To keep fit you should exercise at least
a) 20 minutes a day
b) 30 minutes a day
c) 40 minutes a day

12 The best way to end physical exercise is to have
a) a good **stretch**
b) a cup of coffee
c) a chat with your trainer

13 Which of these is not one of the components of **fitness?**
a) muscular endurance
b) healthy diet
c) **weight** loss

14 What is a good way to spend your school breaks?
a) gossiping
b) doing your homework
c) skipping

Score:

1 -7 correct answers: You are taking the first steps to a healthy lifestyle: now you know much more than at the beginning of the lesson. That's a good point!

8-11 correct answers: You are obviously interested in the issue. Keep going!

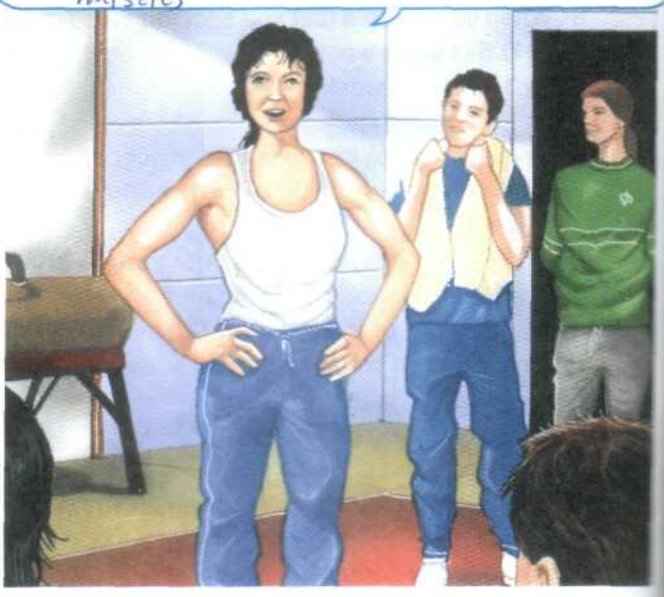
12-14 correct answers: Do you use your knowledge in your everyday life? It's never too late to start!

Correct answers:
1c 2b 3b 4c 5a
6a 7a 8b 9a 10c
11a 12a 13c 14c

2c Fill in the gaps with the words and phrases in bold from the quiz.

If you think you are putting on weight. You should avoid sugar and (1) ... I think, you need more (2) ... in your diet — eat more fruit. Apples are ... fibre. If you want to build up your body and keep it healthy, don't forget about (4) ... eat enough meat and eggs. A quick (5) ... can be dangerous for your health.

Do regular exercise to improve your (6) ... It will require your will and (7) ... But the result is worth it! Start your training session with a warm-up and don't forget about a (8) ... at the end. This simple advice will help you develop your (9) ... and be healthy.



3a On a sheet of paper write:

1 something that makes you feel good
2 something that you like to eat and get proteins from
3 your favourite source of sugar
4 the last time you went on a diet
5 whether you think you have endurance
6 a food you would never agree to cut out
7 an unhealthy habit you want to give up
8 something that makes you put on weight
9 how many times a day you stretch
10 whether you would like to have bigger muscles
11 a starchy food you can't do without
12 whether you find it easy to keep fit
13 something you often eat which is rich in fibre
14 something healthy you have done today
15 something unhealthy you did yesterday

- What you write should be very short.
- Write all over the page in a jumbled order.
- Do not number your answers.
- In pairs ask your partner questions to find out what your partner means.

Example:

A: Chocolate.
Q1: Is chocolate the food you would never agree to cut out?
A: No.
Q1: Is chocolate something that makes you feel good?
A: Yes.

to be rich in, to contain

Lessons 2-3 Eating at school

Warm-up to think critically about eating habits

1 a Match the pictures and the names of different food.

9 a) toast and cheese
7 b) hamburgers
c) juice
d) sausages and mashed potatoes
/e) cereal хлопья
f) crisps 10 (чипсы)
11 g) lemonade
3 h) cottage cheese pancakes with sour cream
6 i) buckwheat греча
j) soup
k) chocolate
l) sandwiches

1 b In pairs put the food in the pictures into three categories:

1 food you can eat in a school canteen
2 food you can eat in a fast food restaurant
3 food you can eat at home

Listening Кассета №2 стр 8 записать х р

2a Listen to these people talking in three different situations and complete the table.

- Give reasons for your answers.

	Where are the people?	What are they going to eat / drink?
Situation 1	In (4 school canteen	a bar of chocolate, a can of diet cola
Situation 2	at a fast AW restaurant	a big burger, a fish burger, a large portion of crisps, a strawberry ice cream
Situation 3	at home	a glass of juice (mum insist on)

She wants a piece of toast fruit

2b Listen again and tick the expressions the people used in their conversations.

Ordering / Asking for food in a semi-formal situation

- a) Can I have...?
- b) I'll have...
- c) I'd like to have...
- d) I'll go for...
- e) I'm going to have...
- f) I just want...

Rejecting food in an informal situation

- g) No, not for me.
- h) Oh, that's horrible!
- i) Never!
- j) I don't want...
- k) I hate...
- l) That makes me sick.
- m) No, thanks.

Vocabulary

3a Read the diet guide lines and decide which two are really unhealthy and give your reasons.

1. enjoy your food
2. eat a variety of different foods
3. eat the right amount to be a healthy weight
4. eat plenty of foods **rich in** starch and fibre
5. eat many foods that **contain a lot** of fat
6. have sugary foods and drinks often
7. look after the vitamins and minerals in your food

For Your Info

What is a balanced diet?

What should we eat to make our diet healthy?

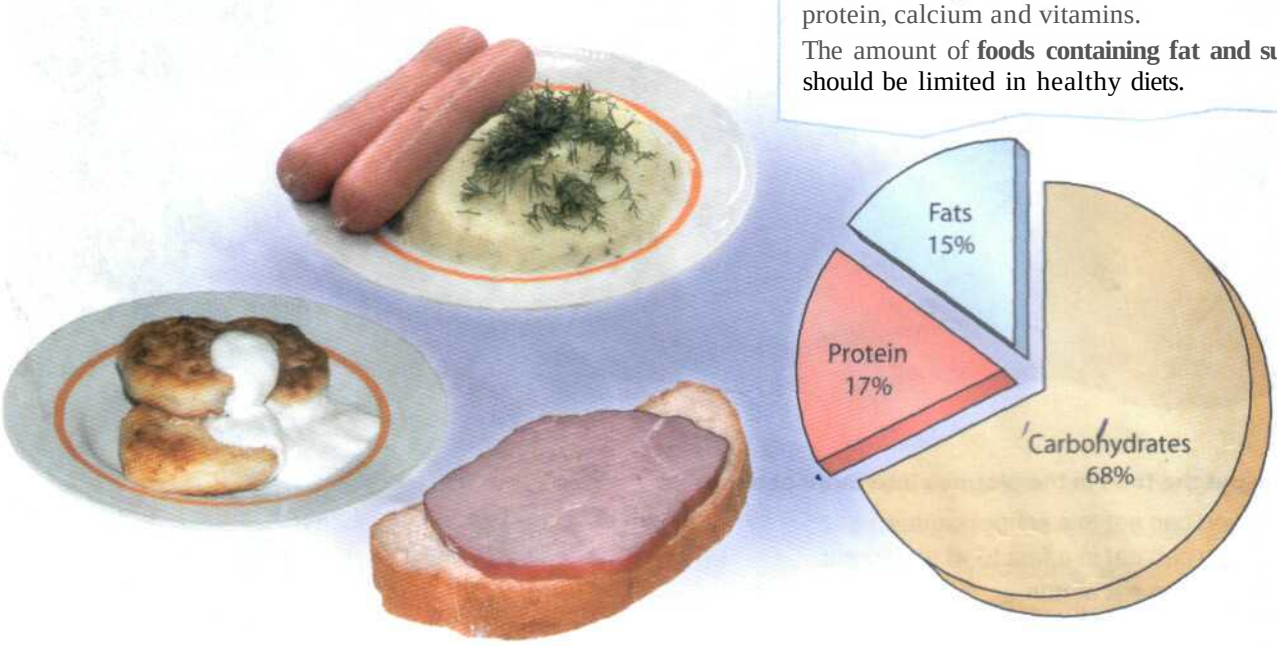
Fruit and vegetables should make up roughly a third of your diet.

Bread, potatoes, rice and other cereals are starchy and should make up around a third of our diet.

Meat, fish, poultry, eggs and pulses (бобовые) are the main sources of protein in your diet.

Milk and dairy food are essential sources of protein, calcium and vitamins.

The amount of **foods containing fat and sugar** should be limited in healthy diets.



3b In groups ask each other what you know about different food and add more examples to the table below.

Example: *Do you know any other food rich in fibre?*
Do you think carrots contain starch?
Do you know any other sugary food?

starch	fibre	fat	proteins	vitamins	sugar
potatoes	apples	sausages	meat	grapefruit	cake
cereals	vegetables, fruit	nuts, seeds, cheese, cream, milk	fish, cereals, beans, peas, eggs	all vegetable, fruit, herbs	cereals, vegetable, fruit

H.W.

Speaking 9a H.W.

4 In pairs role play the conversation.

- Use the role cards and the flowchart.

Student A

You are a visitor to a Russian school. Ask a Russian student about the school canteen.

Student B

You are a student from this school. Answer the visitor's questions and give explanations.

1 Invite your guest to have lunch in your school canteen.

2 Agree to go there and say you don't know much about Russian food. Ask for help.

3 Say you are ready to help.

4 Ask about different dishes on the menu.

5 Give any explanations necessary (what it is made of, how it is cooked).

6 Express doubts whether a certain dish is healthy enough.

7 Give more information (what it is rich in) about the dishes and / or suggest another dish.

8 Agree to have the suggested dish or ask for more information.

9 Sum up what you have chosen and make an order.

LANGUAGE SUPPORT fl

Asking for help and more information:

- Could you help me to ...?
- Do you happen to know what ... is made of?
- Does ... contain much oil?
- Is ... rich in vitamins?
- How do they make it?
- Can you explain in more detail?
- Do you like it?

Helping, giving more information:

- With pleasure!
- I'll try to explain if I can.
- Well, let me think, it contains a lot of ... .
- It seems that ... is quite good for your health because ... .
- That's my favourite one!

garnish – гарнир

Writing

5a Read the following report about a school canteen and answer the questions.

1 Who is going to read the report? an educational official
2 What is the purpose of the report? to describe the situation with new school canteen to give some recommendations
3 Is the style of the report formal or informal?
4 Why do you think the report is divided into sections? to emphasise the structure of the report

To: Devonshire County Education Department
From: John Thomson (Inspector for Food and Hygiene)
Date: 10.05.06
Subject: Repprt on the new school canteen

1 Introduction

The purpose of this report is to describe the new school canteen, to outline any good or bad points and to make some recommendations.

2 Food

It is worth pointing out that the canteen has a wide variety of snacks and drinks to choose from. The prices are reasonable so all students can afford the snacks and drinks. I interviewed several people to find out which snacks are most popular and found out that most of them go for salads with mayonnaise, cakes and cream desserts. Drinks on the menu are mostly canned lemonade and cartons of juice. **However,** there could be a healthier choice.

3 faUMW mendation coc rab (нববарт)

In my view the canteen staff are not doing enough to provide young people with the chance to eat healthily. It would be worth considering foods with added bran, for instance, in cakes, biscuits and bread and in pasta such as wholemeal macaroni and spaghetti. **Also,** it would be a good idea to make use of brown and wild rice and potatoes cooked with their skins on. The managers should think of adding more raw fruit and vegetables to the menu. **In other words,** I would recommend that they sell some fresh fruit and make fresh juice from different fruits and even vegetables.

4 Conclusion

In spite of minor drawbacks, I think, young people enjoy eating in the school canteen. **Moreover,** if the canteen management takes some measures to improve the quality of the food served, the canteen will become one of the best school canteens in the area.

GLOSSARY

bran — отруби
brown rice — бурый рис
wild rice — дикий рис (черного цвета)
wholemeal macaroni — макароны из муки с добавлением отрубей
potatoes cooked with their skins on — картофель "в мундире"

H.W.

5b Choose headings from this box for each paragraph in the report.

INTRODUCTION SERVICE
CONCLUSION FOOD PRICES
STAFF RECOMMENDATIONS
ATMOSPHERE

5c Look at the words in bold in the report.

- Why are they important in a report like this one?

5d Read the task and write a report to your school administration.

Your school administration is going to try to improve the eating habits of the students. You have been asked to write a report (120-150 words) for the project leader in your school canteen. You should describe the place, mention some good and bad points, and include details on such things as the most popular choices students make.

You should also make some recommendations on how to make eating in the canteen healthier.

- Follow the steps:

1 Make a plan of your report and choose the headings.
2 Try to use all the words in bold in your own report.
3 Don't use contractions and spoken words in your report

Lesson 4 It's time you got started

Warm-up We'll compare different ways of keeping fit

1 Identify your fitness index.

- Work in pairs.
- Follow the steps.

1 Step up on to the stool and down again at a speed of five times in ten seconds.
2 Make sure you straighten your legs and stand up each time you step on and off the stool. Carry on doing this for four minutes.
3 Rest for one minute and then get your partner to count your pulse beats for 30 seconds. Record the number in line (c) of the table.
4 Rest for 30 seconds. Your partner must take your pulse again for 30 seconds and record the number in line (d) of the table.
5 Repeat step 4 and write the number in line (e).
6 Work out your fitness index.

a) Duration of exercise in seconds	240
b) Multiply this by 100	24,000
c) 1 st pulse count over 30 seconds	
d) 2nd pulse count over 30 seconds	
e) 3rd pulse count over 30 seconds	
f) Total of 3 pulse counts	
g) Multiply this by 2	
Fitness index: divide the number you have in line (b) by the number you have in line (g) =	

Over 90: The best	61 -70: Fair
81-90: Excellent	51-60: Poor
71 -80: Good	Below **51** : Oh dear!

Reading

2a In pairs make a list of ways of getting fit.

- Which of them are most popular now?

2b Fill in the table about popular sports.

- Follow the steps.

1 Read the text the teacher gave you and fill in the appropriate line.
2 Walk around and talk to your classmates to fill in the other lines. Remember you must not look at their tables, you can only talk to them.
3 Summarise the information about these sports using the table and the Language Support box.

LANGUAGE SUPPORT

- The activity is done... / The game is played...
- The activity develops endurance / flexibility / ...
- The activity makes you strong / fit / ...
- To do it... / To play this game you need the appropriate trainers...
- I was surprised to learn that...
- What I found interesting about... is...

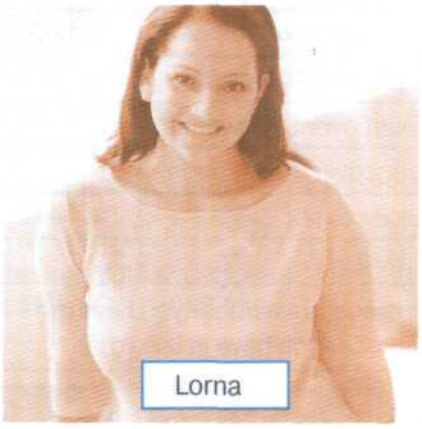
Activity	Where the activity is done	What the activity develops	Clothing and equipment needed	New things I learned about it
Running and jogging				
Tai chi				
Yoga				
Racket sports				
Football				
Dance				

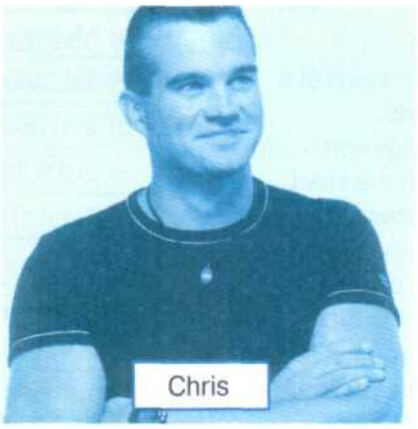
2c Discuss in class and decide what activity you would like to take up and why.

Lessons 5-6 A perfect body

Warm-up

1 **Look at the pictures and answer these questions.**





1 Who in your opinion looks better?
2 Who do you think is healthier? Why?
3 Would you like to look like these people?
4 What do you think they do to look like this?

For Your Info

anorexia — a psychological condition that makes people, especially young women, stop eating

stone — a measurement of weight used in Britain that is equal to 6.35 kg, or 14 pounds

pound — a measurement of weight equal to 0.454 kg

In Britain the system of sizes for clothes is different from Russia. Size 10 corresponds approximately to Russian size 44, and size 16 to size 52.

Vocabulary

2a **Read these statements by the people from Ex. 1 and match the words in bold with their definitions.**

1 The other children **taunt** me about my clothes because I look different.
2 My classmates were **envious** of my success.
3 I had to work hard at school **to compensate for** the time I missed because of my training.
4 I've **come to terms** with the way I look and now I like it.
5 Why did teachers always **pick on** me?
6 I need **to sacrifice** a lot to look good. It's actually hard work.
7 I've put on a lot of weight lately. I'm afraid it is **out of control.**
8 My friends helped me **to get over** my problem and now I am a lot better.

a) to replace something that is missing by doing something equally good
b) to give extra attention to one person in an unfair way
c) to try to make someone angry or upset by saying unkind things or laughing at them
d) to stop having or doing something you want in order to get something more important
e) wanting something that someone else has
f) to begin to feel better after an upsetting emotional experience.
g) to accept a situation and no longer feel upset about 8j
h) uncontrollable

2b **Which of the characters could have made each of the statements above? Why?**

Кассета № 2 стор 8

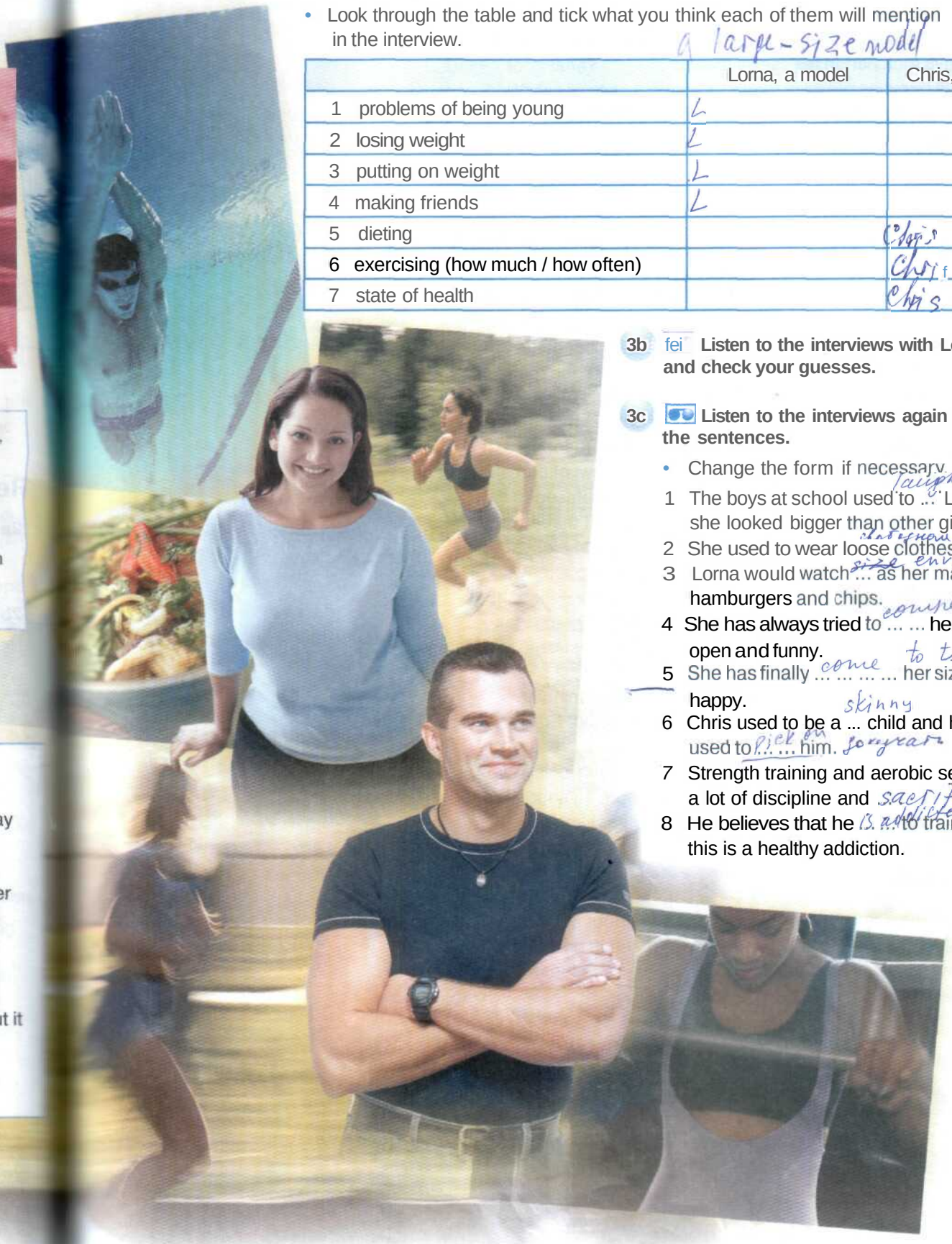
Listening

3a **You are going to listen to Lorna and Chris, talking about their experience of getting a better body.**

- Look through the table and tick what you think each of them will mention in the interview.

a large-size model

	Lorna, a model	Chris, a bodybuilder
1 problems of being young	L	
2 losing weight	L	
3 putting on weight	L	
4 making friends	L	
5 dieting		Chris
6 exercising (how much / how often)		Chris
7 state of health		Chris



3b fei **Listen to the interviews with Lorna and Chris and check your guesses.**

3c **Listen to the interviews again and complete the sentences.**

- Change the form if necessary.

1 The boys at school used to ... Lorna because she looked bigger than other girls. laugh at
2 She used to wear loose clothes to hide her ... size. throughout
3 Lorna would watch ... as her mates ate hamburgers and chips. envyously
4 She has always tried to ... ... her size by being open and funny. compensate for
5 She has finally ... ... her size and feels happy. come to terms with
6 Chris used to be a ... child and his classmates used to ... ... him. skinny pick on
7 Strength training and aerobic sessions require a lot of discipline and ... (sacrifice)
8 He believes that he is ... to training but that this is a healthy addiction. addicted

Reading

4a Read Louise's story and decide whether these statements are true (T) or false (F).

1 Louise felt unhappy in her childhood. ☐
2 She was proud of herself when she gave up eating sandwiches. ☐
3 She always took part in her family meals. ☐
4 She got ill because of her dieting. ☐
5 Louise's mother helped her to get rid of her fear of eating. ☐
6 She is quite healthy now. ☐

LOUISE'S STORY

I started dieting after developing back problems because I was told that they were caused by my excess weight. I was so upset about it (1) that I gave up chocolate and crisps. My friends would tell me I'd never lose all that weight and I wanted to prove them wrong. At first I didn't lose much so I stopped eating sandwiches at lunchtime. It was hard to begin but then I felt good when I saw everyone round me stuffing their faces while I just sat there with a glass of water. I felt great because I felt I had a lot of willpower and (2) they didn't.

I kept on dieting and kept cutting out more and more food. (3) It got to the point where all I would eat in a day was a bowl of cereal in the morning and a small roll at night. In the end I just refused to eat when we all sat together at the table because I thought that anything I put in my mouth would make me put on weight. I got to eight and a half stone and was happy with my weight. If I had stopped dieting then I wouldn't have got ill. My dieting got out of control. I thought "If I could get down to eight stone and then to seven, I would look really attractive." There was no end to (4) it. My friends started to ask if I was all right and told me I looked pale.

Then some teachers started asking me if I'd eaten anything and, when I said no, (5) they would offer to buy me food. But I was terrified of eating anything. I finally realised that I had a problem when I came back from my summer holiday: I had been losing two or three pounds a week. When I read an article about an anorexic girl who almost died before she started to get better, I knew that I had to stop. I talked to my mum about (6) it and I went to a psychologist who helped me get over my fear of eating; he showed me a chart with my ideal weight on it — ten stone! (7) it helped me to understand how much weight I could put on without being fat. My eating is almost back to normal now and I'm much happier with myself. Now I just eat healthy stuff — I can't remember the last time I had a plate of chips.

1 Did Louise stop dieting? How do you know?
2 Which of these sentences refer to the past / to the future? How do you know?
3 What do the underlined words 1–7 stand for in the text? E.g. *(1)* — excess *weight*

4b **Read the story again and answer the questions alongside the text.**

4c **Answer the questions.**

1 What influenced Louise in her dieting most of all? Why do you think so?
2 Why do you think Louise followed such an extreme diet for quite a long time?
3 Whose lifestyle (Lorna's, Chris's or Louise's) is healthier in your opinion?
4 What has each of the characters done to overcome their problems?
5 Whose lifestyle is more acceptable to you? Why?

Speaking

5a **Work in pairs or small groups and discuss the answers to these questions.**

1 If you look better does it make your life easier? Why do you think so? Give examples.
2 Is it worth spending time and effort on your appearance? Why? / Why not?
3 What is more important for success in life: good looks or a healthy lifestyle? Why?
4 Would you like to change anything in your lifestyle? What is it?

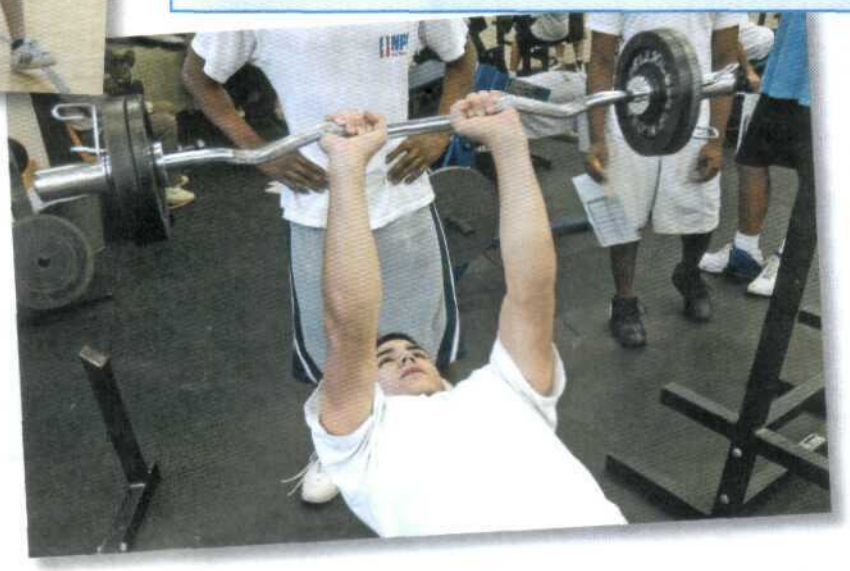
5b **Write a personal plan aimed at making your lifestyle healthier.**

- Limit it to five items.
- Make a copy and leave it in with your teacher till the beginning of the next school year — to check if it worked.

ACTION PLAN

Name_____

1 What problems are you going to get over?
2 How could you compensate for some of your problems?
3 Are you going to come to terms with some of your problems?
4 What things in your life could you control?
5 What are your other aims?



Lessons 7–8 Check your progress

1 **You will hear four people advertising jobs on the radio.**

- Choose from the list A-F and write the number of the speaker who mentioned these ideas.
- You will hear the recording twice.

A3 If you want to get this job you need your own car. ☐
B4 The job involves individual work with clients. ☐
C Doing this job you will travel by plane a lot. ☐
D2 You won't have to leave home to do this job. ☐
E4 You may become a manager of a team in the future. ☐
F2 To do this job you must be good at working with a computer. ☐

Points _____ / 12

2 **Read the text and decide whether these statements are true (T) or false (F).**

1 – The book is science fiction. ☐
2 + The book is so interesting you can't stop reading it once you've started. ☐
3 + Holden disagrees with the values of the adult world. ☐
4 - Holden is not like other teenagers. ☐
5 + The book still sounds very up-to-date. ☐
6 – Holden is a real life character. ☐
7 – While reading the book you keep crying. ☐
8 + Sometimes Holden feels sorry for himself. ☐
9 + The author of the essay recommends everyone should read the book. ☐

CATCHER IN THE RYE

The Catcher in the Rye, would go under "oldie but goodie" category if there ever was one. Having read the book approximately five dozen times, I can definitely say it's FANTASTIC. Much like the author himself, *The Catcher In The Rye* is a 20th-century American fiction masterpiece and definitely worth a read, which might well be a quick one, because once you start you can't put it down, it's infectious.

The story revolves around Holden Caulfield, a 17-year-old boy involved in a battle against deceitful societal values and norms of the adult world. In 1949, recovering in a California-based sanatorium Holden reminisces of the events that took place in December 1948. Salinger's amazing insight into the troubled youngster's psyche results in one of the most intriguing narratives ever written. Empathising with Holden is incredibly easy, probably because his mind mirrors that of any and every teenager. Holden Caulfield provides youth with a freedom voice that may never be muted. Written in 1951 the book surpasses its time, the narrative sounds edgy even today, in fact so much so that it has even been censored. The informal dialect in the book is exactly what you'd expect of a 17-year-old. The reader is made to believe in Holden as if he was a real life character. He smokes like a mad man, he drinks and he flunks out of school for the 4th time in a row. Plus, Holden is funny; actually his smart wit and sarcasm keeps you tearful with laughter throughout. Nevertheless, at times his voice turns melancholy and unhappy, even self-pitying and not to mention rude.

I strongly urge you to pick up a copy of this brilliant book and have a flip through what might be the best book you will ever read.

Points _____ / 18

3 **Read the text and use the word given in capitals in the box to form a word that fits the gap with the same number.**

GREENLAND

Greenland has a potential for outdoor adventures that very few places on this planet can match. The breathtaking Arctic scenery is almost (1) ... on the world's largest island, and with a total (2) ... of only 55,000 you are (3) ... on your own as soon as you leave one of the small towns and settlements. Human (4) ... is the exception in this country. The mountains, valleys, rivers and gigantic ice cap are (5) ... virgin land. Hikers will experience (6) ... scenery no matter where and how. You can walk from hut to hut *or* from sheep croft to sheep croft. (7) ... mountain hikers will find (8) ... with unique awards of (9) ... in every part of Greenland. Several travel agencies offer hiking tours to Greenland or you can plan your own trip. Ensure you have (10) ... hiking maps!

(1) END
(2) POPULATE
(3) TRUE
(4) CIVILISE
(5) PRACTICE
(6) SPOIL
(7) EXPERIENCE
(8) CHALLENGE
(9) BEAUTIFUL
(10) DETAIL

Points _____ / 10

4 **Read the text and complete the gaps with *a, an, the* or zero article where necessary.**

ARENAL VOLCANO

In the centre of a national park in (1) ... northwest of Costa Rica, the perfectly conical, 1633 m (5356 ft) Arenal Volcano is everyone's image of (2) ... typical volcano. (3) ... volcano has been exceptionally active since 1968, when huge explosions triggered lava flows that killed several dozen people. The degree of activity varies from (4) ... week to week; sometimes there is (5) ... spectacular display of flowing red-hot lava and incandescent rocks flying through the air; at other times, the volcano is more placid and gently glows in (6) ... dark. Don't even think about climbing (7) ... Arenal. The best views at (8) ... night (when the weather is clear) are from the western or northern side. Because the park was only created in 1995 there are very few facilities — only one lodge and camping is not permitted — so (9) ... best base from which to explore the area is the small town of (10) ... La Fortuna de San Carlos.

Points _____ / 10

5 **Read the text and put the verbs in brackets into the correct tense.**

PARENTS LEFT CHILD AT SERVICE STATION FOR 30 MINUTES

A family drove 30 minutes down a motorway after leaving a service station before they realised they (1) ... (leave) their child behind. The parents only noticed their 12-year-old son (2) ... (miss) when they realised it was quieter than normal in the back of their car, said Inspector John Anderson, of the Hampshire Police. The parents, from Yorkshire, (3) ... (return) to the Rownhams service station on the M27 near Southampton to find their son being looked after by staff. Inspector Anderson said: "A family visiting the area (4) ... (call in) at Rownhams services for refreshments. On leaving, they (5) ... (travel) for about 30 minutes when they noticed it (6) ... (be) quieter than usual in the back of their car. On checking, they realised they had left one of their children behind in the services. The 12-year-old (7) ... (look after) by the staff and (8) ... (reunite) with his parents when they returned to the services." He added: "This kind of thing (9) ... (happen) in adverts and people laugh about it, but you (10) ... (not expect) it to happen. It wasn't even a Transit van with lots of kids in the back, which would have given them some excuse."

Points _____ / 10

6 Complete the second sentence so that it has a similar meaning to the first sentence.

- Use between two to five words and don't change the word given.

1 I kept silent because I didn't want to wake up the baby.
so so as not
I kept silent ... wake up the baby.

2 I have never read such a good book.
best the best book) have ever read
This is ... ever read.

3 There is no need to hurry as they have cancelled the meeting.
been the meeting has been
There is no need to hurry as ... cancelled.

4 I met Mrs Brown in the street yesterday.
who who I met
Mrs Brown is the person ... in the street yesterday.

5 Alex didn't study hard and failed his exam.
would would not have failed
If Alex had studied hard he ... his exam.

6 I don't want to go shopping because of the rain.
rather would rather not
I ... go shopping because of the rain.

7 Sam left for school before I arrived home.
already had already left
When I arrived home Sam ... for school.

8 There is a birthday party in my flat next Friday.
having will be having
We ... a birthday party in my flat next Friday.

9 I think it would be a good idea to bring your friend with you.
worth it is worth bringing
I think ... your friend with you.

10 I am sure people will travel to Planet Mars in 2050.
have people will have travelled
I am sure that by 2050 ... to Planet Mars.

Points _____ / 20

7 Read the sentences below and decide which answer (a), (b), (c) or (d) best fits each gap.

1 She may forget about her promise. She is not very ... .
a) helpful b) sociable c) reliable d) cheerful

2 Maybe it's time to ask ourselves whether walking those few extra steps to the ... bin really is that much of a bother.
a) rubbish b) garbage c) trash d) refuse

3 Martina put her life ... risk to save her dog from the fire.
a) in b) on c) at d) into

4 Her abilities are not fully ... by her teachers.
a) experienced b) completed
c) discovered d) appreciated

5 Hold ... the rail or you'll fall down!
a) on to b) up to c) on by d) up at

6 His job ... managing people and making decisions.
a) includes b) involves c) consists
d) contains

7 The major ... of this college is its good reputation.
a) challenge b) benefit c) drawback
d) degree

8 Be careful not to ... lost in the crowded city centre.
a) become b) stay c) get d) feel

9 There was a new timetable on the information ... .
a) board b) desk c) wall d) display

10 The book was so gripping that I was completely carried ... by it.
a) off b) out c) away d) over

11 Avoid eating too much fatty food and ... .
a) vitamins b) proteins c) fibre d) starch

12 She had to make a lot of ... to get a good education.
a) benefits b) sacrifices c) impressions
d) experiences

13 It took her a month to ... the flu.
a) stop with b) be off c) make up d) get over

14 She missed half of the lessons and had to ... for the time lost by working really hard.
a) replace b) provide c) compensate
d) balance

15 I don't like it when I have to work long ... .
a) time b) hours c) week d) day

16 The magic of his music makes me feel ... .
a) thrilled D) frightened c) scared d) bored

17 It's hard to live in such a ... world.
a) competed b) competitive c) compatible
d) competing

18 After spending three days in the forest they were ... by the police.
a) discovered b) identified c) rescued
d) explored

19 Margaret ... in for learning foreign languages.
a) takes b) goes c) likes d) makes

20 I'm counting on you to support me — don't ... me down!
a) put b) let c) bring d) drop

Points _____ / 20

TOTAL _____ / 100

Extensive reading 1

1 How do you show people that you like them?

1	smile at them	5	avoid talking to them	9	make fun of them
2	back them up	6	say nice things to them	10	talk to them a lot
3	tease them	7	bully them	11	pick on them
4	give them presents	8	ridicule them	12	annoy them

2 Read the beginning of the text and answer the questions.

THE ALLIGATORS

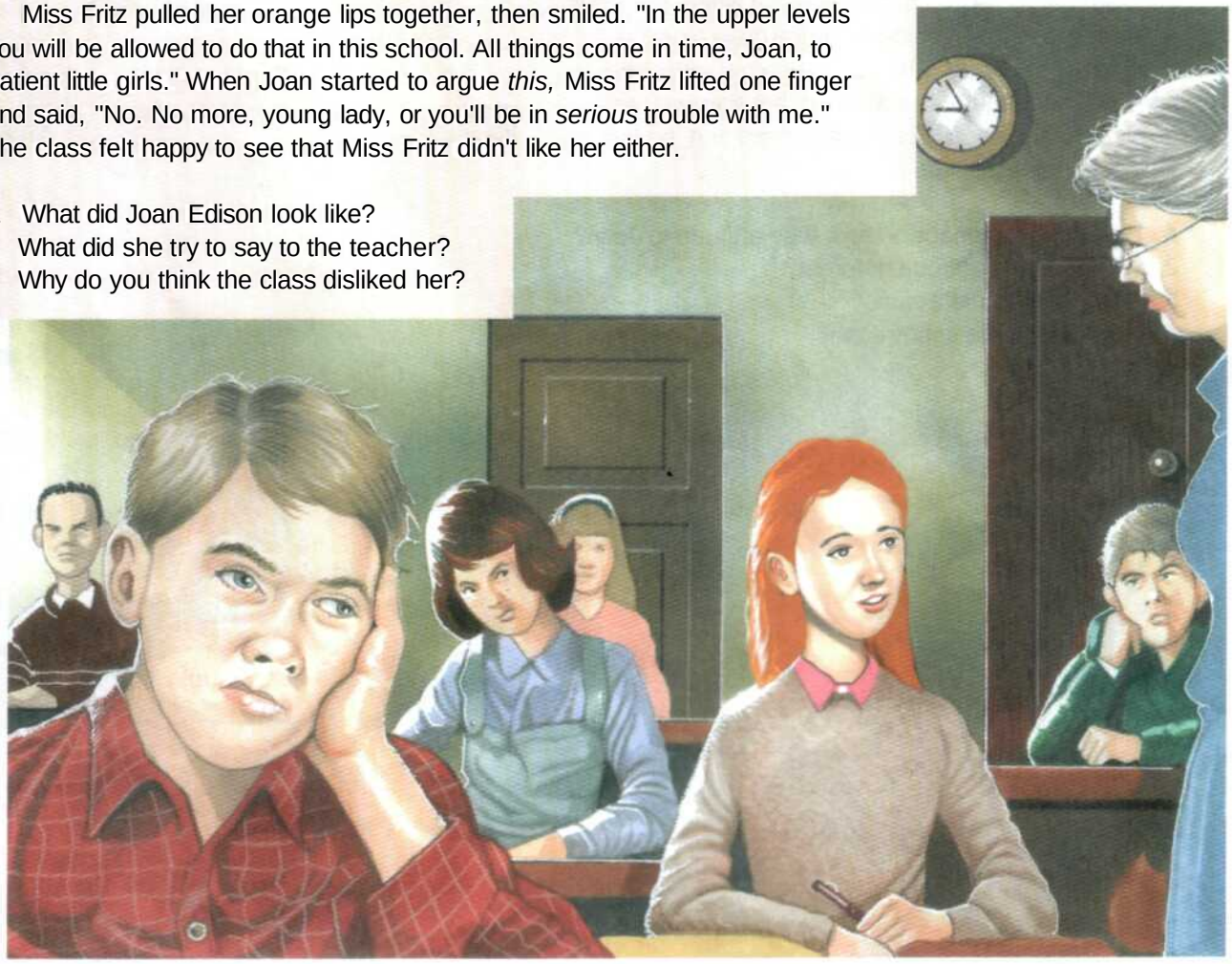
Joan Edison came to their half of the fifth grade from Maryland in March. She had a thin face with something of a grown-up's tired expression and long black eyelashes like a doll's. Everybody hated her with her show-off clothes and her hair left hanging down the back of her sweater and her having the crust to argue with teachers. "Well I'm sorry," she told Miss Fritz, not even rising from her seat, "but I *don't see* what the point is of homework. In Baltimore we never had any."

Charlie was ready to join in the angry moan of the others. "You are not in Baltimore now, Joan," Miss Fritz said. "You are in Olinger, Pennsylvania."

The children, Charlie among them, laughed, and Joan tried to explain, "Like there, instead of just *reading* about plants in a book we'd one day all bring in a flower and cut it open and look at it in a *microscope."*

Miss Fritz pulled her orange lips together, then smiled. "In the upper levels you will be allowed to do that in this school. All things come in time, Joan, to patient little girls." When Joan started to argue *this,* Miss Fritz lifted one finger and said, "No. No more, young lady, or you'll be in *serious* trouble with me." The class felt happy to see that Miss Fritz didn't like her either.

1 What did Joan Edison look like?
2 What did she try to say to the teacher?
3 Why do you think the class disliked her?



3 Read this part of the text and answer the questions.

After that, Joan couldn't open her mouth in class. Outdoors in the playground, hardly anybody talked to her except to say "Stuck-up". Boys were always pulling open the bow at the back of her fancy dresses and flipping little spitballs into the curls of her hair. Once John Eberly even cut a section of her hair off. This was the one time Charlie saw Joan cry actual tears. He was as bad as the others: worse, because what the others did because they wanted to, he planned it, to make himself popular.

There was a gang, boys and girls both, that met on Saturdays — you heard them talk about it on Mondays - in Stuart Morrison's garage, and took hikes and played touch football together, and in winter sledged on Hill Street, and in spring bicycled all over Olinger. But after school there seemed nothing for Charlie to do but go home and do his homework and play with his Central American stamps and go to horror movies alone. Charlie thought the gang might notice him and take him in if he backed up their policies without being asked.

In Science he sat one seat ahead of Joan and annoyed her all he could. On his tablet where she could easily see over his shoulder he once drew a picture titled "Joan the Dope": the profile of a girl with a thin nose and sad mouth, the lashes of her lowered eye as black as the pencil could make them and the hair falling, in ridiculous hooks.

GLOSSARY

gang — a group of young people who spend their time together
dope — someone who is stupid
ridiculous [rɪˈdɪkjʊləs] — silly

1 How did the teenagers show their attitude to Joan?
2 Was Charlie's attitude different?
3 What was Charlie's aim?
4 How did Charlie annoy Joan?

4 Read the next part of the text and answer the questions in writing.

- Avoid using the same words as in the text.

March turned into spring. In the weeks since she had come, Joan's clothes had slowly become simpler, and one day she came to school with most of her hair cut off, and the rest brushed flat around her head and brought into a little tail behind. The laughter at her was more than she had ever heard. "Ooh, Baldy-paldy!" some idiot girl had exclaimed when Joan came into the cloakroom, and the stupid words went around class all morning.

His own reaction to the haircut had been quiet, to want to draw her, changed. The haircut had brought out her forehead and exposed her neck and made her chin pointier and her eyes larger. His caricature of her was wonderful, the work of genius. He showed it to Stuart Morrison behind him; it was too good for him to appreciate, his dull egg eyes just flickered over it. Charlie drew another one, making her head completely bald. This drawing Stuart grabbed and it was passed clear around the room.

GLOSSARY

bald [bɔ:ld] *adj* — лысый

forehead ['fɒrɪd] *n* — the part of your head above your eyes and below your hair

1 How had Joan changed since her first appearance?
2 What was the reaction of the class? Charlie's?
3 Why did Charlie draw the second caricature?

That night he had a dream. They had been in a jungle, Joan was swimming in a clear river among alligators. Somehow, as if from a tree, he was looking down. Joan's face sometimes showed horror and sometimes looked numb. Then he had rescued her. He was carrying her in his two arms. The jungle gave way to his bed and his room, but through the change persisted, like a pedalled note on a piano, the sweetness and pride he had felt in saving and carrying the girl.

GLOSSARY

numb [nʌm] *adj* - showing no emotion, expressionless

rescue ['reskju:] *v* — save someone or something from danger

4 What did Charlie see in his dream?
5 How did he feel about it?

He loved Joan Edison. The morning was rainy, and under the umbrella his mother made him take he repeated this again and again to himself. Love had no taste, but sharpened his sense of smell so that even the dirt and moss in the cracks of the pavement each gave off clear odors.

His first step was to tell all those in the cloakroom he loved Joan Edison now. They were less interested than he had expected, considering how she was hated. He had expected to have a fight with his fists. Hardly anybody gathered to hear the dream.

6 Why do you think Charlie wanted to tell everybody about his love?
7 Were they interested?

4 Read the next part of the text and answer the questions in writing.

- Avoid using the same words as in the text.

March turned into spring. In the weeks since she had come, Joan's clothes had slowly become simpler, and one day she came to school with most of her hair cut off, and the rest brushed flat around her head and brought into a little tail behind. The laughter at her was more than she had ever heard. "Ooh, Baldy-paldy!" some idiot girl had exclaimed when Joan came into the cloakroom, and the stupid words went around class all morning.

His own reaction to the haircut had been quiet, to want to draw her, changed. The haircut had brought out her forehead and exposed her neck and made her chin pointier and her eyes larger. His caricature of her was wonderful, the work of genius. He showed it to Stuart Morrison behind him; it was too good for him to appreciate, his dull egg eyes just flickered over it. Charlie drew another one, making her head completely bald. This drawing Stuart grabbed and it was passed clear around the room.

GLOSSARY

bald [bɔ:ld] *adj* — лысый

forehead ['fɒrɪd] *n* — the part of your head above your eyes and below your hair

1 How had Joan changed since her first appearance?
2 What was the reaction of the class? Charlie's?
3 Why did Charlie draw the second caricature?

That night he had a dream. They had been in a jungle, Joan was swimming in a clear river among alligators. Somehow, as if from a tree, he was looking down. Joan's face sometimes showed horror and sometimes looked numb. Then he had rescued her. He was carrying her in his two arms. The jungle gave way to his bed and his room, but through the change persisted, like a pedalled note on a piano, the sweetness and pride he had felt in saving and carrying the girl.

GLOSSARY

numb [nʌm] *adj* - showing no emotion, expressionless

rescue ['reskju:] *v* — save someone or something from danger

4 What did Charlie see in his dream?
5 How did he feel about it?

He loved Joan Edison. The morning was rainy, and under the umbrella his mother made him take he repeated this again and again to himself. Love had no taste, but sharpened his sense of smell so that even the dirt and moss in the cracks of the pavement each gave off clear odors.

His first step was to tell all those in the cloakroom he loved Joan Edison now. They were less interested than he had expected, considering how she was hated. He had expected to have a fight with his fists. Hardly anybody gathered to hear the dream.

6 Why do you think Charlie wanted to tell everybody about his love?
7 Were they interested?

At lunch, he hid in the variety store until he saw her walk by. He waited a little and then came out and began running to overtake Joan.

She turned, and under her gaze he stared down. "Why, Charlie, what are you doing on this side of the street?"

"Nothing," he said, and used up the sentence he had prepared ahead: "I like your hair the new way."

"Thank you," she said and stopped.

He asked, "How do you like Olinger?"

"Oh, I think it's nice."

"Nice? I guess. I guess maybe. Nice Olinger. I wouldn't know because I've never been anywhere else."

She luckily took this as a joke and laughed. At the corner where they parted he got carried away and in imitating a suave gent leaning on a cane bent the handle of his umbrella hopelessly. Her amazement was worth twice the price of his mother's probable crossness.

He planned to walk her again, and further after school. All through lunch he kept calculating. His father and he would repaint his bike. At the next haircut he would have his hair parted on the other side. He would change himself completely; everyone would wonder what had happened to him. He would learn to swim, and take her to the dam.

GLOSSARY

store — *AmE* shop

suave gent [swa:v ˈdʒent] — *ирон.* обходительный джентльмен

cross *adj* — angry or annoyed

8 Describe what happened between the night dream and the scene in the picture.

9 What were Charlie's plans for the future?

In the afternoon the dream wore off somewhat. Now that he kept his eyes always on her, he noticed that Joan was not alone, but chatted with others. In class, too, she whispered. So it was with more shame than surprise that from behind the dark pane of the variety store he saw her walk by in the company of the gang, she and Stuart Morrison laughing and he imitating something and poor John Eberly tagging behind like a thick tail. It came to him that what he had taken for cruelty had been love, that far from hating her everybody loved her from the beginning, and that even the stupidest knew it weeks before he did. That she was the queen of the class and might as well not exist, for all the good he would get out of it.

John Updike

10 What did Charlie notice when he started watching Joan closely?

11 What did he see from behind the pane of the variety store?

12 Give your interpretation of the last sentence.

5 In groups discuss the questions and report the results in class.

1 Did you expect this outcome?

2 Does the story seem realistic to you?

3 Do you find the behaviour of the class as described in the story typical?

6 In groups or individually choose and do one of the tasks.

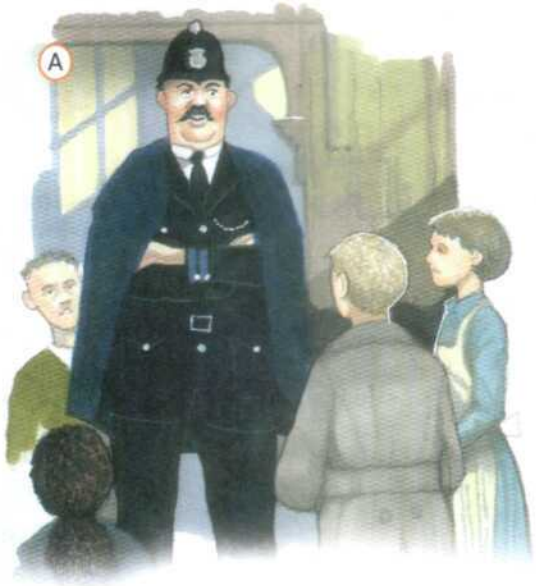
- The story is told in the third person. Anyway, we can feel it conveys Charlie's perception of the situation. How do you think Stuart Morrison might tell it?
- Write a film script and dramatise it.
- * Make a series of pictures (comics) and exhibit them in the classroom.

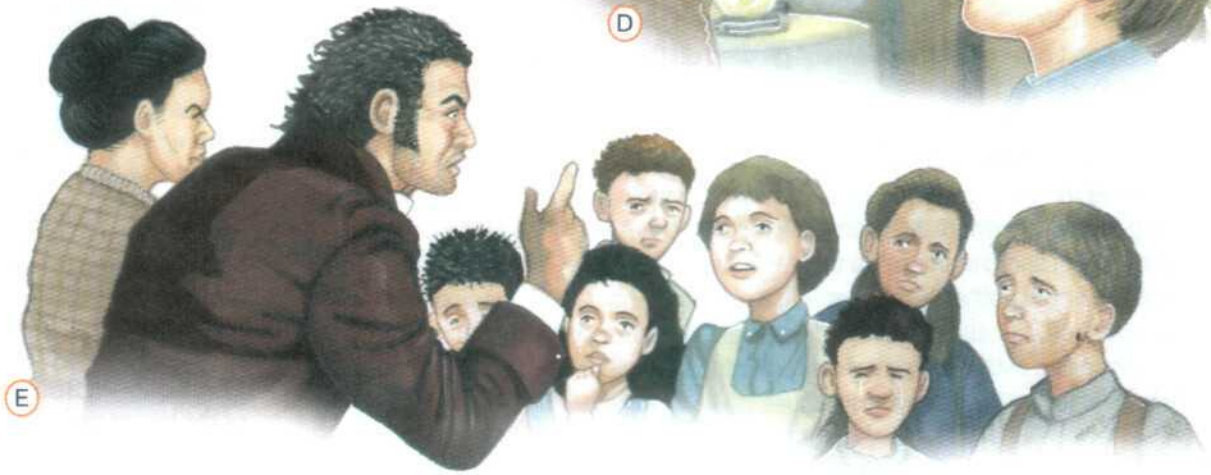
Extensive reading 2

1 Look at the pictures and do the tasks.

1 Say what the story could be about.

2 Put the pictures showing the events of the first part of the story in the right order.





2 Read the first part and check whether the order you chose was right.

THE ESCAPE

It was midnight and cold. This was the night that Jeff Swancott had decided to run away. He waited until the children were asleep; then, getting up, he dressed, quietly put his belongings in a pillowcase; carefully he climbed out of the window and dropped cat-like to the ground. Pausing in the dark to make sure no one was around, he ran quickly across the playground, climbed over the wall, dashed across the road, over a ditch, along the hedgerows and was soon lost in the dark of the winter-locked Sussex countryside.

Next morning when Jeff's escape was discovered, the Home was in an uproar! The Hewitts, almost insane with rage, walked up and down swearing; they made all the children form up in the playground and accused them all of helping Jeff escape! Mr Hewitt said there would be *no* breakfast, *no* lunch, *no* dinner until one of the children told what they knew about Jeff's escape. One by one the children were interviewed in the Hewitts' study, but, as none of the children knew anything about the escape, there was nothing they could say. Because Laura slept in the next bed to Jeff she was closely questioned.

"You mean you knew *nothing* at all about his escape?"

"No, Mam," said Laura for the tenth time.

"But," persisted Mrs Hewitt, "you sleep in the next bed, he must have made a noise opening the window."

"I didn't hear nothing, Mam, I swear."

The inquisition went on until five o'clock by when the Hewitts had simmered down and allowed the children to have dinner. That night, in the darkness of the dormitory, all the children could talk about was what had happened to Jeff.

"I tink he was tooken bi der fairies," said one little, runny-nosed boy.

Another authority, aged seven, suggested, "He's disappeared by a ghost."

"Ghosts don't disappear you, they only frighted you."

"Jesus could have tookened him."

"He told me he was going to be a pirade and sail der Spanish Maid," said Silé.

"He's too small to be a pirate. You have to have lots of hairs on your face to be one of them."

"Yes, they keep you from sinking when you drown."

"His legs runned away 'cos he don't like it 'ere."

"I don't like it here."

"I don't too."

"I don't like any of it too. When I growed up I'm going to kill Mr Hewitt's neck with blood," said Silé.

"Yes, and we'll all kill it after you."

So the conversation continued until sleep silenced them all.

Next morning, the village policeman, Constable Boggins, a big, fat man with long feet, questioned all the children again. He was very kind to the children and did not shout at them. He told Mr Hewitt that he was sure the children knew nothing about Jeff's disappearance. He said he and a wildfowler would go and look for Jeff, because in this cold weather with no food, Jeff could die.

Despite a two-week search of the district, they found not a trace of Jeff. Where was he? It was anybody's guess.

GLOSSARY

dash across — run somewhere very quickly

hedgerow — bushes or trees growing along the edge of the field or road

uproar — noise

rage — uncontrollable anger

persist — настаивать

swear — клясться

inquisition — a series of questions someone asks you in a threatening or unpleasant way *(cf. Russ.* инквизиция)

simmer down — calm down

fairy — a small imaginary figure with magical powers

wildfowler — someone who hunts wild birds

For Your Info

Sussex — графство в Англии

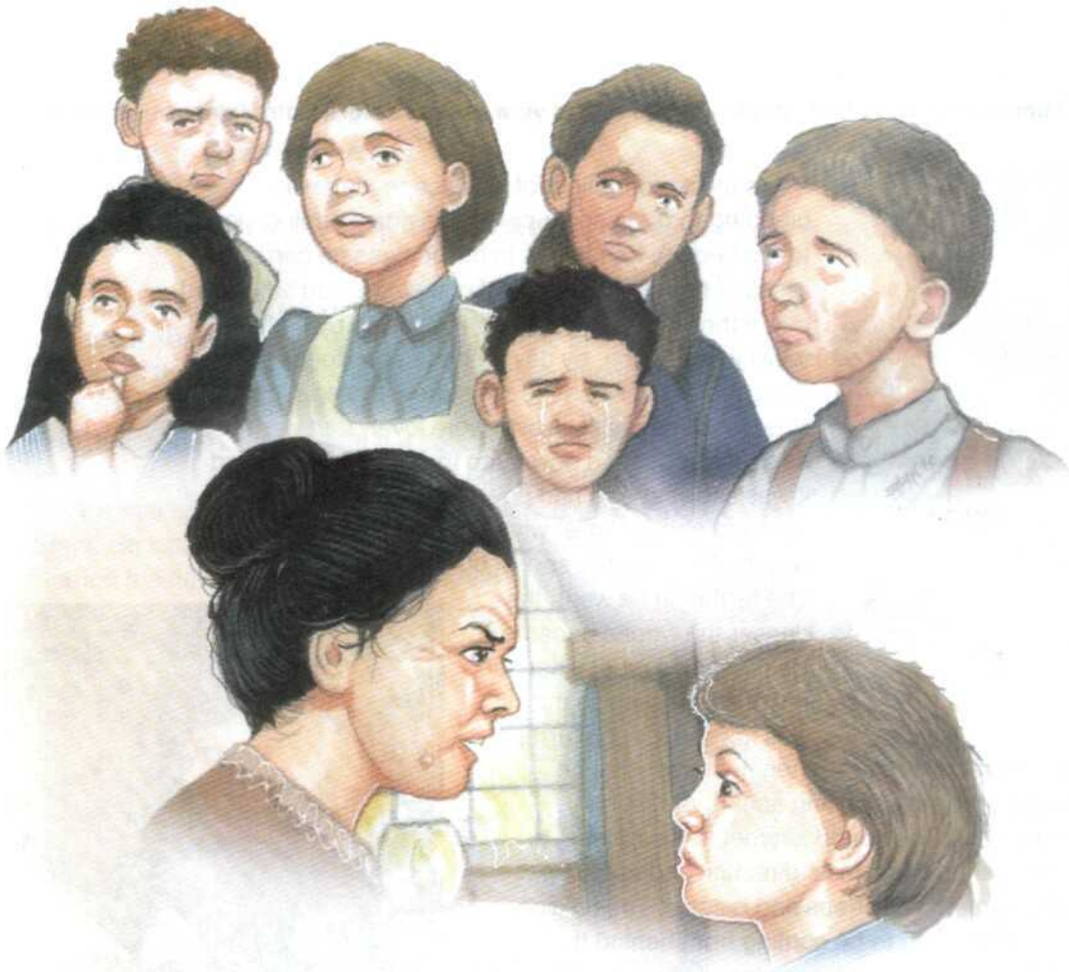
the Home *(here)* — a place where children whose parents are dead lived

Mam = Madam

dormitory — a large room for sleeping in with a number of beds

The Spanish Main — The South Caribbean Sea, next to the former Spanish colonies in the north of South America. In the 17th and 18th centuries treasure ships loaded with gold sailed through this sea and were often attacked by pirates

Constable — a British police officer of the lowest rank



3 Who might have said these words?

- In pairs match the words with the characters.

1 Constable Boggins	a) I know Jeff is going to become a pirate!
2 Mr Hewitt	b) Say what you know or I'll punish you!
3 Jeff	c) I didn't hear anything at all, Mam!
4 Silé	d) You won't have any meals today, boys and girls.
5 Mrs Hewitt	e) I cannot stay here any longer!
6 Laura	f) Do you happen to know where Jeff is, darling?

4 Read the first part again and answer these questions.

1 What do you think Jeff is? What did he do? Why do you think he did this?
2 What did the Hewitts do when they learned that Jeff had run away? Why did they do this?
3 What did the children do that night? Why do you think they did it?
4 Why was it so important to find Jeff quickly?
5 Did the village policeman find Jeff?

5 Read the scene in the dormitory again, discuss these questions in pairs and report to the class.

1 What is strange about the language the children use?
2 Why do you think they speak so?
3 Make a list of children's ideas about what happened to Jeff.
4 Do you share any of these ideas? Why? / Why not?
5 What do you think will happen to Jeff? Suggest your own idea.

6 Read the second part of the story and check whether any of your guesses were right.

It was the second night of his escape. Jeff was plodding through snow-covered fields, keeping close to the hedges for shelter. In his pockets he carried slices of bread and pieces of cheese he had smuggled out of the Home. He had been travelling by night to avoid detection, by day he had been sleeping in deserted barns where he ate stored apples. Best was sleeping in hayracks, which were lovely and warm. As he walked, head down into the wind, he was glad it was snowing as it had covered his tracks. He had travelled about a mile, when he hit dense hornbeam woods. This was the sort of cover he was looking for. The further in he went, the denser the woods became. He reached a point when the undergrowth was so thick it was hopeless to go further.

He was about to retrace his steps when he heard what he thought was a delicate, musical, tinkling sound. At first he thought it was sheep bells. The sound seemed to be coming to the right of him. He pushed along in its direction and came up against a massive growth of holly trees and bushes. The tinkling was a little louder and seemed to be coming from behind the holly. Bending down, he looked for a passage at the base of the growth, and there was *a* small aperture, large enough to crawl through. On hands and knees he travelled for some twenty yards. How long was this tunnel?

Another thirty yards, and he was beginning to think of turning back. His hands were starting to freeze through their contact with the snow, but then the bell gave an extra loud tinkle. It couldn't be more than a few yards away, he thought, and redoubled his efforts; then a gap, he crawled through it and stood up. The woods had suddenly stopped and there was an open space; about fifty yards away was a great, tall, red-brick house. There were no lights in it, save a red glow in one of the ground-floor rooms. Cautiously, he drew nearer. A lone barn owl twoo-whitted and flew silently across his path.

7 Read the second part again and answer these questions.

1 Was it difficult or easy for Jeff to travel? Find the words in the text to support your answer.
2 What did he eat? Where did he stay at night?
3 What did he do in order not to be seen?
4 What did he hear when he entered the forest?
5 Why did he decide to return while crawling through the tunnel? Why didn't he do this?
6 What did he finally find? What do you think he felt at that moment? Why?

GLOSSARY

plodding through — медленно пробираясь
for shelter — чтобы укрыться от ветра
smuggled out — украл
detection — обнаружение
deserted barns — заброшенные амбары
hayracks — стога сена
dense hornbeam woods — густые грабовые леса
undergrowth — подлесок
retrace his steps — вернуться по своим же следам
tinkling sound — звон колокольчика
holly — остролист
aperture — отверстие
There were no lights in it, save... — Он был не освещен, за исключением...
glow — свечение, отблеск
cautiously — осторожно

8 What do you think will happen next in the story?

- Exchange your ideas in pairs.

9 Read the last part of the story and check if any of your predictions were correct.

As Jeff drew closer to the building, he saw the source of the tinkling sound. It was a Chinese wind bell suspended in the porch. Cautiously, he mounted the steps to the great, front double doors which lay open before him. There was something *very* strange about this place. As he crossed the threshold, he noticed on the doormat, the words:

"WELCOME, ALL LITTLE CHILDREN"

He walked towards the room from where issued a red glow under the door. He looked through the keyhole — no one. Slowly and gently he turned the flowered porcelain doorknob and pushed the door open.

It was a large, comfortably furnished room with a magnificent coal fire in the grate that cast out a cosy roseate glow. On the wall a switch -- electric light! Cor! Listening for any sounds of life, he sat down by the fire and held his hands out to thaw them. His damp clothes started to steam. The snowing had stopped and the moon had come out sending shafts of silver-blue light through the oak trees. He didn't remember it, but he fell asleep. The next thing he remembered was the sound of a clock striking seven: it was morning!

Spike Milligan

GLOSSARY

Chinese wind bell — a hanging bell that rings when the wind blows

suspended — hanging up

mount — go up

threshold — doorway

doormat — коврик перед дверью

flowered porcelain doorknob -- расписная фарфоровая дверная ручка

roseate — pink

Cor! — Wow! (used when you are very surprised or impressed)

thaw — warm

shafts of light — beams of light

10 Look through the text again and answer these questions.

1 What kind of house was it? What words and expressions are used to describe it?
2 What words show that Jeff was surprised to see an electric switch on the wall? Why do you think he was so surprised?
3 Do you think that there should be someone in the house? What makes you think so?
4 What do you think made the house so strange?

11 What do you think of the main character of the story?

- Tick the adjectives that describe Jeff's personality. Explain your choice.
- What would you do if you were in Jeff's shoes?
- Would you like to have a friend like Jeff? Why? / Why not?

cheerful ☐
honest ☐
energetic ☐
daring ☐
intelligent EH
observant ☐
strong ☐
curious ☐

Extensive reading 3

1 Have you ever helped anyone in a difficult situation?

- Use these questions to tell a short story about it.

1 Who did you help?
2 What did you do?
3 Was it a success?

2 Read the beginning of the story and answer the questions below.

ALIENS DON'T EAT BACON SANDWICHES

My brother Dan has been making his own bacon sandwiches since he was ten years old. It's not that he likes cooking that much — it's just that no-one else knows how to make the perfect bacon sandwich. He'd get everything ready by the cooker first. Bacon, bread, tomatoes, ketchup, sharp knife. The bacon had to be fried fast, so it was crisp but not dried up. He'd lay it on one slice of soft white bread, smear it with ketchup, cover it with tomato slices, and then clap a matching white slice on top. Then he'd bite into it while the bacon was hot and the fat was soaking into the bread. Dad used to say that Dan would go to Mars and back if he thought there'd be a bacon sandwich at the end of it. Don't forget this. The bacon sandwich is important.

Then there was the portable telephone. We should never have bought it, Mum said. I mean, I like talking to my friends on the phone, but Dan was something else. He was never off it. When he came in from school he'd pick up the phone right away and call someone he'd only been talking to half an hour before. And they'd talk and talk and talk. Sometimes Mum would come in and stand there tapping her watch or mouthing "phone bill!" at him, but it never seemed to make much difference. Dan was a phone addict. I was cleaning my bike in the garden one day, and Mum and her friend Susie were talking about telephones and big bills and teenage kids. Susie said, "It's all right as long as you realise that teenagers aren't people at all really. They're aliens from outer space. That's why they spend all their time on the phone. They have to keep in contact with other aliens who come from the same planet."

GLOSSARY

crisp *ad)* — хрустящии
smear [smɪə] *v* — намазывать
slices *n* — ломтики
portable *adj* — переносной
He was never off it. — ОН никогда не прекращал разговаривать.
tap — hit lightly on something

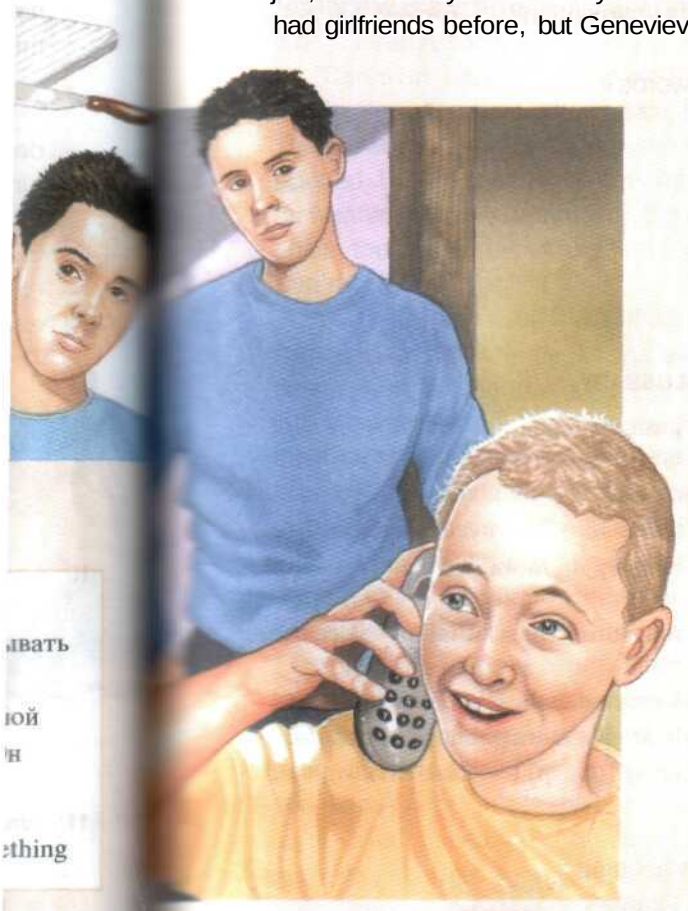
1 Who tells the story? How old is he / she?
2 What kind of family is this? How many people are there in the family?
3 What was Dan always doing at home? Why was Mum not pleased with this habit?
4 Was Susie serious when she said that teenagers were aliens from space? Why did she say this?

3 Answer these questions in pairs.

1 Does the description in the text make you want to eat this sandwich? Why? / Why not?
2 Can you make a sandwich for yourself? Would you make it the same way?
3 Describe your favourite sandwich.
4 Why do you think the bacon sandwich is important for the story?
5 How much do you talk on the phone? Is it important for you?
6 Is it expensive for your family? Do your relatives approve of this?
7 What are aliens? Can you describe them?
8 Do you sometimes feel you are an alien? Why?

4 Read the next part of the story and answer the questions.

...Dan was fifteen and a half, and I was almost eleven. You wouldn't think we'd be friends as well as brothers, but we always had been. Dan told me things he'd never tell Mum. He knew I'd never grass on him. And if something made him sad he could tell me that too. He had a music centre for his fifteenth birthday, much better than the one downstairs in the sitting room. He'd lie on his bed and I'd lie on the floor and we'd listen to his music and he'd tell me about what was going on with his friends; not all of it, but some. Enough. Dan had a Saturday job, so he always had money. And he'd talk to me about Genevieve. He knew I liked her. He'd had girlfriends before, but Genevieve was different.



That was another clue I didn't pick up straightaway. It was about five o'clock and Dan and I were home from school, but Mum wasn't back yet. The phone rang and I answered it. It was Genevieve.

Dan's voice was cold and irritated. I couldn't believe I was hearing him right. "I wish she'd stop bothering me," he said.

"What?"

"You heard. I said I wish she'd stop bothering me. That girl really bugs me. If she calls again, say you don't know when I'll be back. No. Never mind. I'll take the phone."

He held his hand out for it. Darkness looked out of his eyes, and blankness. There was no Dan there at all. He took the phone and held it up as if he was going to dial straightaway. The silver antenna poked out at the side of his head. I felt a shiver go through me. The antenna. Dan's dead eyes. Something scratched at the back of my mind, wanting to be let in:

"That's why they spend all their time on the phone, so they can keep in touch with all the other aliens..."

I stared at Dan and he stared back at me. Mocking, as if he knew something I didn't. And in away... almost frightening. And then I heard Mum's key go into the front door lock.

Dan stopped looking at me. By the time Mum called hello to us, he was already on his way up the stairs, calling back "Homework" as he went. That was strange, too. Dan usually made Mum a cup of coffee when she got in from work. His bedroom door banged with the sort of bang that tells everyone else to keep out. I waited to hear the music; Dan always turned on his music as soon as he got into his room. But nothing happened. It was absolutely silent, as if there was no Dan in there at all.

That was the first evening Dan didn't eat supper.

1 Were the brothers real friends? How do you know?
2 What happened one day?
3 Why did Dan's behaviour surprise Tony?
4 Have you got older or younger siblings? Are you friends?

GLOSSARY

grass on somebody — донести На кого-либо
straightaway — immediately
lounge [laʊndʒ] *v* — stand or sit in a lazy way
bug somebody — annoy sb
blankness *n* — пустота
poke out *n* — высовываться
shiver [ˈʃɪvə] — дрожь
stare *v* — look at something or somebody for a long time without moving the eyes away
mock *v* — *(here)* make someone look stupid

5 **In pairs look through both parts of the story and find out how Dan has changed.**

- Put your notes in this table.

Dan as he used to be	Dan now
liked to listen to music	stayed in a silent room

1 What do you think the reason for this change is?
2 Do you think Dan is really turning into an alien or is it only his brother's imagination? Give reasons for your answer.
3 How does Tony react to these changes? What are his feelings? Find words in the texts to support your opinion.

6 **What do you think will happen next in the story?**

* Discuss possible development of the story in pairs and make notes.

7 **Read the final part of the story and answer the questions below.**

...The kitchen door opened. Dan walked slowly, as if he was pushing through something heavy. His face was pale, and it wasn't smooth and hard any more, the way it had been the past three days. It looked crumpled, as if he was trying to remember something.

"Your sandwich is nearly ready," I said. I took the bacon off the heat, slid the slices out of the pan and laid them across the bread. I layered on the tomato and squeezed out just the right amount of ketchup. Then I cut the sandwich in half. Dan watched me all the time. I lifted my half, and took a bite. I saw him lick his lips, but he was shivering, as if he felt cold. And things were moving behind his eyes, as if they were fighting for space there.

"Dan," I said. "Your sandwich is getting cold."

His hands had dropped to his sides. They looked heavy. He didn't have the strength even to lift his hands, because all his strength was going into that fight inside him, between the Dan who was my brother and the stranger who wanted to make his home inside my brother's body. And that stranger was hanging on, tooth and claw. It wasn't going to let go easily. I knew now for sure that it was nothing human that was looking at me out of Dan's eyes. It had come from far away, and all it cared about was its resting-place. It was here for a purpose. It didn't care for Dan, or me or any of us. All it cared about was what it needed. Dan would never eat or sleep again if it had its way.

"Dan," I said again. It felt as if his name was all I had. I came up close to him with his half of the sandwich still in my hand. He backed off a step or two, but then he didn't go any farther. I knew it was the real Dan who wanted to stay.

Suddenly I remembered something from far back, when I was sick with tonsillitis, not long after Dad died. It was when I was about six, I think. I had to take medicine four times a day, and I hated it. I used to press my lips tight shut and Mum couldn't make me swallow it. Then Dan took the spoon. He didn't seem worried, like Mum, and he didn't have any doubt that I'd open my mouth. He just put the spoon near my lips, without trying to push it into

GLOSSARY

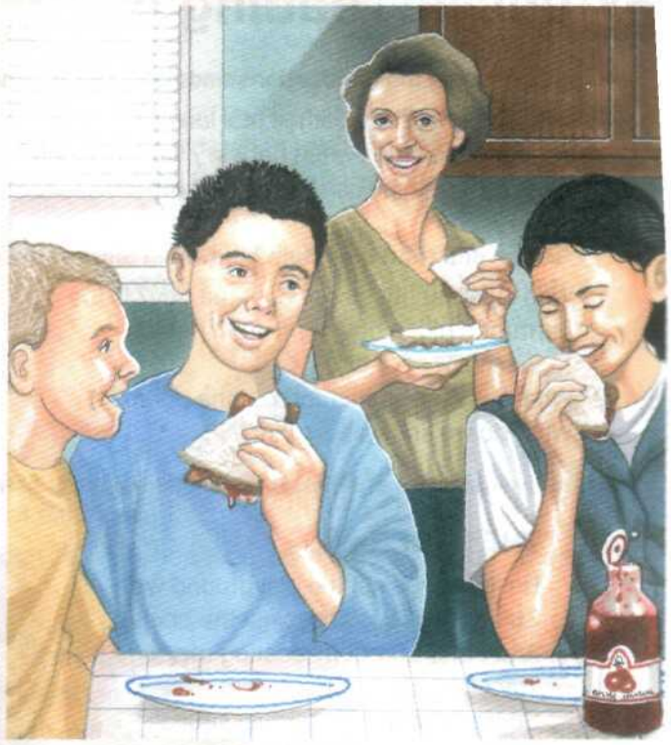
push through ['pʊʃ 'θru:] v — проталкиваться, пробиваться
crumpled — печальный
take a bite — откусить кусок
hanging on tooth and claw — цепляясь зубами и когтями
tonsillitis [ˌtɒnsɪ'laɪtɪs] *n* — воспаление миндалин
Come on, babes. — flasaii, детка.
beat up a storm — идти против ветра
grasp [gra:sp] *v* — схватить

my mouth, and he said, "Come on, babes. Do it for me." And I did, every time, four times a day till I was better. The words had been like magic to me then, when I was a little kid. Would they work now? Could they be the one thing that would bring Dan back and help him to fight off that powerful and lonely thing which had come to make its home in him?

I held the bacon sandwich up to Dan's mouth. His face was sweaty and he was breathing hard, as if he'd been running a long way.

"Come on, babes," I whispered. "Do it for me."

I held my breath. I said it again, but silently. Then, like something in slow motion, Dan's mouth opened. I could see how hungry he was. How much he wanted to come home. I felt the electric prickle again, the one I'd felt when I first tried to open Dan's door.



It was stronger now. It was trying to beat up a storm. It was fighting me, as well as Dan. But this time it wasn't going to win. Dan bit down. He bit into the white bread, the bacon which was still hot, the juicy tomato. I saw the marks of his teeth in the bread. He chewed; and he swallowed the bacon sandwich. Then I looked at him and it was like looking at a house where all the lights have come on at once after it's been empty for a long time. His hands weren't heavy any more. He grasped the sandwich, bit again, and in a minute he'd finished it.

"You going to make me another, Tony, or have I got to show you how the man from the army makes a bacon sandwich?" he asked, and he smiled.

I didn't even jump when Mum opened the kitchen door. I knew it was her, not the thing which had been here and which was gone now, away through lonely space and places I couldn't begin to imagine, looking for somewhere else to make its home. Mum pulled the cotton wool out of her ears. "You boys," she said. "I should have known. I was dreaming about bacon sandwiches."

Helen Dunmore

1 What did Dan look like when he entered the kitchen? Why?
2 Why did Tony cut the sandwich in two parts?
3 Why do you think the description of the process of making a sandwich is so detailed?
4 Was Dan's problem a serious one? How do you know?
5 What episode from his early childhood did Tony recall?
6 How did Tony make Dan eat the sandwich?
7 What was it that saved Dan?

8 Choose one of the questions for your group and discuss it.

- Make notes of your discussion and report the results back to the class.

1 What do you think this story is about?
2 In what way are teenagers aliens from space?
3 How would you explain what happened with Dan?
4 Tell the story from Dan's point of view?
5 Have you ever felt like an alien? Who or what helped you to recover?
6 Does the title suit the story? Could you suggest your own title?

Extensive reading 5

1 Imagine there is a school where knights (рыцари) are trained.

* Think of

1 What sort of students would study there?
2 What sort of subjects would be taught?
3 What sort of teachers would work there?

2 Spot ten differences in the three pictures.

3a Read the beginning of the story and answer the questions.

1 Was Gawaine a good student? What was his problem? Explain in your own words.
2 What was the headmaster planning for Gawaine? Why?

THE FIFTY-FIRST DRAGON

Of all the pupils at the knight school Gawaine le Coeur-Hardy was among the least promising. He was tall and strongly built, but his instructors soon discovered that he lacked spirit. He would hide in the woods when the jousting class was called, although his companions and members of the faculty tried to bring in his better nature by shouting to him to come out and break his neck like a man. Gawaine refused to be enthusiastic. The Headmaster and the Assistant Professor of Pleasaunce were discussing the case one spring afternoon and the Assistant Professor could see no remedy but expulsion.

"No," said the headmaster, as he looked out at the purple hills which ringed the school, "I think I'll train him to kill dragons."

"He might be killed," said the Assistant Professor.

"So he might," replied the Headmaster brightly, but he added, "we must think of the greater good. We are responsible for the formation of this boy's character."

"Are the dragons particularly bad this year?" interrupted the Assistant Professor.

"I've never known them worse," replied the headmaster. "Up in the hills to the south last week they killed a number of peasants, two cows, and a prize pig. And if this dry weather holds they may start a forest fire simply by breathing around carelessly."

GLOSSARY

lack spirit — eMy недоставало моральной силы
jousting [ˈdʒaʊstɪŋ] – рыцарский поединок
Pleasaunce — удовольствие, радость
expulsion [ɪkˈspʌlʃən] — исключение
peasant [ˈpezənt] — крестьяни

3b Which of the characters do you find attractive? Why?

4a Read this part of the text and say which of the pictures in Ex. 2 it refers to.

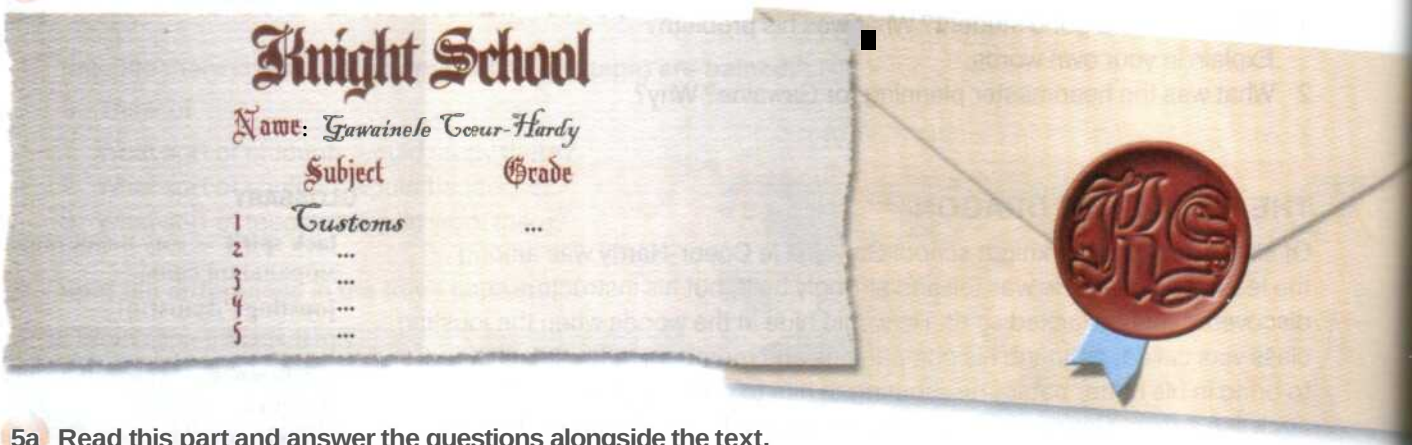
From that day on Gawaine specialized in dragons. His course included both theory and practice. In the morning there were long lectures on the history, anatomy, manners and customs of dragons. Gawaine did not do well in these studies. He had a marvelous gift for forgetting things. In the afternoon he did better, for then he would go down to the South Meadow and practice with a battle-axe. In this exercise he was truly impressive, for he had enormous strength as well as speed and grace. Old alumni say that it was thrilling to see Gawaine charging across the field toward the dummy paper dragon which had been set up for his practice. As he ran he would brandish his axe and shout, "A murrain on thee!" or some other bit of campus slang. It never took him more than one stroke to behead the dummy dragon.

Slowly his task was made more difficult. Paper gave way to papier-maché and finally to wood. By the end of June the Headmaster decided that it was time for the test. Only the night before a dragon had come close to the school grounds and had eaten some of the lettuce from the garden. The faculty decided that Gawaine was ready. They gave him a diploma and a new battle-axe and the Headmaster invited him to a private conference.

GLOSSARY

customs — обычаи
alumni [əˈlʌmnaɪ] – бывшие студенты, выпускники
brandish — угрожающе размахивать оружием
campus — территория университета, колледжа
papier-mache [ˌpæpɪeɪ ˈmæʃeɪ] — папье-маше
A **murrain on thee!** – Чума тебя забери!

4b Look through the text in Ex. 4a again and fill in Gawaine's school report.



Knight School

Name: Gawaine le Cœur-Hardy

	Subject	Grade
1	Customs	...
2	...	
3	...	
4	...	
5	...	

5a Read this part and answer the questions alongside the text.

"You have learned the theories of life," said the Headmaster, "but life is not a matter of theories. Life is a matter of facts. Even though they are hard and sometimes unpleasant. Your problem, for example, is to kill dragons."

"They say that those dragons down in the south wood are five hundred feet long," said Gawaine, shyly.

"Stuff and nonsense!" said the Headmaster. "The curate saw one last week from the top of Arthur's Hill. The dragon was sunning himself down in the valley. He said the monster — or shall I say, the big lizard? — wasn't an inch over two hundred feet. But the size is not important. You'll find the big ones even easier than the little ones. They're slower on their feet and less aggressive, I'm told."

Gawaine seemed dangerously close to his old habit of whimpering. The Headmaster reassured him: "Don't worry; I'll give you a magic word. All you have to do is to repeat this magic charm once and no dragon can possibly harm a hair on your head. You can cut off his head at your leisure."

"A short word," suggested Gawaine.

The Headmaster took a heavy book from the shelf behind his desk and began to run through it. "Here's a splendid magic word: 'Rumplesnitz.' Do you think you can learn that?"

Gawaine tried and in an hour or so he seemed to have the word well in hand. Again and again he interrupted the lesson to inquire, "And if I say 'Rumplesnitz' the dragon can't possibly hurt me?" And always the Headmaster replied, "If you only say 'Rumplesnitz,' you are safe."

GLOSSARY

Stuff and nonsense! — Чепуха!
curate [ˈkjʊərɪt] — священник, викарий
inch — flioHM
whimper — хныкать

1 Do you think the Headmaster had much personal experience with dragons? Why?
2 Why did Gawain want a *short* word?
3 Which of the adjectives does NOT describe Gawaine?
   a) brave
   b) intelligent
   c) strong?

5b Choose one of the words to describe the story: a) heroic, b) ironic, c) comic, d) romantic.

- Give reasons for your choice.

6 Read this part and say if the description of the dragon shows a dangerous creature or not.

* Explain why you think so.

Toward morning Gawaine was ready to start his career. At daybreak the Headmaster saw him to the edge of the forest and pointed him to the direction in which he should go. About a mile away to the southwest a cloud of steam hung over an open meadow.

No sooner had he come to the fringe of the meadow than the dragon saw him and began to charge. It was a large dragon and yet it seemed decidedly aggressive. As the dragon charged it released huge clouds of hissing steam. It was almost as if a gigantic teapot had gone mad. The dragon came forward so fast and Gawaine was so frightened that he had time to say "Rumplesnitz" only once. As he said it, he swung his battle-axe and off popped the head of the dragon. Gawaine thought that it was even easier to kill a real dragon than a wooden one if only you said "Rumplesnitz". Gawaine brought the ears home. His schoolmates and faculty made much of him, but the headmaster wisely kept him from being spoiled by making him go on with his work.

Every clear day Gawaine rose at dawn and went out to kill dragons. The headmaster kept him at home when it rained, because he said the woods were damp and unhealthy at such times and that he didn't want the boy to run needless risks. Few good days passed in which Gawaine didn't get a dragon. On one particularly fortunate day he killed three.

GLOSSARY

record — list of facts known about someone's behaviour

fall into a habit of — приобрести дурную привычку

sluggish — вялый

chest — the front part of your body between your neck and your stomach

7 Read and say what discovery Gawaine made with the fiftieth dragon.

As Gawaine's record of killings became longer, the Headmaster found it impossible to keep him completely in hand. He fell into the habit of stealing out at night and engaging in long drinking bouts at the village tavern.

It was after such a debauch that he rose a little before dawn one fine August morning and started out after his fiftieth dragon. His head was heavy and his mind sluggish. He was heavy in other respects as well, for he had adopted the somewhat vulgar practice of wearing medals, ribbons and all, when he went out dragon hunting. The decorations began on his chest and ran all the way down to his stomach. They must have weighed at least eight pounds.

Gawaine found a dragon in the same meadow where he had killed the first one. It was a fair-sized dragon, but evidently an old one. Much to the boy's disgust, the monster wouldn't charge and Gawaine had to walk toward him. He whistled as he went. The dragon looked at him hopelessly. Of course he had heard of Gawaine. Gawaine raised the battle-axe and suddenly lowered it again. He had grown very pale and he trembled. The dragon suspected a trick. "What's the matter?" it asked, with false care.

"I've forgotten the magic word," stammered Gawaine.

"What a pity," said the dragon. "So that was the secret."

With the last word of the joke the dragon drew back his head and struck. In that second there flashed into the mind of Gawaine the magic word "Rumplesnitz", but there was no time to say it. There was time only to strike and, without a word, Gawaine met the dragon. He put all his back and shoulders into it. The impact was terrific and the head of the dragon flew away with almost a hundred yards.

Gawaine did not remain frightened very long after the death of the dragon. He wondered. He was enormously puzzled. He cut of the ears of the monster almost in a trance. Again and again he thought to himself, "I didn't say 'Rumplesnitz'!" He was sure of that and yet there was no question that he had killed the dragon. All the way back to the knight school he kept thinking about what had happened. He went to the Headmaster immediately and after closing the door told him what had happened. "I didn't say 'Rumplesnitz'," he explained.

The Headmaster laughed. "I'm glad you've found out," he said. "It makes you ever so much more of hero. Don't you see that? Now you know that it was you who killed all these dragons and not that foolish little word 'Rumplesnitz'."

Gawaine frowned. "Then it wasn't a magic word after all?" he asked.

"Of course not," said the Headmaster, "you ought to be too old for such foolishness. There isn't such a thing as a magic word."

The next day was clear, but Gawaine did not get up at dawn. Indeed it was almost noon when the headmaster found him covering in bed, with the clothes pulled over his head. The principal called the assistant Professor of Pleasaunce, and together they dragged the boy toward the forest.

"He'll be all right as soon as he gets a couple more dragons," explained the headmaster.

The Assistant Professor of Pleasaunce agreed. "It would be a shame to stop such a fine run," he said. "Why, counting that one yesterday, he's killed fifty dragons."

They pushed the boy into a thicket above which hung a cloud of steam. It was quite *a* small dragon. But Gawaine did not come back that night or the next...

GLOSSARY

disgust — a very strong feeling of dislike that makes you almost sick

struck *past, past perfect* OT **strike** — hit someone or sth hard

8a Before reading the end of the story:

1 Review what sort of characters were Gawaine, the Headmaster and the Assistant Professor.
2 Review the "rules of the game", i.e. the kind of world the author created in this story.
3 Think of what might happen next with these characters and in this world.

8b Read the text and check your guess.

It was quite a small dragon. But Gawaine did not come back that night or the next. In fact, he never came back. Some weeks afterward brave spirits from the school explored the place, but they could find nothing to remind them of Gawaine except the metal part of his medals. Not even the ribbons.

The Headmaster and the Assistant Professor of Pleasaunce agreed that it would be just as well not to tell the school how Gawaine had achieved his record and still less how he came to die. They held that it might have a bad effect on school spirit. Accordingly, Gawaine has lived in the memory of the school as its greatest hero. No visitor can leave the building today without seeing a great shield which hangs on the wall of the dining hall. Fifty pairs of dragons' ears are mounted upon the shield and underneath in gilt letters is "Gawaine le Coeur-Hardy", followed by the simple inscription, "He killed fifty dragons." The record has never been equalled.

Heywood Brown

Grammar reference

UNIT 1

The indefinite article with intensifying words *what* and *such*

We use the indefinite article with intensifying words *what* and *such* if they are followed by countable nouns.

He is such a bore!
What a wonderful day we are having today!

A + what / such + N

Relative clauses with *who* and *which*

Sentences can be joined by putting *who* or *which* (relative pronouns) instead of *he, she, it or they. Who* is used for people, *which* is used for things.

I've got a friend. He collects postcards. → *I've got a friend who collects postcards.*
Did you see the letter? It arrived this evening. → *Did you see the letter which arrived this evening?*

UNIT 2

The indefinite article

The indefinite article is not usually used with uncountable nouns, and also with abstract nouns and nouns of material.

Ecology is the science of relations between organisms and their environment.
Pollution is very strong in the Azov Sea area.
Gold is very expensive.

The passive voice

The passive voice is formed with the verb to *be* in the proper form plus the *past participle* of the lexical verb.

be + Ved(3)

Tense	Structure	Example
Present simple	am / are / is + Ved(3)	*English is spoken in many countries.*
Present continuous	am / are / is + being + Ved(3)	*A new house is being built in our area.*
Present perfect	have / has + been + Ved(3)	*Has the letter been sent?*
Past simple	was / were + Ved(3)	*Matilda was written by Roald Dahl.*
Past continuous	was / were + being + Ved(3)	*We waited outside while the room was being cleaned.*
Past perfect	had been + Ved(3)	*By the time I came the dinner had been cooked.*
Future simple	will be + Ved(3)	*If we don't care about nature our planet will be severely polluted.*
Going to (future)	am / are / is + going to be + Ved(3)	*Who is going to be invited?*

The passive voice is used instead of the active in the following cases:

» when the doer of the action is unknown or unimportant

In the morning we found out that our favourite birch tree had been broken.

- when the result of the action is more important than the doer

The lake near my house has been polluted.

* to emphasise the doer

Matilda was written by Roald Dahl, not by Shakespeare.

Remember: In general, the passive voice is more common in written English than in spoken English.

The prepositions *by* and *until*

We use *by* to say "not later than"; we use *until to* say "up to the time when".

I hope that by 2010 everybody will have a computer of his or her own.
The doctor said that I should stay in bed until Friday.

The subordinate clauses of time with *until* and *by the time*

In subordinate clauses of time with *until* and *by the time* referring to the future the present tense is used.

By the time I am 40, people will invent good filters for plants and factories.
I'll wait until she brings us this encyclopaedia.

UNIT 3

Conditional 3

Conditional 3 is used to talk about the situations in the past that did not happen.

If ... had Ved(3), ... would have Ved(3) ... .
... would have Ved(3) ..., if ... had Ved(3) ... .

I didn't see Jack yesterday. If I had seen him, I would have told him about the party.
I would have told Jack about the party, if I had seen him yesterday. But I didn't see him.

Modal verbs for guesses and assurance

We use the modal verbs *must* and *can't* to express our guesses and disbelief. To say that we are sure that something is true we use *must V:*

Look at him! He must be very tired!

To say that we do not believe something we use *can't V:*

Look at her! She can't be thirteen years old already!

To talk about our guesses in the past must *have Ved(3)* is used:

Yesterday Sam worked hard. He must have been very tired.

To say that we do not believe that something happened we use *can't have Ved(3):*

Listen to her! She can't have studied the whole lesson in one day!

UNIT 4

Articles with geographical names

Without *the*	With *the*
* continents and islands • countries and states штати * cities, towns and villages e.g. *to Africa, near Corsica, in France, from California, in London*	• some names with *republic, kingdom, union, federation, states* держава e.g. *the Republic of Ireland, the United Kingdom of Great Britain and Northern Ireland, the Russian Federation* • names with *of,* e.g. *the Isle of Wight* « groups of islands, e.g. *the Bahamas* • plural names, e.g. *the Netherlands* • other exceptions, e.g. *the Hague, the Bronx*
• regions (with the name of the country), e.g. *Northern Ireland, Central America*	• regions without the name of the country e.g. *in the north, the Middle East*
* mountains, e.g. *Mount Everest*	• mountain ranges, e.g. *the Urals*
• lakes, e.g. *Lake Baikal*	* rivers, seas, oceans and canals e.g. *the Thames, the Black Sea, the Atlantic Ocean*

Articles in texts

The indefinite article **a/an** is used:

- when we want to say *one of many* or give an example of a class

  He is a good engineer.
  There is a tall building at the end of the street.

- when we introduce a countable noun for the first time

  Russia has a great tradition of folk music. The music is now becoming popular again.

The definite article *the* is used:

- when we know which one because it has been introduced before

  Russia has produced a singer, who is becoming more and more popular. The singer has unique abilities.

- when the object is unique (or unique in the context)

  The sun was shining brightly in the sky.
  The engine was making a terrible noise.

- usually in phrases with *of* when we mean one specific thing

  the mouth of the stream, the direction of Russian music

No (zero) article is used:

» when we make generalisations

...according to music critics...
Cars pollute the air we breathe.

Present perfect continuous vs. present perfect simple.

Both tenses link the past and present but the emphasis is different: the present perfect continuous emphasises duration, whereas the present perfect simple emphasises completion.

Present perfect **continuous**	Present perfect simple
• to speak about actions that naturally have duration, especially with *for* and *since* *I've been learning English for five years.* *They've been dancing all night!*	• to speak about actions that are naturally short (without duration) *Oh, no! I've forgotten to bring my essay!* *He has finished his work. Why don't we invite him out?*
• to speak about repeated actions in the past connected to the present *I've been going to the cinema a lot lately.* *She has been having headaches recently.*	• with "state" verbs although they describe "long" actions *I've known him since my childhood.* *She has had this car for three years.*
• to describe activities and to answer a question about how you have spent your time - *What have you been doing today?* - *I've been cleaning my room.*	9 to describe results and to answer a question about what you have achieved - *What have you done today?* — *I've cleaned my room.*
• to say how long you have been doing something *I've been reading this book for three hours.*	• to say how much you have done *I've read 100 pages so far.*

UNIT 6

Relative pronouns

- We use *which / that* to give information about things.
  This is the book which / that I told you about.
- We use *who / that* to give information about people.
  James is my friend who / that I told you about.
- We use *whose* to give information about possessions.
  That's the man whose car has been stolen.
- We use *where* to give information about places.
  This is the cafe where we often have lunch.
- We use *when* to give information about times.
  I will never forget the day when I first met my wife.

Defining relative clauses

If a relative clause gives us necessary information about a thing / person it is *defining* and there are no commas. Such a clause cannot be omitted as without it the sentence will have no sense.

Have you brought the book that I gave you yesterday? (The relative clause defines which book.)

In this case the relative pronoun can be omitted:

Have you brought the book I gave you yesterday?

Non-defining relative clauses

If a relative clause gives us extra information about a thing / person it is *non-defining* and there are commas. Such relative clauses can be omitted and the sentence will still make sense.

Tanya, who is the same age as me. has decided to become a programmer.
My friend has agreed to help me with chemistry, which is very kind of him.

In this case relative pronouns cannot be omitted. You cannot use *that* in non-defining relative clauses.

The present perfect vs. present simple

Present perfect	Past simple
• to speak about actions that happened in the past but are linked to the present; we don't know or are not interested in the time when these actions happened *I've left the car keys at home.* (I can't get into my car *as a* result.)	• to speak about actions that are completely in the past; the time when actions happened is often stated or understood *I left the car keys at home yesterday and could not get into my car.* (There is no link to the present.)
• to give news about recent events *Our local basketball team has won the country championship.* To give further details of the news we use the past simple.	• to speak about actions in the past which happened one after the other *He came home, saw the letter on the kitchen table and opened it immediately.*

UNIT 7

Conjunctions *either... or..., neither... nor...*

- We use *either... or...* to speak about the choice between two possibilities.
  You can either come with me or go home.
- We use *neither... nor...* to join two negative ideas.
  This activity is neither exciting nor safe.
- In formal style the verbs in the sentence agree with the last noun.
  Neither Katy nor her sister was at home.
- In less formal style it is possible to say:
  Neither Katya nor her sister were at home.

Future continuous vs future perfect

Future continuous	Future perfect
• to speak about actions in progress at a particular time in the future *I will be taking my driving test at 2 a.m. tomorrow.* *Next month we will be doing a Spanish course.*	• to speak about actions that will be completed before a particular time in the future *I will have finished writing this composition in an hour.* *By the end of this year I will have changed my job.*

Verbs and dislikes

[Ɜиʒ] чувственное отвращение не любить.

We use *Ving after* the verbs *enjoy, love, hate, loathe, don't mind, can't stand* to talk about likes or dislikes.

I enjoy reading books.
I hate climbing mountains.

Preferences

We use *I'd prefer + to-infinitive* and *I'd rather + bare infinitive* (the infinitive without *to*, as in *must* do) to speak about preferences.

Would you like to go by car? — I'd prefer to walk.
How about going to the cinema? — I'd rather stay at home.

We also use *prefer* to express preferences.

I prefer tea to coffee.

UNIT 8

It's (not) worth + Ving

We *use It's (not) worth + Ving* to say that someone should give the time or money needed to do something because they will gain something useful.

It's worth putting an ad in the local paper.
Don't get angry, it's not worth it!

Intentions and plans

We use:

» the future simple *(will + bare infinitive)* to speak about firm intentions or plans

A school meeting will be held next Tuesday.

- the future simple *(will + bare infinitive)* to express hopes, promises, predictions

We hope young people will come to our new museum.
We will do our best to improve the service in the school canteen.
I think this new club will be very popular in the area.

- *be going + infinitive* to speak about intentions and plans

We are going to introduce a new language course in our school.

- *want + to-infinitive, intend + to-infinitive, plan + to-infinitive* to speak about plans and intentions

We want to open a new sports centre here.
We intend to make it affordable for young people.
We plan to invite well-qualified instructors to work in it.

UNIT 9

Infinitive of purpose

The *infinitive of purpose* can be used to talk about a person's purpose, i.e. why somebody does something.

I am going to the library to borrow the book I need.
I often write things down to remember them.

In order to... and so as to... are common before *be, know* and *have* and before other verbs in a more formal style.

I got up early in order to be on time for the train.
I came to America so as to know more about American culture.

In negative sentences we normally use *in order not to...* or so as *not to...* (but not *not to* alone).

She took an umbrella in order not to get wet.
I spoke quietly so as not to wake my mum up.

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been (быть)
become	became	become (становиться)
begin	began	begun (начинать)
beat	beat	beaten (6mb)
break	broke	broken (ломать, разбивать)
bring	brought	brought (приносить)
build	built	built (строить)
buy	bought	bought (покупать)
catch	caught	caught (ловить)
choose	chose	chosen (выбирать)
come	came	come (приходить)
cost	cost	cost (стоить)
cut	cut	cut (резать, рубить)
do	did	done (делать)
draw	drew	drawn (рисовать)
dream	dreamt / dreamed	dreamt / dreamed (видеть сон, мечтать)
drink	drank	drunk (пить)
drive	drove	driven (вести)
eat	ate	eaten (есть)
fall	fell	fallen (падать)
feed	fed	fed (кормить)
feel	felt	felt (чувствовать)
fight	fought	fought (драться, бороться, ссориться)
find	found	found (находить)
fly	flew	flown (летать)
forget	forgot	forgotten (забывать)
get	got	got (получать, попадать, добираться, etc)
give	gave	given (давать)
go	went	gone (идти)
grow	grew	grown (расти, выращивать)
hang	hung	hung (висеть, вешать)
have	had	had (иметь)
hear	heard	heard (слышать)
hurt	hurt	hurt (причинять боль, болеть)
keep	kept	kept (хранить, держать)

Infinitive	Past simple	Past participle
know	knew	known (знать)
learn	learnt / learned	learnt / learned (учить, узнавать)
leave	left	left (оставлять, покидать)
let	let	let (позволять)
lose	lost	lost (терять)
make	made	made (делать)
meet	met	met (встречать)
pay	paid	paid (платить)
put	put	put (класть)
read	read	read (читать)
ride	rode	ridden (ехать верхом)
ring	rang	rung (звонить)
run	ran	run (бежать)
say	said	said (говорить)
see	saw	seen (видеть)
sell	sold	sold (продавать)
send	sent	sent (посылать)
sit	sat	sat (сидеть)
show	showed	shown (показывать)
smell	smelt	smelt (пахнуть, чувствовать запах. нюхать)
speak	spoke	spoken (разговаривать)
spend	spent	spent (тратить)
stand	stood	stood (стоять)
steal	stole	stolen (красть)
sweep	swept	swept (подметать)
swim	swam	swum (плавать)
take	took	taken (брать)
teach	taught	taught (учить)
tear	tore	torn (рвать, разрывать)
tell	told	told (рассказывать)
think	thought	thought (думать)
throw	threw	thrown (бросать)
understand	understood	understood (понимать)
wake	woke	woken (просыпаться, будить)
wear	wore	worn (носить — *об одежде*)
win	won	won (побеждать, выигрывать)
write	wrote	written (писать)

List of active vocabulary

UNIT 1

Lessons 1-2

arrogant *(adj)*
cruel *(adj)*
enormous *(adj)*
fragile *(adj)*
lovely *(adj)*
muscular *(adj)*
obstinate *(adj)*
odd *(adj)*
oval *(adj)*
overweight *(adj)*
plain *(adj)*
plump *(adj)*
skinny *(adj)*
slim *(adj)*
square *(adj)*
wavy *(adj)*

Lessons 3-4

bore fn;
chatty *(adj)*
bossy *(adj)*
easy to get along with *(v)*
(self) confident *(adj)*
cheerful *(adj)*
gentle *(adj)*
helpful *(adj)*
let sb down fpnr *v)*
loyal *(adj)*
reliable *(adj)*
socialise *(v)*
sporty *(adj)*
witty *(adj)*

Lesson 5

admire f*v)*
quite *(adj)*
rather *(adj)*
respect f*v)*
so *(adj)*
such *(adj)*
what *(adj)*

UNIT 2

Lessons 1-2

affect *(v)*
car fumes
cause *(v, n)*
damage f*v, n)*
global warming fn;
poisonous chemicals
pour *(v)*
put at risk f*v)*
release f*v)*
threat fn;
threaten fv;
waste f*v,* n;

Lesson 3

garbage fn;
litter fn;
rubbish fn;
trash fn;
waste fn;

Lessons 4-5

dump *(v, n)*
fine f*v, n)*
recycle *(v)*
reduce f*v)*
refuse fv;
reuse f*v)*

UNIT 3

Lessons 1-2

distract sb from sth *(v)*
drop out *(phr v)*
enter a university
go to a university
fail an exam
further education college
go/be (deep) into sth fpnr *v)*
make progress
night school fn;
part-time job
school leaving certificate
study fn;
term f*n)*
(tight) schedule fn;

Lesson 3

comprehensive school fn;
core subject
majority fn;
optional subject
primary school fn;
secondary education
take a subject

UNIT 4

Lessons 4-5

appreciate *(v)*
appreciation fn;
challenge fn, *v)*
extreme fn, *adj)*
experience fn, *v)*
focus on sth f*v)*
frustrate f*v)*
frustration fn;
impress *(v)*
impression fn;
improve *(v)*
improvement fn;
unique *(adj)*
uniqueness fn;

UNIT 5

Lessons 1-2

accommodation fn;
a full range of
attraction fn;
impressive *(adj)*
magnificent *(adj)*
make a reservation
package tour fn;
picturesque *(adj)*
spectacular *(adj)*

Lesson 3

boarding card fn;
check-in desk
customs fn;
departure lounge fn;
duty-free store fn;
flight delay
gate fn;
terminal fn;

Lessons 4-5

available *(adj)*
bed and breakfast (B&B)
double room fn;
en suite *(adj)*
facilities *(n)*
full board fn;
single room fn;
triple room fn;

UNIT 6

Lesson 1

cartoonist *(n)*
correspondent *(n)*
editor *(n)*
journalist *(n)*
newsreader *(n)*
photographer *(n)*
reporter *(n)*

Lessons 3–4

cling (on to) *(v)*
hold (on to) *(v)*
paddle *(v)*
plunge (into) *(v)*
rescue *(v)*
slip *(v)*
swollen *(adj*

UNIT 7

Lesson 1

ability *(n)*
concentrate (on) *(v)*
concentration *(n)*
deal with people (well)
flexible *(adj)*
in a team
involve *(v)*
patient *(adj)*
perform in public
physical coordination
skill *(n)*
under pressure
work hard
work long hours

Lesson 2

follow in someone's footsteps *(v)*
follow the fashion
competitive *(adj)*

Lessons 3-4

benefit (of) *(n)*
career options
career prospects
do / have / get a degree
earn a good living
get into *(phrv)*
unemployed *(adj, n)*
work experience *(v)*

Lessons 5-6

appealing *(adj)*
challenging *(adj)*
eager *(adj)*
eagerness *(n)*
enthusiasm *(n)*
flexible *(adj)*
intuition *(n)*
monotonous *(adj)*
patience *(n)*
stimulating *(adj)*

UNIT 8

Lesson 1

audio guide *(n)*
do an educational quiz
guide *(n)*
have a ride
item *(n)*
queue *(n)*
quiz card *(n)*
scared *(adj)*
thrilled *(adj)*
ticket office *(n)*
visitor *(n)*

Lessons 2-3

Expressions with get:
get wet
get soaked
get ready
get lost
get cold
get ... of
get a shock
get on a horse
get out of
get there
get home
get a good laugh
get in touch with someone

Lesson 4

children's playground *(n)*
collection *(n)*
display *(n)*
exhibit *(n)*
information board *(n)*
interactive display *(n)*
picnic area *(n)*
souvenir shop *(n)*

UNIT 9

Lessons 4-5

appealing to the reader
can't put (sth) down
carries you away
depicts vividly
full of humour
zhighly *(adv)*

UNIT 10

Lesson 1

a good source of
cut out sth *(v)*
endurance *(n)*
fibre *(n)*
fitness *(n)*
give up *(phr v)*
go on a diet
lose / put on weight
muscles *(n)*
protein *(n)*
starch *(n)*
stretch *(v)*

Lesson 2-3

be rich in sth
contain *(v)*

Lessons 5-6

come to terms with sth *(v)*
compensate for sth *(v)*
cut out *(phr v)*
envious *(adj)*
get over *(phr v)*
out of control
pick on sb *(phr v)*
sacrifice *(n)*
taunt *(v, n)*

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