Lesson 1

1. It is believed that one of the most difficult questions is what you can say about your country. Do you agree with it? Why? What can you tell about your country? Use the following adjectives:

- beautiful
- wonderful
- fantastic
- important
- great
- marvellous
- unique
- brilliant
- unforgettable

2. Read the new words and word combinations and guess their meaning.

- **Attract** v — to attract attention, to attract people. The story has attracted a lot of interest from the media. The Village attracts a lot of tourists from different countries. **Attractive.**

- **Bore** v — to bore a person, something bores you. One can spend half a day there, it never bores. This film will bore its young audience. **Boring, bored, to be bored.**

- **Charming** adj — charming flowers, a charming girl. I enjoy charming sites and thrilling stories about them. In the middle of the park there is a charming lake.

- **Excite** v — to excite feelings, to excite imagination. So I did my best to excite my audience. The view really excites the visitors. **Exciting, excited, to get excited.**

- **Expense** n — travelling expense, at my expense, to spare no expense. On the Internet you can combine everything and you don’t need to go to great expense. I don’t know the prices as we dined at my friend’s expense. **Expenses.**

- **Fame** n — to make fame, international fame. Its fame goes around the world. It symbolizes the military fame of the country. **Famous.**

- **Fascinating** adj — a fascinating film, a fascinating book. It’s easy, you can see beautiful pictures and read fascinating stories on forums. This fascinating place attracts visitors from all over the world.

- **Magnificent** adj — a magnificent sight, a magnificent cathedral. I selected some photos with magnificent views. On the top of the hill one can enjoy a magnificent city view.
**Remind v** — remind somebody to do something, remind somebody about/of something. Such questions remind me about the greatness of my country. This song always reminds me of our first trip to London.

**Select v** — to select things, to select information. Usually I select a film about a country I'm interested in. Some excursions about the life of ethnic groups in Volga Region may be selected.

3. Match the words 1–10 with their synonyms a–j and write them down in your exercise book.

<table>
<thead>
<tr>
<th></th>
<th>1) attract</th>
<th>2) bore</th>
<th>3) charming</th>
<th>4) excite</th>
<th>5) expense</th>
<th>6) fame</th>
<th>7) fascinating</th>
<th>8) magnificent</th>
<th>9) remind</th>
<th>10) select</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>a) glory</td>
<td>b) marvellous</td>
<td>c) choose</td>
<td>d) breathtaking</td>
<td>e) disinterest</td>
<td>f) remember</td>
<td>g) money</td>
<td>h) interest</td>
<td>i) surprise</td>
<td>j) nice</td>
</tr>
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4. a) Listen to the four students and match their names with the best way to tell about their country (1–4).

- Ann: Personal experience
- Jane: Books
- Michael: Films
- Andrew: Internet

b) Say what the students have chosen and why.

5. a) Look at the pictures and say what the texts may be about.
b) Read the texts and say if you were right or wrong.

Helen: Saratov is known as a hospitable and multietnic city, a lot of nations have been living there in harmony since the ancient times. The city is famous for its open-air museum. The International Village represents 135 ethnics¹ living together and attracts tourists from different countries. This unique ethnographic museum has become one of the most famous sights of Saratov Region. This fascinating place reminds people of the importance to live together in peace and harmony.

Saratov, 26 June 2011

Margaret: In 2003 the idea to open the International Village in Saratov came to the mind of the leaders of the region's national cultural communities. The Russian traditional izba, built in the 19th century, was the first exhibit which appeared in the International Village. It was found in one of the villages of Saratov Region and then brought to the park. Behind the cottage there stood Mordovian and Armenian houses, and later a Georgian one. The interior decoration matches ethnocultural atmosphere of the Village. Today the Village has grown and now it consists of national courts, among which there is a Russian courtyard, Bashkir yurts, a Kazakh aul, a Mordovian farmstead², a Georgian house, an Armenian yard, a Ukrainian homestead³, a Belarusian town house, an Uzbek kishlak, a Tatar compound⁴, Dagestan, Korean, Azerbaijani courts and a German house. One can spend half a day there, it never bores. You have a chance not only to see the national items of everyday life and clothes, but also listen to the folklore of the presented nations and ethnics. You can also select some excursions about the life of ethnic groups in Volga Region.

Saratov, 17 September 2012

Antony: From the Soviet times until 1991, Saratov was a "closed city", strictly off limits to all foreigners. Situated on the Volga River, this was a major military aircraft manufacturing site, the home of the first man in space, Yuri Gagarin, and a vital part of the Soviet space project. Nowadays you can see a lot of military stuff in Victory Park. At the entrance you can see a train that served as a field hospital during World War II and further all kinds of tanks, cannons, agricultural tractors and so on. You can also taste delicious cuisine belonging to different nationalities that live in Saratov in one of the restaurants. I don't know the prices as we dined at my friend's expense. On the top of the hill there is a charming "Cranes" monument which really excites the visitors. At the bottom of the hill there is an Eternal Fire in memory to all unknown soldiers who died during the war. It symbolizes the military fame of the country.

Saratov, 30 May 2013

¹ ethnics — представители этнической группы
² farmstead — подворье
³ homestead — хутор
⁴ compound — поселение
6. a) Answer the questions.

1. Why is Saratov called a multiethnic city?
2. Where can you get to know multiethnic culture of the region?
3. When was the International Village opened?
4. What can be seen there?
5. Why was Saratov a "closed city" until 1991?
6. What can you see in Victory Park?
7. Where is the Cranes monument situated?
8. What does the Eternal Fire Symbolize?

7. b) Compare the visitors' notes (Exercise 5b). Say what they have in common and what information is different. Complete the sentences.

1. In Helen’s opinion, the most fascinating place in Saratov is ...
2. Margaret says tourists can select ...
3. The Eternal Fire burning in Victory Park reminds people ...
4. You can enjoy the magnificent view of the city from ...
5. According to Antony, the most charming place in Saratov is ...

8. Emily and her friend visited Saratov a year ago. Read her notes on the forum and put the words in the correct form.

It's a nice and the most ... park in Saratov. It used to be Gorky Park, but was renamed "U Lukomorya" to remind of Pushkin’s poem “Ruslan and Ludmila”. It has a ... pond, roller-coasters, merry-go-rounds like most amusement parks. You'll never be ... there. It is ... that they have a bridge full of lockers locked on its sides. It has become a tradition for married couples to hang locks there and throw keys into the river.

It sounds ..., doesn’t it?
There is a great ... of lockers there. We joked with my friend saying that when people divorce in a year they dive, find the key, ... the locker and carry it back home.

Indeed, nobody does it! At the ... there is a nice Italian restaurant that offers very tasteful and not ... pizza.

8. Work in groups. Discuss the best way to tell foreigners about your country. Present your point of view.
9. Think about an ethnic point representing the people living in your region and write an advertisement (10 sentences) which can attract tourists to this place.

Useful Language
attract, bore, charming, exciting, expensive, famous, fascinating, magnificent, remind, select

Homework

Lesson 2

1. What types of excursions do you know? Look at the pictures and read the types of excursions travel agency “James Cook” offers. Say what kind of excursion you would recommend to each place and why.

James Cook

- Hop-on/Hop-off Tour
- Historic Tour
- Literary Tour
- Ecological Tour
- Art Tour

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2. Do you remember the rules of writing personal letters in English? Read Mike's letter and say what parts it has, explain its structure.

Dear Alex,

Thank you for your letter. Nice to hear from you again.

Sorry for not writing earlier, I was busy at school. It's great you had a chance to visit Pushkin's places in Moscow. I always find literary excursions exciting. You know I've been to Moscow twice but have never had a chance to visit Pushkin's flat in Arbat.

You asked me about the excursions I prefer. Perhaps hop-on hop-off if it's a new place or a literary tour because I can learn some fascinating facts which can seldom be found in the books.

How are you doing? What are your plans for winter holidays? Where are you going?

I've won the English Literature Contest and my school is going to send me to Moscow for two weeks in January. It'll be great if we can meet.

Well, I have to go now, Father is calling.

Hope to hear from you soon.

Best wishes,

Mike

3. Work in pairs. Make up a dialogue between Alex and Mike, who are discussing Mike's staying in Russia. Invite Mike to your city and offer different excursions about it.

4. Listen to Jane and Ann's conversation. Say where they are going to spend their weekend and why.

5. Listen to the conversation again (Exercise 4) and say if the statements are true, false or not stated.

1. Sheremetev's country house was the first summer country estate of the Russian nobility.
2. The Russian Museum of Ceramics is situated in Kuskovo.
3. Ann doesn't like art at all.
4. Jane has been to Kuskovo several times.
5. "Alenkiy Tsvetochek" was written in Abramtevo.
6. Lots of famous artists lived and worked in Abramtevo in Aksakov's time.
7. Jane knew that Serov painted his "Girl with Peaches" in Abramtevo.
8. The girls selected the place which could excite both of them.
A The Dormition Church was begun in the 1780s by Pushkin’s grandfather, Lev Alexandrovich Pushkin, who died before it was completed. Construction was continued in 1791 by Pushkin’s grandmother, Oiga Vasilievna Pushkina, who brought this large project to its consecration in October 1799 — the same year the great poet was born.

B In the 19th century, the region experienced the difficulties of famine and troubles with agriculture.

C This is the time of year that Pushkin loved above all.

D These unexpected events led to a period of creativity known as the “Boldino autumn.”

E Recent tests suggest that the lower log courses of the main structure date at least to the early 19th century and thus would have existed during Pushkin’s visits to the house in the 1830s.

**Boldino - The Experience of Your Lifetime**

Are you fond of literature? History? Art? Then Boldino is the place you must visit!

Boldino is situated in the south-eastern part of Nizhny Novgorod Region. Bolshoe Boldino (the official name of the small town) and its surrounding region have a rich history. They have been witness to dramatic events such as Ivan the Terrible’s campaign against Kazan in 1552 and the Pugachev rebellion in 1774. 1) ... In the 20th century Boldino suffered greatly during the world wars.

For those who love Russian culture, the village of Boldino will always be associated with the genius of the great Russian writer Alexander Pushkin. Having come to his family estate at Boldino on business in the late summer of 1830, Pushkin was forced to stay there in the autumn because of a severe cholera outbreak in the territory around Moscow. 2) ... Several masterpieces were written at that time.
The cultural centre of Boldino is the estate house of the Pushkin family. The Boldino estate on the small Azanka River has been associated with the Pushkin family since the end of the 16th century, and was formally given to Pushkin's ancestor Fedor Pushkin for his services during the war against the Poles in 1612. No record exists of the appearance of the early family houses. Opinions vary on the age of the present Boldino house, which was changed a lot throughout the 18th–19th centuries. 3) ... The back wing of the house was added in the 1870s. The interior of the house goes back to the 19th century. Of special interest is the corner study, where the poet did much of his writing at Boldino. The appearance of the study was reconstructed on the basis of a sketch by Pushkin himself. From its large windows, he could look directly at the Church of the Dormition.

4) ... In addition to the house, the territory of the museum park includes several smaller structures, such as a separate kitchen, the stables and carriage shed, the house for domestics, and the estate office — all of them wooden structures. The park also contains an apple garden and four ponds that go down in steps to the Azanka River.

The beauty of the magnificent landscape in Boldino and the pieces of its architectural heritage connected with the Pushkin family excite visitors from all over the world. Despite its rural location, Boldino is accessible via roads, and it has a comfortable hotel. Boldino is well worth a visit in spring and summer, but early autumn is especially charming, when the apple gardens are full of fruit and the harvest is in. 5) ...

7. a) Say what information is new/most interesting for you.

*b) Work in pairs. Add as much information as you can about Pushkin's staying in Boldino. Present a themed excursion (literary, art, historic, ecological) to your classmates.

*8. Work in groups. Work in groups. What types of excursions are popular in Russia today? Do Russian people and foreigners choose the same excursions in Russia? Why?

9. Write a letter to your friend about an excursion you've recently been to. Follow the example in Exercise 2.

Homework

1. Ex. 4
2. Ex. 9
3. Ex. 1–4

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Lesson 3

1. Let’s speak about the place you live in. Use the plan below.

- Places that make your city/village unique.
- Sites other people should visit.
- Historical events which you’re proud of.
- Things in your city/village you’d like to change.

2. a) Let’s speak about the future of letter writing. Answer the questions below.

1. Do you like writing letters? Why/Why not?
2. Do you write letters or text e-mails? What do you prefer and why?
3. What is the future of letter writing?

b) Divide the following words and phrases into five groups. Write them down in your exercise book.

1. Beginning of the letter
2. Main part
3. Links/Linking words
4. Ending of the letter
5. Final phrase

Yours, ■ To start with... ■ Keep in touch. ■ Hope to hear from you soon. ■ It seems to me... ■ First... ■ In your letter you speak about issues which... ■ Best regards, ■ Finally... ■ How are you keeping? ■ All the best, because... ■ Thank you for your recent letter. ■ When... ■ As I see it... ■ In your letter you asked me about... ■ as... ■ Look forward to seeing you soon. ■ I’m awfully sorry for not writing to you earlier. ■ Take care, while... ■ Your project sounds great! ■ I’d be happy to... ■ I was very happy to get your letter. ■ To be honest... ■ Sorry, I haven’t written for so long. ■ Anyway... ■ Lots of love, ■ But... ■ I think a lot... ■ However... ■ It was good/great to hear from you (again). ■ Much love, ■ Also... ■ Write back soon. ■ Furthermore,... ■ for example... ■ I must apologize for not writing earlier. ■ So that... ■ How are you? ■ Best wishes ■ Apart from that... ■ I’m looking forward to your answer. ■ such as... ■ Love, ■ Well...
3. a) Listen to the texts about the British etiquette and match them with the following titles:

A. Meeting and Greeting       C. Complaining
B. Politeness                D. Dress Sense

b) Study the pictures and write down in your exercise book:

1) 4 ways to succeed in British society;
2) 4 ways to fail in it.

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The British are obviously warmer people than I thought...
Low pressure is sweeping down from south-east Iceland, bringing fog and frost to low-lying areas with thunderstorms in the west and a belt of rain, which may fall as rain and snow over the Pennines, moving across the whole country by tomorrow lunchtime.

4. a) Give advice what should be done in the same situations in Russia (see Exercise 3).

*b) Think of the situations above, compare the rules of behaviour in Britain and in Russia. What are the most important things foreigners must remember being in Russia, to your mind?

5. Read Jane’s blog and guess the topic of the discussion.

Jane
I’ve always wondered why people find this or that place interesting, important or famous. Now I think that it is not places, it is people that make them famous. Tarkhany would have never been famous if Lermontov hadn’t been brought up there or nobody would have ever heard of Mikhailovskoe if Pushkin hadn’t spent some time there. People give fame to a place and in some cases when years pass places get the fame of their own. For example, Tsarizino in Moscow is not only the place connected with the Russian history but also a charming park to have rest.
Oleg

Jane, I absolutely agree that people make places famous. Once nobody knew about Hollywood in America, but then great actors came and changed the situation forever. Here in Barnaul we have the same view, maybe, even more beautiful. Enjoy the picture, it's fascinating! But only a few people know about it, perhaps we're still waiting for the right person to make the place famous.

Nina

Hi there! There are a lot of charming places we've never thought of just round the corner. I've been living in Penza for 16 years and a week ago I found out that we have a unique museum — the Museum of One Picture, it's the only one in the world. Of course I knew about it but was sure it could bore anyone. But then my school had an excursion there and it excited all of us. It's really interesting to learn everything about one picture and be able to tell a good story about it. Sometimes when you visit a picture gallery, in the end you remember nothing. And even photos can't remind you whether you've seen the picture in the gallery or not.

Mike

Well, guys, Russia is great and that's why it's full of great places. I believe that we can find something great in any place. It might be nature or a fascinating piece of architecture, people or their culture but it's unique because every person is unique and makes the place where they live unique, too. Have you ever heard of the Dancing Forest? It's situated in the Curonian Spit not far from Kaliningrad. The Spit is 98 km long, thin sand-dune that separates the Curonian Lagoon from the Baltic Sea coast. According to Baltic mythology, the Curonian Spit was formed by a giantess, Nerinya, who was playing on the seashore. The place is really fascinating.

Jane

Thanks for the good talk, people. Hope that you'll continue writing something interesting about your places here. Sad, but reading your notes I understand that, learning a lot about other countries, I know just a little about my own one.
6. Match the parts of the sentences.

1) Jane thinks that people
2) Barnaul, like Hollywood, has
3) The Museum of One Picture
4) Nina is sure that it’s really interesting
5) The Dancing Forest is situated
6) The Curonian Spit

a) not far from Kaliningrad.
b) to learn everything about one picture.
c) can attract your attention.
d) a fascinating view from the hill.
e) make places famous.
f) is situated in Penza.

7. Read the sentences and change them using the words from the brackets.

1. Telling about a country, Ann prefers using interesting information and lots of pictures. *(fascinating)*
2. Ann believes that looking through travel sites is not exciting. *(to bore)*
3. To Jane’s mind, a good book will always draw readers attention. *(to attract)*
4. Jane is sure that to present a country you need to choose different travel programmes. *(to select)*
5. Michael thinks that people don’t know what their country is well known for. *(fame)*
6. Michael didn’t want to impress other students with his project. *(to excite)*
7. Michael selected only film fragments for his interesting presentation. *(magnificent)*
8. Andrew believes that travelling around the country you see charming cities and listen to good stories. *(fascinating)*
9. In Andrew’s opinion, to learn about the country costs a lot these days. *(expense)*
10. Travelling around his country makes Andrew think about its history. *(remind)*

*8. Work in groups. Choose an interesting place in your region, speak about it. Describe it, say why it’s worth visiting.

9. Describe any place in your own city/town that became famous due to a well-known person. Use your active vocabulary. Write 10–12 sentences.

Useful Language

succeed, fail

Homework

1. Ex. 3  2. Ex. 9  3. Ex. 1–4

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Lesson 4

1. Let’s speak about crafts. Use the questions below as a plan.

- What types of crafts do you know?
- Is there any difference between traditional and modern crafts?
- What is your favourite craft?

2. Read the new words and word combinations and guess their meaning.

Attitude n — positive attitude, attitude to something. What’s your attitude to the Vologda lace and the Orenburg shawls. The themes show the Aborigines’ attitude to life.

Dedicate v — to dedicate to something/somebody, to be dedicated. The poem was dedicated to the poet’s Russian wife. A part of the cowboy culture in Western Canada is dedicated to leather crafts.

Encourage v — to encourage somebody to do something, to be encouraged by. The small cabins on these boats became the homes of the captain family, which encouraged woman to decorate them. The fans encouraged their favourite team with shouts.

Establish v — to establish a law, establish a university. The first Russian nesting doll appeared in the workshop “Children’s Education” established in Abramtsevo. So was established the tradition of crochet work.

Heritage n — my father’s heritage, to receive a heritage, cultural heritage. Russia has a unique heritage. You can enjoy the historical heritage of Russia in lots of museums and exhibitions in the country.

Majority n — the majority of people, the majority believes. The majority of guests shared my admiration, I stood silently looking at the portrait. The majority of people living in Gzhel were engaged in Gzhel craft.

Mention v — to mention something to somebody, to be mentioned. You’ve forgotten to mention that the first Russian nesting doll appeared in 1890.
We can’t but mention basketry or basket weaving as one of the oldest traditional crafts in Scotland. Don’t mention it.

Queue n — a long queue, a queue for tickets. Yesterday I saw a long queue at the Tretiakov Gallery. You can see queues trying to buy presents in London streets on the 14th of February. To queue.

Spread v — to spread the news, the information spreads quickly. The news of the History museum opening spread immediately in the city. His fame spread all over the country. To be widely spread.

Strict adj — strict laws, a strict person. There are no strict rules to follow, enjoy your craft!

3. Complete the sentences with the correct forms of the new words.

1. The teacher ... his students to take part in lots of projects.
2. There was a long ... in front of the theatre entrance.
3. The fame of the Bolshoi Theatre ... all over the world.
4. — Thank you for your help. — Don’t ... it.
5. The arts reflect the ... of the world.
6. What’s your ... to modern crafts?
7. This law was ... in the middle ages.
8. This poem is ... to the victory.
9. The college is famous for its ... discipline.
10. The ... of people agreed to his opinion.

4. Listen to Ann and Jane’s conversation and answer the questions.

1. What Russian crafts were mentioned in the dialogue?
2. What is Jane’s attitude to craft?
3. Do you agree with Jane’s opinion on tastes of the majority of teenagers today?

5. Listen to the conversation once again, read the sentences below and choose the correct answer.

1. Jane was trying to find some information
   a) about the Russian Crafts Week.
   b) about British crafts.
   c) about crafts for teenagers.

2. Jane’s aim was to find some advice how to
   a) use ribbons, laces, beads, sea shells.
   b) make sugar scrub, salt scrub and lip gloss.
   c) make unique snickers, bandana purse and friendship bracelets.

3. Ann’s friend leads the blog about
s, the
news
spread
spread
widely
person.

enjoy
d.
s.
discri-

onion.

s of

a) unique snickers and friendship bracelets.
b) modern crafts.
c) party crafts.

4. Ann ... with Jane’s opinion on popular crafts.

a) agrees
b) disagrees
c) argues

5. Ann’s favourite craft is

a) denim embroidery.
b) painting sneakers.
c) sewing.

6. Ann’s hobby makes her

a) feel free at parties.
b) style unique.
c) clothes unique.

6 a) Read the titles below and say what the articles may be about.

- You Are What You Do
- The World in Your Hand
- From the Bottom of My Heart
- See And Never Forget

b) Read the extracts from different articles dedicated to crafts in the world. What countries and crafts are mentioned? Which crafts appeal to you? You’ll need the following words to understand the text:

cargo груз
cabin каюта
contemporary [кэпЧешрэгэп] современный
leather [ˈlɛðə] кожа
soul душа
string верёвка

Shipping industry has existed in England for a long time. Lots of ships and boats carried heavy cargos around the country. The small cabins on these boats became the homes of the captain family, which encouraged women to decorate them. The women beautified their little homes with pretty ribbon-edged lace plates¹, small pieces of gleaming brass², and crochet work³, which they put around the top of the cabin walls, on the curtains and their own and their children’s clothes. So was established the tradition of crochet work. In the days of horse-drawn boats, even the horse benefited from the boatwoman’s skill, as it was customary in
some areas to crochet ear caps, with which to protect the horse or mule from flies.

We can't but mention basketry or basket weaving as one of the oldest traditional crafts in Scotland. The skills needed to make baskets were developed as they were necessary in everyday rural life in Scotland but over time basketry became an art form. The first settlers who arrived in the Hebrides 9,000 years ago made long baskets out of willow to catch fish. Over the centuries, basketry remained a common and important skill throughout Scotland and was used in different fields. Nowadays traditional Scottish basketry skills are used to produce decorative, sculptural pieces as well as everyday things. In addition to using locally grown materials such as willow, contemporary makers also experiment with new materials such as recycled newspaper and plastics.

Leather crafts come from the history of the Coureurs des Bois, runners of the forest, in the 17th and 18th centuries. These French-Canadian woodsmen caught animals and sold their skin at various markets in Quebec and Ontario. A part of the cowboy culture in Western Canada is dedicated to leather crafts. Today, leather clothing, footwear and accessories are quite popular.

Traditional crafts reflect a way of life and ever living characteristics of people. Here are carefully selected traditional arts and crafts from Australia with the philosophy that great gifts with culture and character do not need to be necessarily expensive! There are two kinds of Australian boomerangs, the non-returning which were used for hunting and the returning boomerangs used mostly for sport. They are often decorated with designs important in the Aboriginal legends and traditions. The themes show the Aborigines' attitude to life.

Poi are balls on strings that Maori women manipulate in a special dance with great skill. You can find out more about them on a New Zealand poi page and watch a video which will show you all sorts of moves you can practice when you have made your own poi! There are no strict rules to follow, enjoy your craft!

7. Say if the sentences are true, false or the information is not stated in the text.

1. Crochet work often decorated the captain's cabin on a ship.
   a) True
   b) False
   c) Not stated

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1. basket weaving — плетение корзин
2. willow — ива

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2. Crochet work was more popular than ribbon-edged lace plates or pieces of gleaming brass.
   a) True
   b) False
   c) Not stated

3. Basket weaving is the oldest traditional craft in Scotland.
   a) True
   b) False
   c) Not stated

4. Only locally grown materials are used in basketry.
   a) True
   b) False
   c) Not stated

5. Leather crafts reflect the cowboy culture in Canada.
   a) True
   b) False
   c) Not stated

6. Returning boomerangs in Australia have more traditional decorations than non-returning ones.
   a) True
   b) False
   c) Not stated

7. Poi are always decorated with Maori traditional design.
   a) True
   b) False
   c) Not stated

*8. Work in groups. What crafts are popular in your region? Choose any craft and present it as an interesting and useful hobby for teenagers today.

9. Choose a Russian craft and write a short article (12–15 sentences) about it. Use the plan.

- History of the craft.
- Its description.
- Traditional and modern variants.
Lesson 5

1. Let's speak about our country. Use the questions as a plan.

- What is Russia famous for?
- What do foreigners know about Russia and why?
- What are sources of information foreigners can use?
- In what spheres do Russia follow foreign countries (fashion, cuisine, transport etc.)?
- Are the opinions of Russians about themselves similar to the opinions of foreigners about us? If not, in what way do they differ?

2. a) Read what British people say about themselves. Do you agree with it? Why? Why not?

I live in the past. I don’t care what people think. I’m a different person when the sun’s out. I don’t mind a bit of dust.

I don’t speak a foreign language. I’m lost without my dog. I wouldn’t like to live anywhere else.

3. Listen to the texts and match them with the titles:

A. Asking the Way
B. The Bathroom
C. Heavenly Hosts
D. Queuing

4. Answer the questions to the texts you have heard in Exercise 3.

1. What is the best way to get inside British culture?
2. What aspects of everyday life can make your staying in Britain unforgettable?
3. Why is it difficult to get anywhere in Britain?
4. What is the polite way of behaviour when you understand nothing of what has been said?
5. What is unusual about the British bathroom?
6. Why is showering not popular in Britain?
7. In what places do British people follow a queue?
8. What is the correct behaviour in a queue?

5. Read the leaflets about some famous Russian cities. Match the leaflets with the names of the cities and their pictures. You'll need the following words to understand the texts:

- fortified ['fɔːtɪfaɪd] укреплённый
- Byzantine [bi'zɛntain] византийский
- definitely ['defənɪtli] несомненно
- highlight ['haɪlaɪt] основной момент

Located in the north-west of Russia, just 30 km from Estonia, this ancient and historical city with its fortified riverside Kremlin and Trinity Cathedral is a favourite among tourists. It dates back to the year 903, making it as old as the country itself. The city has kept much of its medieval outer-town walls and is full of picturesque churches and fabulous examples of Byzantine architecture. The magnificent Trinity Cathedral within the Kremlin walls definitely attracts visitors to the city. A short drive from the city brings you to a beautiful little settlement, famed for its monastery. It is working and is home to over 70 monks. The monastery was established in 1473 when the first monks settled in local caves.
Another popular spot for tourists from all over the world is an ancient provincial town on the way from St Petersburg to Moscow. This pretty town is of historic interest, being one of the oldest towns in the country. Once it was a leading political and cultural centre of Russia, when Moscow was just a small settlement. It is worth exploring the powerful Kremlin. In the centre of the town you will find the impressive Cathedral of St Sophia, which is possibly the oldest building in Russia, and the Church of Our-Saviour-at-Ilyina with its breathtaking frescoes. Just out of town visit the picturesque 12th-century Yuriev Monastery and enjoy a fascinating boat trip down the Volkhov River.

This city is the first major stop on the Trans-Siberian Railway in Asian Russia and the gateway to the Ural Mountains. Just 32 km out of the town you can stand one foot in Europe and the other in Asia. Known as the City of the Romanovs, it is connected with the murder of the Tzar in July 1918. During your stay in this colourful city you can visit the Byzantine style Church on Blood. The city is also a great place to get away for an active break in the Ural Mountains — in winter enjoy dog sledging or ice fishing and in summer hiking in the taiga forests is a must.

It is a small, picturesque town in Vladimir Region full of old buildings such as the Kremlin and the Cathedral. Dating back to 1024, the ancient town is a part of the Golden Ring, with medieval architecture and a great number of churches and monasteries, making it a major religious centre in Russia. The town, with its pretty fields and farm animals that walk freely in the grassy fields, keeps the feel of a small village, despite the mass of impressive buildings and a population of over 12,000 people. It is not hard to see why the town is so popular with tourists.
6. a) Compare the cities from the text you have read.

1. Find at least five things in common.
2. Find at least four things which are different.
3. What makes each city beautiful?

b) Which city would you recommend to visit to your British friend? Why?

**GRAMMAR Revision**  Conditional/Subjunctive Mood (GR, p. 167)

7. Put the verbs in brackets in the correct form.

1. Hellen ... *(take)* the umbrella if it ... *(rain)*.
2. If John ... *(know)* how difficult the exam is, he ... *(not take)* it.
3. If Marry ... *(have)* a country house, she ... *(take)* up gardening.
4. Water ... *(boil)* if the temperature ... *(be)* 100 degrees above zero.
5. If a better dress ... *(exist)*, Sue ... *(buy)* it for sure.
6. If Bob ... *(agree)* on the subject, he ... *(change)* his attitude to it.
7. When the night ... *(come)*, the weather ... *(become)* colder.

*8. Work in groups.* Discuss the following phrase:

*People make the soul of the country and cities make its face.*

Do you agree with it? Give examples to illustrate your point of view.


If I could live in any city in Russia, I would select ..., because ...
Lesson 6

1. Let’s talk about the protection of culture. Use the questions as a plan.

- Do you think it is necessary to protect culture?
- Is anything done to protect the culture of your region? What exactly?
- Do you think it is possible to make culture popular?
- How do you make your region culture popular?
- What additional methods can you suggest?

2. Listen to the instructions about how to protect culture. Say what you agree or disagree with.

3. Listen to the instructions again and match the beginnings of the sentences 1–7 with their endings a–g.

1. Speak to family members, do research at your local library or via ...
   the Internet or find a meeting or community of people to ..........
2. Ask elder members of your culture to your meetings to ..........
3. Serve a traditional dish to your family to ..........
4. Attend or organize a festival or parade celebrating your culture to ..........
5. Dress in ethnic clothing, eat cultural food, hang your flag to ..........
6. Make a website dedicated to your culture to ..........
7. Open a museum dedicated to your culture to ..........

   a) provide an oral history or have storytelling sessions.
   b) explain the significance of the ingredients and dish in your culture.
   c) discuss your culture with elder members of the society.
   d) make it popular all around the world.
   e) celebrate your culture in everyday life.
   f) show traditional crafts, clothes and the way of life.
   g) honour it during that time.

4. Read the dialogue and say what facts are new to you.

5. Choose the correct option.

subject (subj.) субъект
eponymy [ıpəˈnɒmɪs] одноимённый
indigenous [ɪndɪˈɡenəs] местный

Russia and the World
Interviewer: Today we have Professor Suvorov in our studio. He’s a great anthropologist and has been studying Russia and Russians for many years. Good morning, professor!

Prof. Suvorov: Good morning. I’m interested in the population of Russia. Do you know how many ethnic groups live in our country?

Interviewer: More than 100?

Prof. Suvorov: The Russian Federation is a state with over 190 ethnic groups named as nationalities, speaking different languages and dialects.

Interviewer: And there are 85 subjects where all these people live. How do they communicate, I wonder?

Prof. Suvorov: The Constitution of the Russian Federation recognizes Russian as the official language, but some republics have more than one official language. Most of subjects have at least two — Russian and the language of the “eponymous” nationality.

Interviewer: I’ve just read that there are more than 1,350 newspapers and magazines, 300 TV channels and 250 radio stations in over 50 minority languages in Russia.

Prof. Suvorov: In 2007, there were 6,260 schools which provided teaching in altogether 38 minority languages, and over 75 minority languages were taught as a discipline in 10,404 schools. What I want to highlight is that Russia is also home of small indigenous peoples of the North and Far East, who lead very traditional lifestyles, often in a difficult climate.

Interviewer: Today we’ll mention only some languages, but if you get interested, find information about them in Wikipedia and watch some film on Russian Travel Guide.

Prof. Suvorov: Kets are Siberian people who speak the Ket language. In Imperial Russia they were called Ostyaks, without differentiating them from several other Siberian people. Later they became known as Yeniseyostyaks, because they lived in the middle and lower basin of the Yenisey River in the Krasnoyarsk Krai.

Interviewer: Do Kets live only in Krasnoyarsk Krai or also in Kamchatka?

Prof. Suvorov: Koryaks live in Kamchatka Krai. They inhabit the coastlands of the Bering Sea to the south of the Anadyr basin and the north of the Kamchatka Peninsula. They are similar to the Chukchi, whom they closely resemble in physique and manner of life. Also, they are distantly related to the Kamchadal on the Kamchatka Peninsula. The Koryaks’ neighbours are the Evenks to the west of Koryak lands, the Alutor to the south of Kamchatka Peninsula, the Kerek to the east, and the Chukchi to the north-east.
Interviewer: Koryaks seem to have too many neighbours. I wish we had a map to understand the picture better.

Prof. Suvorov: I'd like to say a few words about Khanty and Mansi. They are indigenous people, living in Khanty-Mansi Autonomous Okrug, a region historically known as “Yugra” in Russia. In the autonomous okrug, the Khanty and Mansi languages are given co-official status with Russian. At the beginning of the 21st century 28,678 persons identified themselves as Khanty. They live in Tyumen Oblast, in Khanty-Mansi Autonomous Okrug and in Yamalo-Nenets Autonomous Okrug. A small part of them are residents of neighbouring Tomsk Oblast, and a few live in the Komi Republic.

Interviewer: Russia has a unique linguistic map.

Prof. Suvorov: And we should be proud of it.

Interviewer: Thank you for coming, professor. Good-bye!

1. The Russian Federation includes
   a) 85 subjects.
   b) 80 subjects.
   c) 87 subjects.

2. Minority languages are taught with the help of
   a) newspapers and magazines.
   b) newspapers, magazines, TV channels and radio.
   c) newspapers, magazines, TV channels, radio and the Internet.

3. More than ... minority languages are studied in ... schools.
   a) 38,6260
   b) 75,6260
   c) 75,10404

4. Kets and Yeniseyostyaks
   a) are the same ethnic group.
   b) are different ethnic groups.
   c) come from the same ethnic group.

5. Koryaks live in the Kamchatka Peninsula
   a) almost alone.
   b) together with the Chukchi and Kamchadals.
   c) the Evens, the Alutor, the Kerek and the Chukchi.

6. Mostly Khanty live in
   a) Khanty-Mansi Autonomous Okrug.
   b) Tyumen Oblast.
   c) Yamalo-Nenets Autonomous Okrug.
6. Read the sentences. Correct the mistakes if any. Say what type of Subjunctive Mood it is.

1. If we had travelled by plane, we would have saved time.
2. If you're afraid of snakes, never went to the forest.
3. Where would you spend holidays if you could choose any place in the world?
4. If she read the book, she certainly expressed her opinion about it.
5. You will be excited if you saw these magnificent pictures.
6. You would recognize the story if you had read the book.
7. He will take a bus if he wants to arrive earlier.
8. If you had studied in Switzerland, you would have been able to learn snowboarding.

7. Write sentences with similar meanings beginning with If:
1. John doesn't know enough about the sights of the country, so he can't make up his own excursion plan.
2. Mike didn't prepare for the exam, so he failed it.
3. Not enough attention is paid to the damage of tourism, so a solution hasn't been found.
4. Lucy wanted to ask the professor a question, but she was too shy.
5. Mike didn't read the instruction, so the instrument was spoilt.
6. You had enough time to reread the novel, so you wrote the composition successfully.
7. She doesn't want to share her problems, so I can't help her.
8. They were too busy, so they couldn't finish the work earlier.

*8. Work in groups. What can you do to protect your region culture? Present your ideas to your classmates.

9. Choose an ethnic group living in Russia, find information about it and make a presentation of this group. Use the following plan.

- Name of the ethnic group.
- Their number before and now.
- The place they live.
- The conditions of their life.
- Their arts and crafts.

Homework

1. Ex. 2  2. Ex. 9  3. Ex. 1-4
Lesson 7

1. Let's speak about languages of the world. Say:
   • what makes a language popular;
   • if the Russian language could become the language of the world;
   • if this will have positive or negative influence on the language and why.

2. Listen to the radio programme “Languages of the World” and choose the topics mentioned.
   1. Why we learn another language.
   2. How many languages there are.
   3. The origins of languages.
   4. Languages in the world.
   5. Alphabets from A to Z.
   6. The hardest languages to learn.
   7. Artificial languages.
   8. The world’s most spoken languages.
   10. The best way to learn a language.

   If you like to know more about languages, follow the link http://www.bbc.co.uk/languages/guide/languages.shtml

3. Listen to the radio programme from Exercise 2 again and say if the statements are true, false or the information is not stated in the text.
   1. Many more languages are spoken in Asia than in Europe.
   2. Almost all the languages have a similar grammatical structure.
   3. Mandarin Chinese has the greatest number of native speakers.
   4. Your skills of learning a foreign language are connected with your mother tongue and your culture.
   5. It’s easy for an English speaker to learn a foreign language.
   6. 1,000 people speak one quarter of the world’s languages.
   7. A good knowledge of a foreign language improves your abilities to use your first language and explore other cultures.
   8. It’s easier to find a job for people who speak more than one language.

4. Read the interview with the British students who are learning Russian. Do they have the same problems with Russian as we have with English? You will need the following words to understand the texts:

   source источник
   loan заимствованный
   syllable слог
   stress (эд.) ударение
   offend обижать, обижаться
   in accordance with В соответствии с ...
   case падеж
   predictable предсказуемый

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John:
When I started to learn Russian I was surprised with the fact that I already knew some words. I think that attracted me. About 10% of Russian words are internationalisms and remind of some English words, for example: "problem", "coffee", or "café". There are plenty of words from Italian, French or German so you have an advantage if you speak any of these languages. Those words might look a bit archaic as they made their way into the Russian language in the 18th and 19th centuries, such as the word "parikmaherskaya" (hair salon), from the German word for "wig maker". The main source of loan words for modern Russian is English so don't be surprised if you see words such as "flash card", or "hacker". By the way, even the old word "vokzal" (train station), comes from a very similar English word — Vauxhall, a London suburb with a railway station.

Luke:
All my problems are connected with "false friends". I mean words that sound similar but have a different meaning. For example, in Russian the word "magazine" means a shop. So better ask for a "zhurnal" if you need a magazine. Don't be surprised if someone invites you into his cabinet. You're not meant to sit in his cupboard or join his cabinet, you're simply invited into his study room. And watch out for which syllable of the word is stressed as it has an influence on the meaning. "Ja placháu" means "I'm paying" while "ja pláchchu" means "I'm crying". And if your name is Luke or Luka, don't be offended if people start smiling or laughing when you're introducing yourself. "Luke" sounds like the word meaning "hatch" or "onion" in Russian.

Margaret:
Russian is one of those languages that differentiate between the formal and the informal "you". So please use the polite "Wi" for people you've just been introduced to and switch to the informal "ti" after you've been invited to do so. Then there is the patronymic: a Russian name consists of the first name, patronymic and family name, for example Fyodor Mikhaylovich Dostoyevsky or Marina Ivanovna Tsvetaeva. The patronymic does what it says — it's based on the name of one's father with "-ovich" behind it for a son and "-ovna" for a daughter. It is considered polite to address someone by his first name and patronymic. Learning to use the formal name correctly in accordance with six cases is a completely different matter...

Judy:
Many people who are learning to speak Russian, and I agree with them, spend long hours over its pronunciation and grammar. The various endings of the nouns, six cases, two aspects of the verbs and the correct placement of stress may seem terrible indeed. But the good news is that there are only three tenses in Russian and the word order in Russian sentences is not fixed.
5. Read the texts from Exercise 4 again and answer the questions.

1. What surprised John in the Russian language? Can you find similar words in Russian and English? How can you explain this fact?
2. What does Luke emphasize about the Russian language? Can you give similar examples in English?
3. What does Margaret find especially difficult and why? Is the situation changing with using “Вы” and “ты” in Russian now? Give examples.
4. What does Jane find “terrible” about the Russian language? What do you find “terrible” about English?

**GRAMMAR Revision**

**Mixed Condition** (GR. p. 167–168)

6. Read the sentences and correct the mistakes.

1. If you took your pills yesterday, you would feel better now.
2. If I hadn’t believed you, you would never have the keys.
3. If she weren’t so charming and polite, he would never have noticed her.
4. Emmie wouldn’t send me her picture if she disliked me.
5. If they came on time, they would have caught the train.
6. If she worried, she would phone me and ask herself.
7. If Linda had passed the exam, she would be a student now.
8. If Joe went to the party yesterday, he would know the news now.

7. Put the verbs in the correct form.

1. If John ... (buy) the ticket yesterday, he ... (be) with us now.
2. If I ... (not read) the book, I never ... (do) the test correctly.
3. If they ... (not be) so attentive, they never ... (find) the answer to this puzzle.
4. Judy ... (buy) a new dress if she ... (know) he was coming.
5. If Fred ... (keep) his promise, he ... (send) you a card.
6. If they ... (be) afraid, they ... (give) the signal and ... (get) our help.
7. If Lucy ... (dedicate) her life to sports, she ... (be) the Olympic champion now.
8. If her parents ... (change) their attitude to the problem, they ... (encourage) her studies now.

*8. Work in pairs. Make a list of tips helping foreign students learn the Russian language and get acquainted with Russian culture. Present your list to the class.

9. Write a letter to your English friend about the difficulties you have with learning English. Ask your friend for his/her advice on how to cope with them. Ask him/her 3 questions about his/her difficulties in learning foreign languages.

**Homework**

1. Ex. 2
2. Ex. 9
3. Ex. 1-4

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Lesson 8

1. Say how you understand the proverb below. Then answer the questions.

Do in Rome as the Romans do.

1. What is the right way to behave in another country?
2. Do Russian people behave the same way at home and abroad?
3. What surprises a foreigner in the British etiquette?

2. Read the new words and word combinations and guess their meaning.

Advertisement n — to read an advertisement, a nice advertisement. I’ve read the advertisement in the magazine and phone you. To advertise, advertising.

Bargain n — a good bargain, to make a bargain. This dress is a real bargain, it costs only 10 pounds.

Invitation n — a beautiful invitation, to accept the invitation for. An invitation might state “7.30 for 8”, in which case you should arrive no later than 7.50. To invite.

Opportunity n — a good opportunity, to take/miss an opportunity. Take any opportunity to visit this mysterious country. So I take the opportunity to write here and share my experience in Britain.
Possibility n — to have a possibility to do something. Instead, look for young adults, aged about 20–35, and there is a great possibility to find someone who speaks English at least a little bit. Possible, Impossible.

Purchase n,v — a nice purchase, to purchase smth. You may purchase flowers, chocolate, or a small gift, all will be fine. He gave his son some money for the purchase of his school books.

Remain v — to remain somewhere, to remain silent. Don’t smile at strangers on the metro and remain calm. Remain at the table until the host stands up.

3. Mike spent a year in Russia. After that he wrote a short guide to help foreign students in Russia. Listen to his advice and put the items A–E in the correct order.

A Asking questions  
B Women  
C Metro Etiquette  
D Queues  
E Smiling

4. Read the sentences and paraphrase them using the new words from the box. Do you agree with the statements?

opportunity ■ do long research ■ remain calm ■ advertisement  
■ possibility ■ bargain ■ purchase ■ wealthy ■ invitation

1. You should take a chance and visit Russia.  
   You should take an opportunity and visit Russia.

2. Professor Smith collected a lot of information to write this guidebook.  
3. Russian people don’t laugh a lot in public.

4. People shouldn’t pay attention to all information on the metro.

5. There’s a great chance you will find a lot of people speaking English in Russia.

6. You can buy something cheaper if you discuss the price.

7. If you are going to buy some goods, ask a shop assistant.

8. It’s common to leave tips in a restaurant, especially for rich people.

9. Accept an offer to go to a restaurant with Russian people.

5. Read Sasha’s notes in the group “A Foreigner in Britain” in Facebook. Why was it difficult for Sasha to stay in Britain for the first time?
The Internet is full of advice on how to behave in this or that country. Travelers usually write about a good way to greet people, to say goodbye, to pay a compliment or complain. Here I take the opportunity to write and share my experience in Britain. The following facts were the most difficult for me as a Russian student.

**Time**

You shouldn’t do research to understand that British people value time greatly. If you agree to meet friends at three o’clock, you can bet that they’ll be there just after three. Since Britons are so time conscious, the time may seem very fast. In Britain, people make great effort to arrive on time. It is often considered impolite to arrive even a few minutes late. If you are unable to come at exact time, you should call the person you are meeting.

You should arrive:
- At the exact time — for dinner, lunch, or meetings with professors, doctors, and other professionals.
- Any time during the hours specified for teas and cocktail parties.
- A few minutes early: plays, concerts, movies, sporting events, classes, church services, and weddings.

If you are invited to someone’s house for dinner at half past seven, they will expect you to be there on the dot. An invitation might state “7.30 for 8”, in which case you should arrive no later than 7.50. However, if an invitation says “sharp”, you must arrive in plenty of time.

**Invitations**

“Drop in anytime” and “Come see me soon” are idioms but seldom mean to be taken literally. It is wise to telephone before visiting someone at home. If you receive a written invitation to an event that says “RSVP”, you should answer to let the person who sent the invitation know whether or not you have a possibility to come.

Never accept an invitation unless you really plan to go. You may refuse by saying, “Thank you for inviting me, but I will not be able to come.” If, after accepting, you are unable to attend, be sure to tell those expecting you as far in advance as possible that you will not be there.

Although it is not necessarily expected that you give a gift to your host, it is considered polite to do so, especially if you have been invited for a meal. You may purchase flowers, chocolate, or a small gift, all will be fine. A thank-you note or telephone call after the visit is also considered polite and is a good means to express your appreciation for the invitation.
Dining

When you accept a dinner invitation, tell your host if you have any dietary restrictions. He or she will want to plan a meal that you can enjoy. The evening meal is the main meal of the day in most parts of Britain.

Food may be served in one of several ways: “family style,” by passing the serving plates from one to another around the dining table; “buffet style,” with guests serving themselves at the buffet; and “serving style,” with the host filling each plate and passing it to each person. Guests usually wait until everyone at their table has been served before they begin to eat. Food is eaten with a knife and fork and dessert with a spoon and fork. Remain at the table until the host stands up.

6. Find the opposites in the text from Exercise 5.

1. Only unusual situations are described on the Internet.
2. Britons don’t pay much attention to time.
3. You should come at the exact time for concerts, movies and classes.
4. “Drop in any time” means that you can visit a person any time you like.
5. You can’t say “no” to the invitation, accept it and then just don’t come.
6. You must come with a present, the more expensive the better.
7. There are no special ways for serving dinner in Britain.
8. Dessert is eaten with a spoon.

7. Work in groups. Make a list of culture based rules which will help a foreigner adapt to life in Russia and your region in particular (depending on the climate and ethnic cultures). Present your list to the class.

8. a) Read the text and put the highlighted words in the correct form.

Uncle Fred received an invite for a concert of a famous rock group. He had seen the advertisement of this event in some magazines. He wondered a little if that was a good opportunity to go and see it live. He shouldn’t come to any expense, uncle Fred wasn’t a wealthy person. He looked at the invitation several times and then took the phone.

He remained silent for some time. If he sold the invitation to his neighbour, a great fan of this group, it could be a good bargain. But you shouldn’t be a scientist and do research to see that it would hardly ever happen. Uncle Fred’s neighbour was a young student and there was no possibility for him to get the invitation. There could be no thought of purchasing it, you can’t buy an invitation and the tickets were too expensive.

Uncle Fred made a call, protect his throat by the scarf, and left the room.

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1 dietary restrictions — ограничения по питанию

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*b) Make up the ending for the story using the Conditional Mood. Retell the story.

9. Write the ending for the story in Exercise 8. Use the Conditional/Subjunctive Mood.

**Useful Language**

advertisement, bargain, invitation, opportunity, possibility, purchase, remain, research, tip, wealthy

**Homework**

1. Ex. 3 2. Ex. 2, 9 3. Ex. 1–4

**Lesson 9**

1. What does the phrase *I love my country* mean? What makes this love? Read the quotations below and comment on them.

*Patriotism is not short, frenzied outbursts of emotion, but the tranquil and steady dedication of a lifetime.*

Adlai Stevenson

*A real patriot is the fellow who gets a parking ticket and rejoices that the system works.*

Bill Vaughan

*If I have to lay an egg for my country, I'll do it.*

Bob Hope

2. Are you proud of your country? What are you proud of? Listen to Leonid talking about his hobby. Why is he proud of Russia?
3. Answer the questions.
1. What is the name of the first Sukhoi Superjet?
2. Where can the image of Sukhoi Superjet be found?
3. Where was the plane constructed?
4. When was Sukhoi Superjet shown?
5. What Russian aircraft company buys the planes?
6. In whose honour was the second Sukhoi Superjet named? Why?

4. Read a famous traveller’s blog post and complete the following phrase.

If you live in Moscow or have ever visited it, you have used the underground. Perhaps it is overcrowded, sometimes noisy but...

I lived in Moscow for some years. One of the things I liked most was visiting different metro stations. In this post I want to share my impressions of the ones I liked most.

First, let’s start with some facts: the Moscow metro is the world’s second most heavily used, with about 6.6 million passengers a day. Besides its beauty, the Moscow metro works efficiently and the trains run very often and very fast. The original plan for building a metro system in Moscow dates back to the times of the Russian Empire, but had to be postponed because of World War I, the October Revolution and the Russian Civil War. In 1931 Stalin finally decided to start the construction of “the people’s palaces”, a display of the best Soviet architecture and design.

Many of Moscow’s metro stations are elegant architectural masterpieces, with sculptures, giant lamps and mosaics. The ones I like most are:

**Ploshchad Revolutsii.** Opened in 1938, the station features 76 magnificent bronze statues of soldiers and workers who defended the Soviet nation. This is the closest station to Red Square. The bronze figures of the station are pretty famous among Muscovites. For example, to touch the nose of one of the four frontier guard’s dogs is a good sign — students before exams, and other people willing to find good luck in their business come and touch this nose which makes it look polished.

**Mayakovskaya.** Impressive, elegant and large station with chrome columns and high ceilings decorated with mosaic pictures looks magnificent. The station opened in September 1938 got a Grand Prix at the 1939 New York World’s Fair. Since 1980 it has been considered an architectural masterpiece and it is protected as national heritage by the state.
**Komsomolskaya.** Designed in the 50s, this is the most popular station in Moscow. A beautiful Baroque style palace will fascinate anyone. Today it serves as a very important transport junction of the city — you can switch from the Circle Line to the “red” Sokolnicheskaya line and three railway stations are situated in Komsomolskaya Square. It means thousands of tourists arrive in Moscow here.

**Park Pobedy** is a transfer station on the Arbatsko-Pokrovskaya line and Klininsko-Solntsevskaya line. At 84 metres underground, Park Pobedy is the deepest station in Moscow and the third deepest in the world by mean depth, after Kiev metro’s Arsenalna and St Petersburg metro’s Admiralteiskaya. It also contains the longest escalators in Europe, each are 126 meters long and has 740 steps. The escalator ride to the surface takes three minutes. Park Pobedy is a cross-platform complex with two separate, parallel platforms. This is the only Moscow metro station where all passengers board and exit trains in different locations. The two platforms are of identical design but have opposite colour schemes, which creates a fascinating effect. The station is decorated with large panels by Zurab Tsereteli depicting the Patriotic War of 1812 and the Great Patriotic War.

**Vorobyovy Gory.** It is situated on the bridge near the Sparrow Hills with an excellent view on Moscow. Different exhibitions are organized there and you can enjoy exhibits for free. Other amazing stations are: Arbatskaya, Belorusskaya and Kievskaya. Among the new ones and far from the centre, you’ll find a beautiful station Strogino. On your way to Izmailosky Park stop at Elektrozavodskaya. I loved that one too.


5. Match the beginnings (1–5) to the endings (a–h) and read the sentences out loud.

1) Park Pobedy
2) Komsomolskaya
3) Mayakovskaya
4) Ploshchad Revolutsii
5) Vorobyovy Gory

a) is used as an exhibition hall.
b) is a real masterpiece of Soviet architecture.
c) has 76 bronze statues.
d) is the deepest station in Moscow.
e) is done in Baroque style.
f) has its legends.
g) got a Grand Prix in New York.
h) is an important transport change place.
6. Fill in the correct form of the words using Comparisons.

1. This is the ... (heavy) bag I've ever carried in my life.
2. Have you ever seen a ... (attractive) girl?
3. This is ... (bad) news I've got for the last three years.
4. A tourist feels ... (good) if he has some information about a country.
5. The film turned out to be ... (little) interesting than the book.
6. Do you have any ... (far) questions?
7. When we move to Liverpool, we'll be able to meet ... (often).
8. You will find the house ..., (easy) if you have a map of the city.

7. a) Complete the sentences with as ... as, not as/so ... as, less ... than, more ... than.

1. I like drinking orange juice ... ... apple juice.
2. Spanish is ... popular ... English.
3. The Tower of London is ... (big) ... the Russian Kremlin.
4. This college is ... modern ... that one.
5. She likes staying at home ... ... going to the cinema.
6. This rock group is ... known ... that one in our country.
7. The metro is ... popular with Muscovites ... other means of transport.

*b) Read the sentences and fill in the gaps with the correct form of the words in the brackets.

1. The ... company was started in 2003. (advertise)
2. The process of ... is not typical for European countries. (bargain)
3. Mayakovskaya is one of the most ... metro stations in Moscow. (impress)
4. Sue has sent 20 ... to her friends. (invite)
5. I found this ... in yesterday's newspaper. (advertise)
6. Is there any ... to meet Professor Smith this week? (possible)
7. It's ... to learn a foreign language in a week. (possible)
8. Dostoyevsky's books still ... an essential part of Russian literature. (remain)
9. 17 ... are working at this project. (research)
10. Not only ... people can get a good education. (wealth)

*8. Work in groups. Think of the transport of the future. Make up three suggestions which might change the transport situation in the world. Present your ideas to the class and discuss them.

9. Project work. Start preparing the project People Make the Soul of the Country, Cities Make the Face of the Country. Choose some outstanding people in the history of Russia and some great cities, make a wall newspaper or a book scrap.

Homework

1. Ex. 3  2. Ex. 9  3. Ex. 1–4
Lesson 10

1. Let’s talk about mass media in our country. Use the questions as a plan.

- Do mass media reflect our life?
- What is the image of Russia in mass media today? Give examples of Russia and Russians in books, films, TV programmes and video games.
- Do you agree with these images? Why? Why not?
- What can be done to improve the image of people and a country?

2. Listen to the radio programme *Russian Famous Landmarks* and match the texts 1–4 with the titles A–D.

A. The Gate to the Caucasus
B. A Nature Lab
C. Guided by UNESCO
D. The City of Polar Days

3. Listen to the texts from Exercise 2 again and complete the sentences.

1. The Kronotsky Nature Reserve covers an area of about ... square kilometres.
2. The Kronotsky Nature Reserve features about ... plant species.
3. Rostov-on-Don is located about ... km from Moscow, ... km from the Azov Sea and about ... km from the Black Sea.
4. Rostov Region is famous for ... culture.
5. Murmansk is situated in the northwest of Russia on ...
6. The city is above the Arctic Circle, so you can enjoy ... in winter and ... in summer!
7. Khostinskaya Grove\(^1\) was declared a nature reserve in ...
8. ... kinds of tree and bush species grow in this grove.

---

\(^1\) grove — роща
4. Read the text about mass media and complete the gaps 1–5 with the missing parts (a–e). You’ll need the following words to understand the text:

peer [piə] сверстник
obese [əu'bis] тучный
obsessive [əb'sesiv] одержимый
violence ['vaιələns] жестокость
celebrity [ˈsɛlbriti] знаменитость

a) when they want to be accepted by their peers
b) It’s a special way to tell you that
c) our choice is based on what everyone else is buying
d) Also more girls are fixed on losing weight
e) If there is a sport that attracts a lot of attention in the media

How Do Mass Media Influence Young People?

The media make big profit with the advertising they sell, and that advertising we are shown. We buy what is said to be good. After seeing thousands of advertisements we make our buying decisions according to what we see on TV, read in newspapers or magazines. Sometimes 1) ... . But their decisions are also based on the media.

These are the effects of mass media on teenagers. They buy what they see on TV, what their favourite celebrity advertises and what is acceptable by the society based on the fashion that the media have given them.

There are some positive and negative influences on young people.

Here is a positive influence example. 2) ... and is popular among your friends and society, you will more likely want to practice the sport and be cool with all your friends. The result is that you will have fun with your friends and be healthier because of the exercise you are doing.

However, a negative influence on teenagers is the use of cigars by celebrity movie stars, excessive images of violence and thousands of junk food ads.

Young people are in a stage of life 3) ... and want to be loved and be successful. The media create the ideal image of handsome boys and beautiful girls and tell you what the characteristics of a successful person are. You can see it in movies and on TV. 4) ... if you are not like them, you are not cool. So, it’s time to buy the stuff they buy and look like they look.
Another negative influence on teenagers that has grown over the years is anorexia and obesity. There are millions of young people fighting obesity. But at the same time they are shown thousands of advertisements of junk food, while the ideal image of a successful person is told to be thin and wealthy.

5) ... even when they are not obese. There are many thin girls that want to look like the super models and thin celebrities. The result is eating disorders which lead to dangerous health problems and even death.

The media have a huge influence on society and also on public opinion. They can shape the public opinion in different ways depending on what the objective is.

5. Read the statements out loud. Do you agree or disagree with them? Explain why.

a. The media have a huge influence on teenagers.
b. When media receive inaccurate information, the public has a wrong idea of what really happens.
c. Fashion has strong influence on public opinion.

6. Work in pairs. Discuss the questions with your partner.

Is it difficult to be a journalist today? Why? What does the journalist's work include? Would you like to become a journalist? Why? Why not?

7. Choose the correct words and read the sentences out loud.

1. Linda's essay is not very interesting. She can do it ...
   a) good
   b) better
   c) the best

2. That brown dress looks ... fashionable of all.
   a) little
   b) less
   c) the least

3. The more you read, the ... you become.
   a) most intelligent
   b) intelligent
   c) more intelligent

4. Last September wasn't ... it is this year.
   a) as cold as
   b) as cold
   c) colder than

5. Maggie is ... responsible than Susie.
   a) more
   b) the most
   c) much
6. It is ... in the city than it is in the village.
   a) more noise
   b) noisier
   c) noisy
7. She doesn’t have ... idea where John is now.
   a) slight
   b) slighter than
   c) the slightest
8. If you have any ... questions, you can always find me here.
   a) furthers
   b) further
   c) farther
8. Fill in like or as in the sentences below.
   1. Emily is known ... Emmy to her friends.
   2. Friends say Fiona looks ... Dakota Fanning.
   3. Her brother works ... a driver.
   4. ... usual, Nick has done the best report in his group.
   5. Climbing the stairs was ... climbing the mountain.
   6. This material feels ... velvet.
   7. George looks exactly ... his twin brother James.
9. Read the quotation and write a comment (12–15 sentences) on it in your exercise book.

What the mass media offer is not a popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.

W. H. Auden, American poet, dramatist and editor

Homework

1. Ex. 2
2. Ex. 9
3. Ex. 1–4

Lesson 11

1. Let’s play. In groups look at the map of Russia and name in English as many cities as possible. The winner is the group which gives a name last. Then choose a city you know well. Describe it to your classmates. If a classmate from another group adds more information, then his/her group wins.

44 • Russia and the World
2. Listen to the text and say what new facts about Russia you have learnt.

3. Listen to the text from Exercise 2 once again and complete the sentences.

1. Russia is the only country in the world washed by ...
2. There are more than ... covering over 600 sq km in Altay.
3. The legendary Trans-Siberian Route goes through ...
4. Russia is known as ...
5. “Alexander and Natalie” is the only Moscow fountain ...
6. There are ... museums, ... libraries, more than ... theatres in St Petersburg.
7. The Russian State Library is ...
8. The Kremlin of Moscow is ...

4. a) Look at the pictures and say what the text might be about. Support your opinion.
My Beautiful Country

Russia is a magnificent country, and you can almost consider it a continent by its great size. It is the world’s largest country having appeared as a world power during the times of Peter the Great. It has a lot of beautiful cities you can visit as a tourist, many of them historical, with battlefield artifacts from the time of the Russian Civil War and World War II. But not only the biggest cities such as St Petersburg and Moscow are worth seeing. There are a lot of cities attracting tourists with their unique history and architecture. Vladivostok is one of them.

Vladivostok is the nation’s largest port city on the world’s biggest ocean, the Pacific. It is also an important scientific research centre and the heart of the administration of Primorsky Krai, located at the Golden Horn Bay’s head, not very far from the nation’s border with North Korea and China. The Russian Pacific Fleet has the city as its home port. The harbour serves as fishing and whaling base.

The population of Vladivostok is around 600,000, consisting mostly of ethnic Russians and Ukrainians. Only Soviet citizens were permitted to live in the city or visit it from 1958 to 1991. Before that happened, Vladivostok had a large number of Korean and Chinese people residing in it.

The territory of Vladivostok was part of many states in the past, such as Jurchen, Balhae, China and the Mongol Empire. It explains the cultural variety of the city as compared to the cities located farther from the Russian border and nearer to the north.

You may visit the universities, which are numerous in the city, one of them being the Far Eastern National University opened in 1899. There is also a naval outpost that was founded by Count Nikolay Muravyov-Amursky in 1859. It was named after the model of a Russian fortress in the Caucasus, the Vladikavkaz fortress. Following the building of the naval outpost, a complex system of fortifications was constructed between the 1870s and 1890s. Today Vladivostok is one of fast-growing and developing cities in Russia.
Put the sentences in the correct order.

1. A lot of people have been populating the territory of Vladivostok.
2. The Golden Horn Bay is the heart of the nation’s largest port city.
3. Russia is a great place to visit.
4. Vladivostok is famous for its universities.
5. Different nationalities live in Vladivostok today.

5. a) Read the sentences below and translate them into Russian. Pay attention to the words in bold.

1. He lives near his school.
   He slipped on the ice and nearly fell.
2. She studies hard.
   She hardly knows Tom, he is a new neighbour of hers.
3. Jane came home late, her parents felt worried.
   I haven’t seen him lately, he left for Spain two years ago.
4. The cat sat high on the wall.
   Her compositions are highly appreciated.

b) Choose the correct form of the words in brackets and read the sentences out loud.

1. My granny is a (highly/high) respected teacher.
2. The duck was flying (high/highly) in the sky.
3. Jim likes sitting (near/nearly) the window.
4. Be careful! The car (nearly/near) hit the tree.
5. Daniel (hard/hardly) reads these days.
6. Ben works (hard/hardly) to earn a living.
7. Have you visited any good exhibitions (late/lately)?
8. They left the party too (late/lately).

6. Project work. Present the project People Make the Soul of the Country, Cities Make the Face of the Country to your classmates.

Homework

1. Ex. 5
2. Ex. 1-4
РАЗДЕЛ 1. АУДИРОВАНИЕ

1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A-F и утверждениями, данными в списке 1-7. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение.

<table>
<thead>
<tr>
<th>Говорящий</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Утверждение</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. It's an old tradition.
2. Look before you dress.
3. No sharing in paying.
4. Don't be afraid to stand up.
5. Better something than nothing.
6. Think before you take.
7. A good present will open the door.

2. Вы услышите диалог. Определите, какие из приведённых утверждений A-G соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Вы услышите запись дважды.

A. Fred has just come from Russia.
B. Fiona has the same worries Fred did.
C. Fred advises not to express emotions in public.
D. Fred enjoyed his studies in Russia.
E. Fred advises to wear what you like to be yourself in Russia.
F. Fiona prefers casual clothes.
G. Fred is sure that communicating with people is the best way to discover a country.
**3.** Alaska is home to
1) 100,000 active glaciers.
2) 3 million lakes and 3,000 rivers.
3) the tallest mountain in North America.

**4.** The largest known concentrations of bald eagles
1) are found near Haines from October till February.
2) are found in Alaska all year round.
3) are found near Haines from autumn till winter.

**5.** 16 national parks in Alaska
1) occupy 54 million acres.
2) about 2/3 of the land in the entire National Park System.
3) are the most recognized and visited National Parks in the world.

**6.** ... are offered in the park lands.
1) Wildlife viewing, camping, fishing and outdoor photography
2) Rafting, kayaking, mountain climbing and cross-country flying
3) Day cruises, tours of historic and cultural monuments and ice diving

**7.** The towering blue face of a glacier
1) is easily accessible by car.
2) is the most photographed scene of an Alaskan vacation.
3) makes one of the top 10 most-visited attractions in the state.
Visitors from all over the world

1) come to see mammals, birds and marine wildlife in Alaska.
2) come to observe and photograph wildlife of the USA.
3) come to fish and hunt in Alaska.

Alaska is the best place in the country to see

1) 430 species of birds.
2) the American Bald Eagle.
3) 12 species of big game (sheep, bears, wolves and deer).

РАЗДЕЛ 2. ЧТЕНИЕ

Установите соответствие между заголовками 1-8 и текстами A-G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Back to Life
2. Travelling in the Universe
3. Through the Eyes of a Child
4. How to Live
5. Can't Live in One Place
6. Not Too Late
7. Never Stop Travelling
8. Society Is Not Easy to Live in

A This Pulitzer Prize-winning novel from author Harper Lee explores racial tensions in the fictional “tired old town” of Maycomb, Alabama, through the eyes of 6-year-old Scout Finch. As her lawyer father, Atticus, defends a black man accused of rape, Scout and her friends learn about the unjust treatment of African-Americans — and their mysterious neighbour, Boo Radley. “To Kill a Mockingbird” is a must to read.

B In a far future world, television dominates, and books are outlawed. The totalitarian regime has ordered all books to be burned by “firemen”, whose job is to start the fires rather than stop them. But one fireman begins to see the value of the printed word. “Fahrenheit 451” by Ray Bradbury will fascinate you no matter what taste in books you have.

C In the future, society has excluded variety, converting everyone to “Sameness”. In three linked stories, Jonas, destined to hold memories of the time before Sameness; Kira, an orphan with a twisted leg; and healer Matty must discover the truth about their society and restore emotion, meaning and balance to their world. The book “The Giver Series” by Lois Lowry makes you feel the importance of living your life.
In this collection of novels, Arthur Dent is introduced to the galaxy at large when he is rescued by an alien friend seconds before the Earth's destruction, and starts a series of amazing adventures, from the marsh swamps of Squorshellous Zeta to the Restaurant at the End of the Universe. The book "The Hitchhiker's Guide to the Galaxy Series" by Douglas Adams is an exciting piece of writing to enjoy.

In a future Chicago, 16-year-old Beatrice Prior must choose among the predetermined groups to define her identity for the rest of her life, a decision made more difficult when she discovers that she is an anomaly who does not fit into any one group, and that the society she lives in is not perfect after all. The book "Divergent Series" by Veronica Roth is a good reading for today's teens.

The classic study of human nature shows the degeneration of a group of schoolboys left on a desert island. Ralph, Piggy, Simon and their fellow friends attempt to develop their own society — and fail absolutely. The book "Lord of the Flies" by William Golding is a classical book to read for everyone.

Bilbo Baggins, a respectable, well-to-do hobbit, lives comfortably in his hole until the day the wandering wizard Gandalf chooses him to take part in an adventure from which he may never return. The book "The Hobbit" by J.R.R. Tolkien will never leave you bored. It's just the beginning of a long story and if you start reading the first book, you're sure to stop only with the last one.
This week a conference in Carmarthen, West Wales, organized by the foundation, is being attended by about 100 academics. They are discussing indigenous languages. "Different languages will have their signs which tell us something about being human," says Nicholas Ostler, the foundation’s chairman.

"And when languages are lost most of the knowledge that went with them gets lost. The language is claimed to be the most important thing. Nowadays we want access to everything but we don’t want to be thought of as no more than people on the other side of the world."

Apart from English, the United Kingdom has a number of other languages. Mr Ostler estimates that half a million people speak Welsh, a few thousand Scots are fluent in Gaelic, about 400 people speak Cornish, while the number of Manx speakers — the language of the Isle of Man — is perhaps as small as 100. But is there any point in learning the really minor languages?

"I do think it's a good thing for a child. I value continuity in a community. I speak one of the endangered languages in the world — Chabakano — of which there are several dialects Zamboanga, Cotabato, Ternate, Davao and Ermita."

In Europe, Mr Ostler’s view seems to get official support. There is the European Charter for Regional Languages, which every European Union member has signed, and the EU has the European Language Diversity for All programme, designed to protect the most threatened native tongues. At the end of the last year the project received 2.7 mln euros.F

1 in Ireland, China, Australia and Spain
2 in the UK to discuss saving the world’s endangered languages
3 to identify those languages most at risk
4 around 25 mother tongues
5 for national diversity
6 on the Isle of Man to learn Manx
7 as they want to be different

Are Dying Languages Worth Saving? Part 2

But for some this is not just a waste of resources but a misunderstanding of how language works. The writer and broadcaster Kenan Malik says it is “irrational” to try to preserve all the world’s languages.
Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman islands died. While it may seem sad that the language expired, says Mr Malik, cultural change is a natural process. "In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous." And when governments try to support languages, it shows a desire to cling to the past rather than move towards, he says.

If people want to learn minority languages like Manx, that is up to them - it shouldn't be supported by government, he argues. "To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it's in the public good to preserve Manx or Cornish or any other language for that matter." In the end, whether or not a language has the ability to live is very simple. "If a language is one that people don't participate in, it's not a language anymore."

The veteran word-watcher and Times columnist Philip Howard agrees that languages are in the hands of people, not politicians. "Language is the only absolutely true democracy. It's not what professors of linguistics, or academicians, or journalists say, but what people do. If children in the playground start using "wicked" to mean "terrific" then that has a big effect."

And Mr Howard says politicians make a "category mistake" when they try to interfere with language, doing an experiment in Glasgow schools that he says is predicted to fail. "Offering Gaelic to the children of people who don't speak it seems like a conservation of lost glories. It's very romantic to try and save a language but nonsense."

But neither is he saying that everyone should speak English. "Some people take a deconstructivist view and argue that everyone will soon be speaking English. But Mandarin is the most popular language in the world and Spanish the fastest growing."

There are competing forces at work that decide whether smaller languages survive, Howard argues. On the one hand globalisation will mean that many languages disappear. But some communities will always live apart, separated by sea, distance or other barriers and will therefore keep their own language. With modern communications and popular culture you find that if enough people want to speak a language they can."

In short, there is no need for panic. "Language is not a plant that rises and falls, lives and decays. It's a tool that's perfectly adapted by the people using it. Get on with living and talking."

Kenan Malik says it ... to try to preserve all the world's languages.

1) is no point
2) makes no sense
3) is a good idea
4) is of no importance

Other:
13. The disappearance of a language means
1) a cultural loss.
2) a linguistic loss.
3) no people speaking it.
4) no people studying it.
Other:

14. If governments try to support languages,
1) they try to preserve cultures.
2) they waste money.
3) they seem to try to keep the past.
4) they are interested in language policy.
Other:

15. Mr Malik believes that
1) languages can't live forever.
2) even if a language dies the culture survives.
3) a language can't survive if few people speak it.
4) there's no public good in preserving languages.
Other:

16. Philip Howard admits that
1) a language will survive if children speak it.
2) languages are in the hands of people.
3) languages should be protected.
4) languages can be supported by professors of linguistics.
Other:

17. Philip Howard also claims that
1) people should speak any language they like.
2) everyone should speak English.
3) the world will speak only English, Mandarin and Spanish.
4) English is the most popular language.
Other:

18. Globalisation will make
1) most languages disappear.
2) minor languages less spoken.
3) make many languages disappear.
4) it a must to learn languages.
Other:
РАЗДЕЛ 3. ГРАММАТИКА И ЛЕКСИКА

Прочтите приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19-25, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19-25.

**Accidental Discoveries — Nylon**

**Part 1**

There is a saying that “it is better to be lucky than smart”. It may not really be __19__, but the story of nylon seems to show that it certainly helps.

The story began when Wallace Hume Carothers was brought to the Du Pont chemical company. Carothers started a program aimed at ___20__ synthetic materials like the natural substances: cellulose, silk, and rubber.

Although by 1935 his group had contributed __21__ knowledge in these areas, Carothers had just about decided that their efforts to produce a synthetic fibre like silk were a failure.

Then an accident occurred when his __22__ were just “fooling around” in the laboratory. This accident turned the failure into an enormous success.

The __23__ material that formed nylon had already been made, but it didn’t seem to have any useful properties, so it was put aside on the laboratory shelf.

Instead, the chemists chose to work on the polyester series. These were man-made substances that were softer and different __24__ than the polyamide.

They were __25__ to work with in the laboratory.

**Accidental Discovery — Nylon**

**Part 2**

While working with one of these softer materials, chemist Julian Hill __26__ that if he gathered a small ball on the end of a glass rod and stretched it out, it formed a thread that was very silky in appearance.

**NOTE**
One day when the boss was downtown, Hill and his fellow chemists were fooling around with the polyester plastic. They gathered a ball of the melted material on two stirring rods.

One of the chemists took one of the rods and ran down the hall to see how far he could draw out the stretched fibre before it broke.

They amazed at how silky and strong the stretched fibre was.

Although the polyester they used in this way melted too easily for cloth, they thought of using the polyamide that they had put aside earlier. When they tried the stretching trick with the polyamide, it worked the same way. The fibre became very strong. This is what the company called nylon. Nylon became the biggest money-maker the Du Pont company ever had.

Прочитайте текст с пропусками, обозначенными номерами 32-38. Эти номера соответствуют заданиям 32-38, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

32. _______ prehistory to modern day the world of dance has been, and will forever be, charming. The beautiful and respectable art form of _______ is known today as ballet was inspired by the past, just as the most of the liberal arts have been. Throughout its evolution ballet has maintained to be a popular form of dance all over the world.

While its original conception is debatable, it is believed by many historians that pantomimes of Greco-Roman times _______ the later creation of ballet. Pantomimes, which are thought to have been perfected around 22 BC, were theatrical plays performed in Rome in which a pantomimos, or solo dancers _______ masks, told a story through dance. These solo dancers were only male during this time and acted as all of the main characters in each story by changing masks for each role. What made the pantomime _______ from theatrical plays of its time was that the stories were told solely through dance and this dancing was often accompanied by a flute and sometimes pipe instruments and stomping feet. These performances were often of mythological _______ and many came from Homer’s Iliad. Through pantomime not a _______ word needed to be spoken, nor a facial expression shown because it was discovered that through body movement alone a dancer could tell a whole story.

32  1) Of  2) From  3) Till  4) Since

33  1) what  2) that  3) which  4) whose

34  1) persuaded  2) aspired  3) inspired  4) admired

35  1) making  2) showing  3) putting on  4) wearing
This was the first time I used coachsurfing when travelling. It's amazing. People were charming, cities magnificent, the weather nice. The trip turned out to be the best one in my life. The members of the family I was staying in showed everything to me and even organized a little party to see me off. Do you enjoy travelling? What kind of travelling do you prefer? What are the most popular ways of travelling in your country? Next summer I'm going to take up volunteering as a form of travelling.

Write a letter to Barbara. In your letter
- answer her questions
- ask 3 questions about her summer plans

Write 100–140 words. Remember the rules of letter writing.

Comment on the following statement:
Russia is a riddle wrapped in a mystery inside an enigma.
Winston Churchill

What is your opinion? Do you agree with this statement?
Write 200–250 words.

Use the following plan:
- make an introduction (state the problem paraphrasing the given statement)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don’t agree with the opposing opinion
- make a conclusion restating your position
РАЗДЕЛ 5. ГОВОРЕНИЕ

Task 1

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will have not more than 1.5 minutes to read the text out loud.

The sculpture park “Legend” is the biggest sculpture park in Russia and one of the greatest sculpture parks in the world. It is situated near the village of Ramzai in Penza Region. It is famous for its annual international sculpture symposium.

Now there are 275 unique sculptures made from marble, granite, wood, metal and bronze. 178 sculptures from 59 countries worked in this park. An interesting feature of the park is that it is growing. Every year sculptors from all over the world come to the park to take part in the competition and leave their masterpieces there. So it seems that the park will never stop growing.

The park “Legend” is included in the five main sights of Privolzhsky region. It took part in the contest “Russia 10” which was organized by the channel “Russia 1”. The aim of the contest was to find 10 most famous places in Russia. The park received 1.6 million votes and got the third place.

Task 2

Study the advertisement.

GuideMe Tours Russia

GROUP TOUR. ONE WEEK

Make your own trip: select the sight you want to visit, the time convenient for you and the place you want to stay in.

Make your excursion unforgettable with GuideMe!

You are going to arrange the tour with GuideMe and want to have some walks in the historical part of the city. So you are calling the GuideMe office to get more information about the excursion. In 1.5 minutes you are to ask five direct questions to find out about the following:

- sights
- length of walks
- time of walks
- modern exhibitions
- places popular with young people

You have 20 seconds to ask each questions.
Task 3

These are photos from your photo album. Choose one photo to describe to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences). In your talk remember to speak about:

- where and when the photo was taken
- what/who is in the photo
- what is happening
- why you keep the photo in your album
- why you decided to show the picture to your friend

You have to talk continuously, starting with: “I’ve chosen photo number ...”

Task 4

Ready the two photographs.

In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- explain which exhibition you would prefer
- explain why

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

Lesson 17 Test
Lesson 18 Reserve
1. a) Look at this picture. What does it show?

b) Are these associations true or false? Discuss it in small groups.

2. a) Read the new words and expressions and guess their meanings.

Come across as phv — to come across as a good person, to come across as being an interesting person. The Chinese come across as hard-working people. They come across as being very modest and patient.
Notorious adj — to be notorious for something bad. Ireland is notorious for its loud and noisy football fans.

Miserable adj — to look miserable, to feel miserable. Most characters in Henry's books are common people who lead a miserable life.

Range v — to range things according to their size, to range from A to Z. He ranged the books on the shelf according to their size. There were all kinds of books, ranging from geography to culture. His interests range from playing football to learning languages. Range (of sth). You can buy a broad range of souvenirs in this shop.

Define v — to define a word. You can define the word "famous" as "popular". Definite, indefinite, definitely.

Fix v — to fix a broken object, to fix a price, to fix time. He fixed a shelf on the wall. The prices were fixed by the government. Fixed (idea, image, time). He had a fixed image of Great Britain in his mind.

Translate the sentences into Russian.

1. People normally associate Japan with high tech products.
2. Russia is often associated with cold weather.
3. British people seem to be very traditional, but is it really the case?
4. It seems that they are always polite. It seems to me that it is part of their culture.
5. Some Russians appear to be very cold at first sight, but then they open up.
6. In my view, travelling is very important to understand other cultures.
7. What is your point of view?
8. When I think of Italy, the first thing that comes to my mind is nice sunny weather.
9. To my mind, it is a fantastic place.
10. I don't mind talking about stereotypes.
11. Please mind that it is very important.
12. France is known for its wines and cheeses.

Fill in the words from the box using the correct forms.

appear ■ appearance ■ associate ■ association ■ disappear ■ known ■ mind ■ seem ■ view

1. The children ... to be interested in reading (2 variants).
2. We ... the name of Columbus with the discovery of America.
3. His article about the summit will ... in the next issue of the newspaper.
4. This town has many childhood ... for me.
5. In my ..., reading enriches our imagination.
6. The car ... from our sight.
7. You should bear in ... that the results of the test will influence your final grade.
8. Stephen Leacock was ... for his humorous stories.
9. His first ... in public was a great success.

National Character — 61
4. a) What is a stereotype? Share your ideas with the class, using the following expressions: in my opinion, in my view, from my point of view, to my mind.

b) Read two definitions of a stereotype. Do you agree with them?

A stereotype is a fixed idea or image of what a particular type of person or thing is like.
Longman Dictionary of Contemporary English

A stereotype is a fixed, overgeneralized belief about a particular group or class of people.
Cardwell Dictionary of Psychology

c) Look at the pictures and guess the countries. What stereotypes of these countries do you know? Use the expressions below.

- When I think of that country, I think of... / I imagine...
- I associate it with...
- The first thing that comes to my mind is...
- The things that spring to my mind are...
- My image of that country is...

5. a) Listen to the five people talking about their stereotypes. Name the stereotypes and guess the country.

b) Work in groups. Discuss what you associate with that country.

6. Read the forum comments on the stereotypes associated with British culture and complete the sentences (1–5) with the missing parts (a–e) given below.

**Stereotypes about British Culture**

Mike

There is a stereotype that we are all football and cricket fans. It's definitely true that both of these sports are really popular with British people in terms of both playing and watching, but to my mind, they are not the only ones. Rugby is also very popular in Britain, as are tennis, horse racing and Formula 1 motor racing. 1) ... Sport is definitely an important part of British culture, and will often form the basis of conversations between new acquaintances, especially among men. One of the first questions you may be asked is “What football team do you support?”, so make sure you have your answer ready!
Alice

Britain is notorious for its bad weather, and they say we appear to be sad and unhappy. However, it doesn't always rain here and we aren't as miserable as it might seem!

John

The British are known as a nation of gardeners, and it seems to be true. Many people in Britain feel proud of their houses and gardens and do their best to make them look nice. Every town has one or more DIY (Do It Yourself) centres, which are like supermarkets for the home and garden. Those places are very popular with British home-owners at the weekends.

Bridget

There are lots of stereotypes about British food, one of which is that we live on fish and chips and roast beef! Fortunately for our arteries, this is not the case. Most towns will have at least one fish and chip shop, but most people will limit a fish and chip dinner to once or twice a month. Roast dinners are still very popular too, but are restricted in general to Sundays, when it is common for people to go to a local pub for a beef, chicken, pork or lamb roast. Most towns and cities in Britain actually have a huge range of different restaurants, which reflects the change of eating habits in Britain — Thai, Chinese, Indian and Italian cuisines in particular are now fully incorporated into the British diet.

Margaret

Many people associate British culture with drinking tea. While coffee and other hot drinks are consumed in Britain, it's fair to say that tea is probably still the most popular! Tea is commonly drunk in the workplace throughout the day, and if you want to meet up with a friend or family member, you will invite them to your house for a "cup of tea" and a chat.
7. Answer the questions.
   • What stereotypes are associated with the British culture?
   • Which of them are true to life?

Adjectives + Prepositions, Prepositions + Nouns

8. a) Revise the prepositions.

- FOR
  - to be known/famous for
  - to be notorious for

- WITH
  - to be popular with
  - to be crowded with

- OF
  - to be full of
  - to be short of

- TO
  - to be important/interesting/useful to somebody

- IN
  - in my view,
  - in my opinion

- FROM
  - from my point of view

- FOR
  - to be important/interesting/useful for somebody to do something

b) Complete the sentences with the correct prepositions.

1. British people are famous ... their love of fish and chips.
2. Roast dinners are still very popular ... British people.
3. This tradition is important ... them. It is important ... them to get together.
4. Restaurants are always full ... people, especially at the weekends or in the evenings.
5. London is notorious ... its bad weather.
6. Football stadiums are crowded ... football fans.
7. Sports are interesting ... the British. It is interesting ... them to do sports or just watch sports competitions.
8. Even if you are short ... time, you shouldn’t jump the queue in Britain.
9. ... my opinion, the tradition of drinking tea is not so important today.
   - Oh, no, ... my point of view, it is still a big deal.
10. ... my mind, football is the most popular sport. — ... my view, cricket and rugby are just as important.
9. Choose any country and write down your associations with it.

10. **Project work.** Choose any nation and start preparing a presentation of the project *Stereotypes and Facts.* Talk about the features of national character, feelings, emotions, appearance, skills, behaviour, special habits and customs. Say if these stereotypes are true to life, in your opinion. Use information from the Internet, press, books, etc. to prove your point of view.

**Useful Language**

- come across as, notorious (for), miserable, range, define, fix

**Homework**

1. Ex. 4  
2. Ex. 9  
3. Ex. 1-4

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**Lesson 20**

1. What associations do you have with these countries? Talk about them, using expressions from Lesson 19. Think of at least 3 key words.

- FRANCE  
- ITALY  
- SPAIN  
- GERMANY

2. Read and remember the words for describing character. Which of them could you use to talk about the British and Russians?

- ambitious, angry, attentive, broad-minded, careful, caring, capricious, closed, confident, creative, cunning, curious, determined, easy-going, faithful, flexible, generous, greedy, hard-working, honest, hospitable, imaginative, intelligent, jealous, kind, lazy, miserable, modest, open, patient, plain, polite, proud, quiet, reliable, rude, selfish, sensible, shy, sociable, strong, talkative, weak
3. Look at the pictures and describe the character of these people. Use the adjectives in Exercise 2 and the expressions below. Do you have the same image of these nations?

- They are...
- They seem/appear (to be)... 
- They come across as...
- I find them...
- I think of them as...
- I would describe them as...

• They are...
• They seem/appear (to be)... 
• They come across as...
• I find them...
• I think of them as...
• I would describe them as...

GRAMMAR Revision

Word-building (GR, p. 169)

4. a) Use the suffixes and make new adjectives out of the words from the box. Remove the underlined letters. Guess the meanings of the new words.

- irritate, knowledge (-able)
- boast, help, peace, respect, skill, thought (-ful)
- dare (-ing)
- communicate, support (-ive)
- adventure, courage (-ous)
- push (-y)

b) Complete the sentences using the new words.

1. The French know a lot about different types of cheese and wine, they are ... . They are really ... . They produce food with a lot of skill, they are really ... . They boast of their good taste, so some people think they are ... .

2. The Japanese respect other people, they are ... . They are really ... . They love peace and look calm, so they are ... . Also, they are serious and quiet because they think a lot, so they are ... .

3. Russians show great courage, so they are ... . They are willing to do dangerous things and take risks, so they are ... . Many people love adventures, they are really ... . They try to help and support each other, they are ... and ... .

4. The Spanish are able to talk easily to strangers, they are so ... . Most people are very friendly and positive, they don't get irritated easily. They are not ... . However, some behave in a rude way and push other people too much to get what they want, so they may be ... .
c) Do you agree with these descriptions of different nations? Give your reasons, using the following expressions from the box.

- in my opinion
- in my view
- to my mind
- to my way of thinking
- from my point of view

6. a) Listen to people talking about their stereotypes of different nations. Name the nations and stereotypes.

b) Do you have the same associations? If not, how are they different?

6. Read the text about stereotypes associated with British people. Answer the questions.

1. Why is it hard to define a national culture today?
2. Why are some stereotypes very far from the truth?
3. What aspects of politeness does the author mention?
4. How do British people treat those who jump the queue?
5. Do many people speak “Queen’s English”?
6. Why does the BBC hire people with regional accents?

**Stereotypes about British People — How True Are They?**

Like many other countries, Great Britain is made up of lots of different people from all kinds of ethnic backgrounds. This is especially true for large towns and cities, which have become really multicultural over the last few decades. Some “rural parts of Britain are perhaps less so, but in general, it is much harder to define a national culture than, say, fifty years ago.

There are quite a lot of stereotypes that are commonly applied to British culture. Some of them are close to the truth, but others have nothing to do with real life. Many stereotypes are based on the old times, but there are some that are still applicable today.

In general, the British have a reputation for being very polite and quite traditional, and it is quite true. Of course, like in any society, there are some people who don’t want to be respectful, but most Brits are fairly polite. In Britain it is quite normal to hear people saying “please” and “thank you a lot”. Also, they don’t get irritated easily, so they don’t normally react angrily in situations where people from other cultures might be more direct in expressing their opinions!

Another aspect of politeness is the way that British people are taught to queue. British people queue for every-thing in public, and any attempt to jump the queue will be considered very rude. Any queue jumpers would most probably be asked to move back and wait for their turn.

The way that British people speak and the language that they use is also considered quite polite. The language that most people use, including lots of phrases like “please”, “thank you”, “pardon” or “excuse me” and “would you mind...”, certainly proves that view. But the stereotype that all British people speak the so-called “Queen’s English” is definitely not true! There are some people who use Received Pronunciation (the accent of Standard English in England), but the most people around the country speak with a regional accent and use a dialect that has nothing to do with “Queen’s English”.

National Character 67
Over the last couple of decades efforts have been made to promote the use of regional accents in the British media. The idea is to try and reflect a more accurate picture of modern Britain. Nowadays the BBC, one of Britain’s oldest and most famous media, has presenters from Wales, Scotland and Northern Ireland, as well as people who come from areas like Yorkshire and the North East. They are known to speak with very special regional accents. So the society is getting more and more tolerant and supportive of local cultures.

7. Write a newspaper article called *Stereotypes and Facts about the British*. Choose three stereotypes and comment on them.

**REMEMBER**

irritable, knowledgeable, boastful, helpful, peaceful, respectful, skilful, thoughtful, daring, communicative, supportive, adventurous, courageous, pushy

**Homework**

1. Ex. 5  2. Ex. 7  3. Ex. 1-4

**Lesson 21**

1. Look at the photos and describe the character of these people.
2. a) Read the new words and guess their meanings.

**Arrogant adj** — an arrogant person, arrogant behaviour. I don't like arrogant people because they seem to think too highly of themselves.

**Nod v, n** — to nod your head, to give somebody a nod. I asked my friend if he was ready to go, and he nodded. It is considered good manners to nod if you see a friend or colleague of yours.

b) Read these international words and find their equivalents in Russian.

**Manner n** — a strange manner of doing something, to react in a usual manner, good manners, table manners. It is a strange manner of deciding things. Why did you react in such a manner? Japanese people have very good manners. It's bad manners to interrupt other people. **Well-mannered.**

**Ignore v** — to ignore other people, to ignore a question. Some drivers simply ignore traffic rules. Some tourists ignore local customs and traditions and behave in a very rude manner.

c) Read the words, guess and say what they mean.

**Sympathy n** — to have or feel sympathy for somebody, to have no sympathy for somebody. I have a lot of sympathy for her; she has brought up her children without any support. To **sympathise (with somebody), sympathetic.** I sympathise with homeless people. When in trouble, everybody needs a sympathetic ear.

**Reserved adj** — a reserved person. In Korea many people seemed shy and reserved to me.

**Ignorant adj** — an ignorant person, to be ignorant of/about something. I am ignorant in this field. He is ignorant of our plans for the weekend, we don't want to tell him anything. **Ignorance.**

3. a) Look at the pictures and guess what country we are going to talk about. Remember and say what you know about it.
b) Which of these adjectives would you use to describe the people in that country?

- sympathetic
- well-mannered
- arrogant
- modest
- ignorant
- intelligent
- reserved
- open

4. Listen to an extract from a TV show about national character and answer the questions.

1. Who are the Kiwis?
2. How do they see other people?
3. How do they compliment each other?
4. How do they evaluate their own skills and abilities?
5. What are the most common greetings?
6. What gestures do the Kiwis use when meeting each other?

5. Act out the interview about the Kiwis.

6. Read an article about the national character of New Zealanders. What new facts have you learnt about the Kiwis? Do you think that “national character” exists?

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**The Kiwi Way**

New Zealanders are very sympathetic and helpful people because in reality they have always depended on each other due to the isolation of New Zealand from the rest of the world. To understand it better, let’s take a look at a real life story.

“A plumber was asked to come and fix a water pump in a house up on a mountain in the north of New Zealand. He got there and realized that he would need an electrician to take out a panel. He waited for one hour for the electrician to arrive, and the panel was taken apart. Although the plumber tried really hard, he still could not get enough pressure from the pump. He called a water pump salesman, who put him in contact with a production engineer... anyway, to cut the long story short, it took more than 4 hours to fix the pump, and more than 6 professionals from different areas, voluntarily giving their time to help a person in need by phone or on the spot. Their solidarity is 10 out of 10.”

Although the Kiwis can be very informal, they always use good manners when dealing with other people. It is common to always use “please” when asking for something and to thank afterwards. “Sorry” or “pardon me” is also used a lot. If you forget these little magic words, the well-mannered Kiwis might label you as rude, ignorant or arrogant. The people in New Zealand are extremely critical in this sense. Quite simply, if you do not use good manners, you will not be treated with good manners either. Here is a short story to illustrate this idea.

“In a restaurant a customer called out a waitress with a sound and asked for a coke. The waitress served the people at the next table, but did not bring the coke. He asked for the coke again, but was ignored. He threatened to talk to the manager, but the waitress did not react. That’s when he got up to complain. The manager called the waitress out. After a short conversation she went over to the table where the impatient customer was sitting and said, “The manager has asked me to tell you that you will not be served until you say, “Excuse me, may I have a coke, please?” and also say “sorry” for the way you spoke to me earlier.”

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Most of the Kiwis are very friendly and hospitable. You can be sure that when you walk down the street, most people will say, “Hello” or “Hello, how are you?”, or at least they will give you a friendly nod. In the bigger cities of New Zealand it doesn’t happen that much. But you can be sure that in smaller towns most people will try to talk to you. The classic ice breaker is to talk about the weather, for example “Nice day today, isn’t it?” If you are not from the town, they will probably ask, “Where are you from?” Initially you may find the Kiwis a little bit closed and reserved (especially with foreigners) but once they feel comfortable with you, they start opening up more and more. This behaviour dates back to the old times when everything and everyone could be seen a threat or danger. Today it is not so extreme, of course. It might sometimes take quite some time to make friends with the Kiwis, but once you have formed a good friendship, they can really make great friends.

For more information, see https://teara.govt.nz/en.

7. What real life stories does the author use as examples in the text from Exercise 6? Retell them in your own words.

**GRAMMAR Revision**  
Prepositions + Nouns (GR, p. 169)

8. a) Revise the prepositions. Make up phrases with them and the words in the chart. Write them down in your exercise book.

- **to be ON**
  - television, the radio, the telephone, the phone, fire

- **to be/go ON**
  - strike, a diet, holiday, business, a trip, a tour, an excursion, a cruise, an expedition

- **to go/come FOR**
  - a walk, a swim

- **to have something FOR**
  - breakfast, lunch, dinner

- **to do something BY**
  - accident, mistake, chance

- **a book/play/painting, etc. BY**
  - Pushkin, Shakespeare, Repin
b) Complete the sentences using the prepositions.

1. ... my view, some stereotypes are close to the truth, even if they were created ... accident.
2. ... my opinion, many popular beliefs have nothing to do with real life. They were created ... chance or even ... mistake.
3. ... my mind, the Kiwis are very friendly and hospitable. So if you go ... a tour to New Zealand, you won’t regret it.
4. ... my point of view, the society in New Zealand is tolerant and supportive of foreigners.
5. We learn a lot of stereotypes because we see them ... television or hear ... the radio.
6. What people have ... breakfast may be very different in different British families.
7. New Zealanders often go ... a walk in their free time. Some of them also go ... a swim.
8. Many people have very different patterns of behaviour when they are ... home, ... work, ... holiday or ... business.

9. Write a short essay about the national features of New Zealanders that surprised you most of all (12–15 sentences).

Useful Language

arrogant, nod

International Words

sympathy (to sympathise; sympathetic), manner, reserved, ignore (ignorant, ignorance)

Homework

1. Ex. 4  
2. Ex. 9  
3. Ex. 1–4

Lesson 22

1. Make a short presentation about the national character of New Zealanders.

GRAMMAR Revision

Word-building (GR, p. 170)

2. a) Make negative forms of the adjectives from the box. Guess their meanings.
b) Complete the sentences, using the words you have made.

1. Wait for a moment! Don’t be so...
2. Don’t try to tell me a lie. It’s really bad to be... in such matters.
3. You shouldn’t boast of your achievements. It’s bad manners to be so...
4. If you can’t think of any ideas, it means that you are...
5. Don’t keep silent all the time. Talk to the people around you. Don’t be so...
6. If you don’t like to have guests, people may think of you as...
7. There is always some hope. There are no... cases, believe me!
8. You should take care and be cautious. It isn’t always good to be...

3. Read the new words and guess their meanings.

**Humour** n — to have a good sense of humour, to have no sense of humour. *One of my friends is so serious that he seems to have no sense of humour at all!* **Humorous, humourless.**

**Witty** adj — a witty person, a witty speaker, a witty comment. *I know him as a really witty speaker; he keeps making jokes all the time!*

**Similar** adj — a similar idea, in a similar manner, to be similar to something or somebody. *We have similar tastes in music. My opinion is always similar to my friend’s.*

**Trait** n — a trait of character. *Generosity is his most important trait.*

4. a) Listen to an extract about humour and say which two nations are mentioned here.

b) Listen to an extract again, read and say if these statements are true or false. Correct the false ones to make them true.

1. According to the speaker, British people are always polite and serious.
2. British humour is normally based on sarcasm and irony.
3. British humour is really international, so it is not so difficult for foreigners to understand.
4. Many jokes in New Zealand have to do with local culture.
5. The most popular jokes in New Zealand are about British people and New Zealanders.
6. Humour is very different in Great Britain and New Zealand.

c) Do you consider Russians witty? What is the Russian sense of humour like?
5. a) Listen to three jokes about British people. What aspects and features of character are made fun of?

b) Now read the jokes out loud. Try to make them sound funny.

Jokes about the British
1. Being British is about driving in a German car to an Irish pub; then getting an Indian curry or a Turkish kebab on the way home; sitting on Swedish furniture and watching American shows on a Japanese TV.
2. Boasting of modesty is typical of the British.
3. No matter how politely you ask a British man a question, — he will persist in answering you in English.

6. Many people in the UK get offended about being called “English”. They say that English, Scottish, Welsh and Irish people are all very different. Read the interview with Aidan about the Scottish national character and say what it is like.

Scottish National Character

Interviewer: Could you describe Scottish people? What are they like?
Aidan: By world standards Scots are very well-educated people. And although the location of Scotland in a distant corner of Europe used to keep Scots out of touch with the rest of the world, they have had a really global outlook since the 18th century. There have been generations of Scottish emigration, which means that most Scots have some relatives in countries such as New Zealand, Australia, Canada, South Africa or the USA.

Interviewer: What is their view of themselves?
Aidan: The Scots’ view of themselves is often quite difficult for visitors to understand. It tends to be a mixture of pride and cynicism. It’s a complex mixture. Typical Scots can never praise Scotland without a hint of irony in their voice — and can never criticize it without betraying a deep love of their country.

Interviewer: They have a good sense of humour, I guess.
Aidan: Oh, yes! Scots are really witty, but they have a deadpan style of humour. They never express enthusiasm for anything in direct terms, so “It’s not too bad” is used to say “It’s fantastic”.

Interviewer: Could you give me an example of a Scottish joke?
Aidan: Have you ever heard of a thoughtful Scotsman who was going to the pub? No? Well, he turned to his wife before leaving and said, “Jackie, put your hat and coat on.” She replied, “OK, that’s nice. Are you taking me out to the pub with you?” “Nah, just switching the central heating off while I’m out”.

Interviewer: That sounds rude! Does it mean that Scots are very tough and indifferent?
Aidan: Not at all! Scots can be quite sentimental. On many occasions — on New Year’s Eve, at weddings, ceilidhs, parties or major soccer games — Scots will dance, sing, kiss, embrace, cheer and have fun. When a few Scots get together and start looking back on a history of failures and “what-might-have-beens”, they can get upset very quickly. Add the right music or poetry — and the combination can be melancholic in its effect. I am not saying that all Scots see themselves as traditional music fans. But sit in a Scottish pub at the end of the evening when somebody starts singing a famous Scottish song “Flower of Scotland” — and you will see tears in the eyes of grown-up men.

Interviewer: Yes, I can imagine! What comes to my mind is a group of Scots wearing kilts. Is this image true to life?

Aidan: Well, for most people, the kilt is a traditional symbol of Scotland. It has its origins in an ancient Highland costume but now both Highlanders and Lowlanders are proud to wear it. It has become an accepted traditional costume around the world, and like all such clothes, it is usually worn as a symbol of Scottish culture and national pride on special occasions, such as Tartan days and others. But of course, you won’t often see people wearing it in everyday life.

For more information, see https://www.scottish-at-heart.com/scottish-people.html.

7. Write a short summary of the interview with Aidan (7–8 sentences).

Useful Language

- humour, witty, similar, trait

Homework

1. Ex. 4  
2. Ex. 7  
3. Ex. 1-4
Lesson 23

1. a) Look at the pictures and describe the style and clothes of these people. Use the words from the box.

- formal
- informal
- good-looking
- bad-looking
- well-dressed
- dressed-to-impress
- impressive
- elegant
- creative
- plain
- simple

b) Do you have the same image of these nations clothing style? If you don’t, then how is it different?

2. a) Read the new words and guess their meanings.

**Casual** adj — a casual manner, casual clothes, a casual visitor. Austrians and Germans normally wear casual clothes, they don’t like to show off. My friend tried to sound casual, but her fear was obvious.

**Gorgeous** adj — a gorgeous person, a gorgeous day. You look gorgeous today. What a gorgeous afternoon!

**Straightforward** adj — a straightforward person, a straightforward answer, a straightforward explanation. I like straightforward people who speak clearly and do not beat around the bush.

**Superstition** n — an old superstition. In English-speaking countries there is a superstition that walking under a ladder is unlucky. **Superstitious.** Yes, I can see the black cat that has crossed our road. But don’t be superstitious!

**Prejudice** n — prejudice against female drivers. In Russia there is still a lot of prejudice against women drivers. **To be prejudiced** (against somebody).

**Neutral** adj — to remain neutral, to use a neutral language, to wear neutral colours. One of my friends always wear neutral colours, while the other one loves bright clothes.
b) Choose the most suitable word.

1. She looks (straightforward/gorgeous/prejudiced) in her new dress.
2. It's a theatrical (superstition/humour/trait) that a bad dress rehearsal means a good first night.
3. I have a strong (trait/prejudice/view) against her new boyfriend.
4. He said in a neutral (voice/look/speech) that he wouldn't do anything to help them.
5. You always know what Helen thinks, she is a (straightforward/gorgeous/casual) person.
6. She touched her locket for luck, a (trait/superstition/straightforwardness) she had had since her childhood.
7. Kate's kindness is one of her most pleasing (traits/characters/actions).

3. a) Do clothes reflect the character of a nation? Is there any prejudice against people who are not well-dressed in your country? Discuss with your classmates and give examples to prove your point of view.

b) Is image important to you personally? Discuss with your neighbour and then share your ideas with the class.

4. What associations do some foreigners have with Russians? Look at the pictures and describe them. Is it the truth?

5. Listen to an extract from a radio programme called “Foreigners about Russians”. Name the stereotypes and say if they are true according to the speakers.

6. Read the script of the radio programme Foreigners about Russians. Fill in the gaps (1—5) with the missing parts (A—F). There is an extra sentence that you do not need.

A Also, they should not get offended when men treat them like weak creatures.
B Most people don’t actually believe these things “work”, but they often do them anyway.
C Let’s find out which Russian stereotypes seem true to our foreign guests.
D Just imagine: sky-high heels, fantastic miniskirts and fur coats on beautifully made-up girls, and impressive suits on guys.
E To my mind, Russian people are also very straightforward and will not beat around the bush; they don’t tolerate small talk or niceties and prefer to get to the point of a conversation.
F Moreover, these very few people follow all these recommendations.
Host: You have probably heard a lot of “facts”, myths, stereotypes and prejudices about Russia. 1)

Speaker 1: Russians are said to be serious and straightforward.
Well, in my view, Russians often have a serious face on when they’re in public. It seems impolite to express strong (especially loud) emotions. (Of course, everything changes in private life, but that’s a different story). 2) Except for young Americanized people, I seldom hear Russian people asking “How are you?” as they walk past each other in the street. This question is probably reserved for private conversations and requires an honest answer.

Speaker 2: Russians are thought to be superstitious.
From my point of view, Russian people have a lot of superstitions, which are mostly habits, like “knocking on wood”. Many Russians will sit down inside their house before going on a trip to ensure a good journey. They will consider it good luck to break a glass accidentally, and they will spit three times over their shoulder after they knock on wood. 3)

Speaker 3: They say that gender roles are still alive in Russia.
Well, to my way of thinking, men are men and women are women in Russia in every aspect of daily life. Men are expected to be gentlemen, opening doors, pulling out chairs, and paying for the ladies. Women are expected to cook, clean and always look gorgeous. 4) I’m not saying it’s easy, but that’s the way it is! Or, at least, it seems so.

Speaker 4: Russians are believed to be elegant and gorgeous.
I might be wrong, but in my opinion, this stereotype is true to life. Of course, it depends on the person, but, to me, many people look like that. When Russian people dress up, it means they are going out. 5) If they’re not planning to go out, Russian men put on quiet, neutral clothes, but Russian women still wear their best clothes. They look as if they have stepped out of a fashion magazine.
7. a) Make a short speech “True Russia”. Talk about stereotypes and reality.
   b) Think of some national souvenirs that represent Russia. Don’t forget that Russia consists of many different parts and has many different cultures!

8. Your pen friend Betsy from Manchester is celebrating her birthday next month. She lives at 17 Green Lane. Write a postcard to her, wishing her a happy birthday and saying what present you have chosen and why. Write 30–40 words, including the address.

Useful Language

- casual, gorgeous, straightforward, superstition (superstitious), prejudice, neutral

Homework

1. Ex. 5
2. Ex. 8
3. Ex. 1–4

Lesson 24

1. a) What is an emoticon [ˈemətikən]? Do you use emoticons when you write letters or e-mails? Why?
   b) Look at the emoticons and describe the emotions they express. Say when you last felt the same. Use the words below.

   - angry ■ surprised ■ amazed ■ excited ■ sad ■ upset ■ worried

2. a) Read the new words and guess their meanings.

   **Adjust** v — to adjust a desk lamp, to adjust to the new environment. Adjust the seat to make it comfortable. When you go to a foreign country, it is not always easy to adjust. It took the Russian students a couple of months to adjust to the new culture. **Adjustment, adjustable, well-adjusted.** Let’s check the calculations and make some adjustments.

   **Astonished** adj — When I arrived in the USA, I was astonished to see the skyscrapers. **To astonish, astonishment, astonishing.**

   **Furious** adj — The traveller got really furious with himself for missing the plane. **Fury.**

   **Annoyed** adj — I was annoyed with my teacher for forgetting my name. **To annoy, annoyance, annoying.**
b) Read these international words and find their equivalents in Russian.

**Shocked adj** — The news was terrible, so I was shocked to hear it. To shock, shock, shocking.

**Nervous adj** — I got so nervous about my trip abroad that I couldn’t sleep. Nerve. It is getting on my nerves.

**Gr. Revision** Adjectives + Prepositions (GR, p. 170-171)

- To talk about surprise, use AT/BY:
  - surprised, amazed, astonished, shocked at/by sth
- To talk about excitement or anxiety, use ABOUT:
  - excited, worried, anxious, nervous, upset about sth
- To talk about anger or annoyance, use ABOUT (sth) and WITH (sb) FOR (doing sth):
  - angry/furious/annoyed about sth
  - angry/furious/annoyed with someone for doing sth

3. **Work in pairs.** Ask and answer the following questions, using appropriate words from above. You can use more than one word in each case.

**How would you feel if...**

1) you had to go to a foreign country for the first time?
2) you didn’t know the language of that country?
3) you saw something really different from your culture?
4) you tried a very strange national dish (for example, frog legs)?
5) you lost your flight?
6) you had to make a speech in a foreign language?
7) you saw a Hollywood star in the street?

4. Read these short dialogues and complete them with suitable prepositions. Act them out.

1) — I am going to learn Japanese.
   — I am amazed ... your decision but you seem quite excited ... it.
   
   Good luck!

2) — I am astonished ... cultural differences.
   — Just astonished? As for me, I am shocked ... them!
3) — Don’t get annoyed ... little things!
   — No, I never get annoyed ... people ... small things.
4) — You seem to be worried or nervous ... something.
   — I am not worried, I am just upset ... stereotypes.
5) — You shouldn’t be angry ... your mistake.
   — I know, but I am furious ... myself ... making it.

5. a) Have you heard of culture shock? What does it mean? Listen to an interview with a scientist and give a definition of culture shock.

b) Answer the interviewer’s questions.
   1. What is culture shock?
   2. Is it really so bad? It might be exciting and even fascinating.
      I guess it is an amazing experience.
   3. Why does that happen?
   4. How long does it last?

*6. Act out the interview, using the questions above.

7. a) Read about different stages of culture shock. Put the paragraphs in the correct order.

   **How Does Culture Shock Develop?**

A The final stage is called **mastery** phase because foreigners are able to participate fully and comfortably in the host culture. Mastery does not mean a total change: people often keep many features of their native culture, such as accents and languages. Some scientists call it a **bicultural** stage.

B The first phase is called **honeymoon** because most people feel excited about the new culture around them. Differences between the old culture and the new one are seen in a romantic light. During the first few weeks everything seems amazing and fascinating — local food, lifestyle, customs and habits. Foreigners are astonished at the national character and curious about it. This period is full of adventures, impressions and new discoveries.

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1. mastery — освоение
2. bicultural — бикультурный, сочетающий в себе две культуры
3. honeymoon — медовый месяц (перен.), первоначальный период гармонии и радости
After about 6 to 12 months — in the adjustment phase — people get used to the new culture and develop new habits. They know what to expect in most situations and the host country no longer seems so strange. They concentrate on everyday life again, and things become more “normal”. People start to develop problem-solving skills and learn to accept the local culture and national character with a positive attitude.

For example, students studying abroad often complain about loneliness which influences their lifestyles a lot. For one thing, they have to live in a different country without their parents’ support and rely on themselves. Besides, international students feel worried about adjusting to the new world around them, especially when cultural differences are too big.

Some time later — after about 3 months — most people start getting anxious about the differences between the old and new culture. They are no longer excited, but rather annoyed, angry or even furious about the things that seem strange and offensive to them. Besides, they feel nervous and upset about being disconnected from the environment because of language barriers, huge differences in living standards, traffic safety, meals, food quality and other things. It is called a negotiation phase. The most significant problem at this stage is communication. People adjusting to a new culture feel lonely and homesick because they are not used to the new environment and they every day meet people with whom they are not familiar. The language barrier may become the biggest problem in making new contacts.

For more information, see https://www.agsmovers.com/news/adapting-to-a-new-culture/.

b) Say how many stages of culture shock there are and name them. Describe each stage.

8. Write answers to the questions in Exercise 3. Use conditional sentences.

Example
If I had to go to a foreign country for the first time, I would be...


Useful Language
adjust, astonished, furious, annoyed

1 negotiation — переговоры
Lesson 25

1. a) Have you ever experienced shock? When and how did it happen? Talk about your personal experience.

b) Can shock be a positive thing? Discuss it with your classmates.

2. Try to remember the main stages of culture shock. Then complete the sentences with appropriate prepositions.

- At first people are astonished ... a new culture and excited ...it. They are amazed ... some cultural differences, but in a positive way.
- Later they get anxious ... the new environment. Over time, they become more and more worried ... the culture and nervous ... the language barrier.
- At the third stage people are no longer annoyed ... cultural differences or angry ... local people ... their reactions and attitudes.
- At the fourth stage they feel comfortable. They are hardly ever shocked ... anything.

3. Read the new words and guess their meanings. Say which words are similar in meaning.

**Delighted** adj — Thanks for your invitation! I will be delighted to come. To delight, delight, delightful.

**Satisfied** adj — The student was satisfied with his exam results at the end of the year. To satisfy, satisfaction.

**Frustrated** adj — I failed over and over again, so I finally got frustrated. Frustration, frustrating.

**Fed up** adj — He got fed up with bad cold weather and bought a flight to sunny Italy.
To talk about pleasure, disappointment, boredom or impression, use WITH:
- delighted, pleased, satisfied with sth
- disappointed, frustrated with sth
- bored, fed up with sth
- impressed with/by sth

4. Work in pairs. Ask and answer the questions.

If a group of foreign tourists came to your home town, what would they be...

- delighted with?
- disappointed with?
- impressed with?
- bored with?

5. Listen to some culture shock stories of students coming to study abroad and answer the questions.
- What country are they talking about?
- What are Ryan, Daisy and René’s impressions? Describe them in detail.

6. a) Read several essays of students coming to study in Canada. Say what each of them had expected before the trip and found upon arrival.
Essays about Canada

Kylie from Australia

When I arrived in Canada, there was very little culture shock. Actually, I thought Canada was always cold, so I was astonished at the heat in July. I was also a little bit disappointed with the weather because I expected snow much earlier. That was the only thing I was upset about. I was surprised to find that Canadians were outgoing and hospitable. They turned out much nicer and friendlier than I had expected. All in all, thanks to our big brothers, the United States of America and the United Kingdom, Canadians seemed very similar to us and I got along with them very well!

Suzie from the UK

For the first few days, it was such a huge culture shock; everything seemed so strange. I was frustrated with many things, actually. But once you settle in, it isn’t too different. Canadians are kind and friendly, so it’s not hard to make friends, especially with the similar accent! However, they strike me as being really hard-working. I was impressed with the workload at school, which is insane compared to England, so I find that quite hard to manage. And I am not quite happy about sharing a room. It seems weird, although my roommate is really nice, so it isn’t too bad! There is one thing I am really fed up with, though. When you get a bill, you have to add a tax to the price in your head to figure out the actual price. I am really annoyed about it!

José from Ecuador

When I came to Canada, I was shocked to see that so many rules were followed, for example, when driving. In Ecuador we don’t follow so many rules and we are not so careful and attentive on the road. At first I was a little bit bored with that, but now I feel like it is the right thing to do. In general, I find the people very reliable. I know I can trust them, and I am really delighted with that. It makes me feel more secure. For example, I don’t mind leaving my things unattended in the library! On the whole, Canadians come across as kind, sociable and open-minded people. The difference in the kind of food I could get was actually a big shock because it was hard to find less processed and more natural food; most of it had already been processed and packaged. In Ecuador fresh food is always available!

b) Which of the students talks about:
- the weather?
- the people?
- the rules?
- the food?

What exactly do they say about each of these topics?
7. Work in groups of 4. Choose the host who will interview Kylie, Suzie and José about their impressions of Canada. Follow the example.

Example
What were you astonished at (impressed with, upset about, etc.)?

8. Describe the Canadian national character according to the stories from Exercises 5 and 6.

9. a) Write answers to the questions in Exercise 4. Use conditional sentences.

*b) Remember the rules of writing personal letters in English (Unit 1, Lesson 2) and write a letter to your friend on behalf of Kylie, Suzie or José.

Useful Language
- delighted, satisfied, frustrated, fed up

Homework
1. Ex. 5 2. Ex. 9 3. Ex. 1-4

Lesson 26

1. a) Look at the pictures. If you saw these things in real life, how would you feel? Would you be shocked? Discuss it with your neighbour and then share your ideas with the class.

b) Do you approve or disapprove of these customs and traditions?
2. Read the new words and guess their meanings. Say which words are similar in meaning.

**Scared** adj — When I realized I was completely alone in a strange place, I got really scared. To scare, scary.

**Frightened** adj — When I was on the plane, I was so frightened that I couldn't look out of the window. To frighten, frightening.

**Terrified** adj — The boy got terrified at the thought of parachuting. To terrify, terrifying.

**Ashamed** adj — The tourist was ashamed of his bad English. Shame, shameful, shameless.

**Envious** adj — You shouldn’t be envious of the success of others. To envy. You are so lucky, I envy you.

**Suspicious** adj — The foreigner’s behaviour made the police suspicious. Actually, he looked very strange and suspicious. To suspect (somebody of something). He was suspected of crime.

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**NOTE**

| to be | scared, frightened, terrified, ashamed, envious, suspicious |

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**GRAMMAR Revision** Adjectives + Prepositions (GR, p. 170–171)

To talk about fear, shame, envy or suspicion, use **OF**:

- afraid, scared, frightened, terrified **of** sth
- ashamed, envious, jealous, suspicious **of** sth

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3. Remember a scary story or movie and talk about your emotions when watching it. Use the adjectives above.

4. a) Read the text and complete it with prepositions.

**My Spanish Experience**

I am going to Spain next week. I am quite excited ... my trip, but also a little bit nervous ... it because I don’t speak Spanish. Actually, I am anxious ... my stay at the hotel. Last time I was in Madrid I was really annoyed ... my hotel neighbours ... making a lot of noise. At some point I even got furious ... them and started shouting. My Spanish neighbours were surprised ... my reaction. I would even say, they were shocked ... my behaviour. They explained in bad English that they were having a party, so they were really excited ... it and didn’t mean anything bad. “We are Spanish,” they said, “so we love partying”. They seemed really upset ... my reaction. I felt bad and said sorry. Now I know: when I go abroad, I shouldn’t get annoyed ... cultural differences. Also, I shouldn’t get angry ... people ... being different from me.

*b) Retell the story.*
5. Work in groups of 4. Ask and answer the questions.

1. Have you (or any of your friends) ever been abroad?
2. How did you feel when you came back home?

6. a) Listen to European students talking about how they feel back home. Match the speakers (1–4) and their statements (A–E). There is one extra statement that you do not need.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A People seem to have silly conversations in Europe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Japanese people are nice and well-mannered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C European people come across as being sociable, outgoing and fun-loving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D It is strange to speak my native language all the time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E I have to search for adventures now, so I miss the craziness of my trip.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What are the speakers frightened of or shocked at? What features of different nations do they mention?

7. Read a conversation between a student and a professor about reverse culture shock and answer the questions before the text.

1. What is reverse culture shock?
2. When does it start and how?
3. What are its symptoms?
4. How can you overcome culture shock?

Reverse Culture Shock

Student: At the moment I am studying abroad, but very soon I am going back to Russia. Many students complain about reverse culture shock when they return. I feel ashamed, but I don’t know what it is. It sounds suspicious and scary, though.

Professor: Reverse culture shock means the feelings and emotions you experience after coming back. Many students find it difficult to settle back in and need time to adjust. Who thought you would need to get used to your native culture? But you changed while you lived abroad — as would anyone who spends several months or even years in another country. Adjusting to home can be as difficult as adjusting to the foreign country.

Student: What are the symptoms of reverse culture shock?

Professor: Well, they begin before you even leave the foreign country. As your time abroad starts coming to an end, you begin to disconnect and think about returning home. When you get off the plane, you may be excited about being back — seeing your
friends and family members, wearing the rest of your wardrobe and eating your favourite food. But you get disappointed and upset as you realize your home country isn’t exactly the same as you remembered. You may feel frightened — or even terrified — when you understand that you are a stranger in your own country. You get scared and suspicious of the environment. It is quite normal to start missing your foreign friends, places, habits, food. You might be bored with everything around you and envious of the people who are staying back. The way you speak becomes a mess of your native and foreign languages and sounds frightening. But don’t worry: over time you will adjust, and your home culture will feel normal again.

Student: What is your advice? How can I overcome culture shock?

Professor: A few weeks before you return home, start reading articles in online newspapers from your home country. This will give you an idea of current events at home. When you return, keep in contact with other students who have studied in another country. They’ll understand what you’re going through, and you can exchange stories about your education and your adventures abroad. While you were gone, your old friends may have moved away or your city could have changed. Expect differences and adjust to them in the same way as you adjusted to the foreign country. Studying abroad has taught you new skills and made you more independent. Remember that and don’t get frustrated!

For more information, see https://blog.usac.edu/tag/reverse-culture-shock/.

8. Complete the sentences about emotions and feelings, using the text in Exercise 7.

1. You may be **excited** about ...
2. You get **disappointed** and upset as ...
3. You may feel **frightened** — or even **terrified** — when ...
4. You get **scared** and **suspicious** of ...
5. It is quite normal to ...
6. You might be **bored** with ...
7. You might be **envious** of ...
8. ... sounds frightening.

9. Write a short essay on behalf of one of the European students (Exercise 6). Define culture shock and describe your own experience abroad if you have had any (12–15 sentences).
Lesson 27

1. Look at the photos and describe the girl’s emotions. Use all the new words that you have learnt.

*2. Make a presentation about reverse culture shock for a group of international students living abroad.

3. a) Read the new words and guess their meanings.

**Accuse** v — to accuse somebody of bad behaviour, to accuse somebody of behaving badly. *Are you accusing me of lying?* **Accusation**, the accused. The accused didn’t know what to say in court.

**Apologise** v — to apologise for a mistake, to apologise to somebody. *That was an awful thing to say, I think you should apologise.* **Apology**. Please, accept my apologies.

**Warn** v — to warn a visitor about the stairs, to warn a tourist of possible risks, to warn people not to walk late at night, to walk children against walking home alone. The police have warned tourists against going to remote parts of the city. **Warning** (against something). Please mind that it was my last warning.

b) Make negative verbs from the list below, using the prefix *dis*.
Then learn how to use them.

<table>
<thead>
<tr>
<th>agree</th>
<th>approve</th>
<th>cover</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear</td>
<td>close</td>
<td>like</td>
<td>trust</td>
</tr>
</tbody>
</table>

4. a) Listen to the American students talking about how they feel back home. What are they surprised at in the United States?

b) What features of the American national character do they mention? Describe them.
5. a) Read the beginning of a story written by Tara, a Chinese girl, and say what she expected to find back in China. Try to guess what surprised her at home.

**Back in China**

After seven months of exploring, enjoying and adapting in the USA, I finally went back to my home country, China. I was looking forward to landing in the incredibly great city of Beijing, tasting yummy Chinese food, and meeting old friends who I had been missing so much for many months. But the first thing that awaited me back home was... culture shock. Yes, I experienced the so-called reverse culture shock in the place where I had lived for 20 years before.

b) Read the continuation of the story and put the paragraphs A–F in the correct order. Then sum up each of the paragraphs.

A In America, I developed a habit of putting ice in almost every drink I order. It is opposite to the Eastern wisdom about health, which warns us against having very cold drinks. My friends were astonished when I asked the waiter to put some ice into my Coke when everybody already felt freezingly cold. It was obvious that some changes had occurred to my body in the US: I remember I had always drunk hot green tea before studying abroad, even in the hot and humid summer in Beijing. It should have been very easy and comfortable for me to join a chat with my friends in China — I was finally surrounded with people speaking my native language. But on a few occasions I found myself getting lost in the talk.

B Besides all the obvious changes mentioned above, several minor changes have also been noticed by some of my friends, although I cannot agree with all they have said. One of my friends says that I look like a Chinese American girl because of my heavy make-up. Although I do not really agree with her opinion, I prefer the American way of doing make-up, which creates a feminine, brilliant and gorgeous look, rather than the Chinese shy and modest look. When I was strolling round the campus of my old college in China, the girls there looked so young — like high school students!

C The first culture shock I got after landing in Beijing was about saying “hi”. In China people seldom say “hi” to strangers like airport officers, waiters in restaurants or sales assistants in shopping malls. That is very different from what it is like in the US. I had definitely forgotten that tradition and said “hello” to the customs officer at the airport. He gave me a disapproving, even accusing look and I suddenly realized what was going on. First, I felt responsible for a terrible mistake and wanted to apologise for it, but on second thoughts I just pretended nothing had happened and did not say anything.
To sum up, the level of change I’ve gone through so far in the US is within my expectation, although I do not know how much further it might go. I hope to have smooth transitions between the American and Chinese culture as time goes by, instead of being constantly shocked and re-shocked as I am right now. But I love everything that happened to me in the US, because it is just what we, international students, want to get from the experience of studying abroad.

Why? Because I do not know the meaning of some popular phrases that come from Chinese online communities. Some of the expressions are very funny, but it’s hard to figure out their real meaning, even if you have grown up speaking Chinese. For example, my friends use the term “buying soy sauce” to mean “it is none of my business.” Another example is that the name “50 Cent Party” refers to people who are paid to post positive reviews of an online store or other posts which give a particular opinion. Having been away from the Chinese online community for over half a year, I have to interrupt a conversation by asking about the meaning of this or that phrase to catch up with the talk.

In China, people do say “hi” but in a low voice and usually without a smile. So when I say “hello” in my American way, which is with a big smile and in a passionate voice, people in my home country really need a few seconds to react. They are reserved and they disapprove of my American way of expressing emotions too explicitly. Another interesting thing is that the weather in Beijing is as severe as it is in New York City. I guess amazing cities always have terrible weather — except Los Angeles, which is where I lived in America. While I was there, the temperature actually dropped to nearly 0 °F (−18 °C) in Beijing.

*6. Act out your interview with Tara.

GRAMMAR Revision  
Verb + Preposition + Noun/Gerund (GR, p.171-172)

7. a) Revise the prepositions.

- to think of/about
- to dream of/about
- to look forward to
- to insist on
- to decide against

b) Complete the sentences with appropriate prepositions. Use the correct forms of the verbs in brackets.

1. Tara was looking forward ... (go) back home.
2. She was dreaming ... (eat) delicious Chinese food.
3. Tara was thinking ... (meet) her old friends and ... (go) out with them.
4. When she came back home, she suffered ... culture shock for some time.
5. Some people... (disapprove) her American habits.
6. She did not... (apologise) her cultural mistakes, because she... (approve) American customs.
7. The girl decided... (adjust) to Chinese culture and insisted... (behave) the way she liked.
8. Finally, she succeeded... (cope) with culture shock.

**GRAMMAR Revision**

**Such (a)/So** (GR, p. 171-172)

- The trip was so bad!
  **BUT:** It was such a bad trip! It was such a pity!
- The tourist's clothes looked so casual.
  **BUT:** He wore such casual clothes.
- The information in the travel guide was so detailed.
  **BUT:** It was such detailed information.
- There were so many people in the city centre. There was so much snow.
  **BUT:** I have got such a lot of friends that I don't know who to invite.
- The local people smiled so happily and talked so fast.

8. **Fill in such (a) or so.**

1. He tasted... delicious Japanese food yesterday.
2. They disapproved of her participation in the contest... strongly.
3. His success in the competition was... great.
4. Tchaikovsky was... talented composer that his name is familiar to everybody.
5. The lecturer spoke for... long time that the audience began to leave the room.
6. Mike is... tired that he can't think of anything but rest.
7. It was... dark that we couldn't see anything.
8. She is... good cook that we take every opportunity to enjoy her cooking.
9. The food tasted... good that we asked for another helping.

9. **Write an informal letter from Tara to her friends, explaining how she feels now (10–12 sentences).**

**Useful Language**

accuse, apologise, warn, responsible (irresponsible)

**REMEMBER**

disapprove, disclose

**Homework**

1. Ex. 4  
2. Ex. 8  
3. Ex. 1-4
Lesson 28

1. a) Are you an emotional person? Do you normally show your feelings or are you ashamed of showing your emotions? Speak about it.

b) Do you agree that men must not show their emotions, but women are allowed to do it? Explain why.

2. Read the new words and guess their meanings.

Brilliant adj — a brilliant idea, a brilliant career, to be brilliant at something, to be brilliant at doing something. My friend has come up with a brilliant idea for a travel book. He is brilliant at writing stories. Brilliance.

Conceal v — to conceal your real feelings, to conceal information, to conceal the truth from somebody. Some people are incapable of concealing their real feelings. Don’t try to conceal anything from me.

Arouse v — to arouse feelings and emotions, to arouse anger, to arouse interest, to arouse expectations. The same events may arouse absolutely different feelings in different people. Other cultures arouse a lot of interest.

Temper n — to have a quick temper, to lose your temper, to keep your temper. ’Be careful, he has a quick temper. When somebody starts telling me a lie, I find it difficult to keep my temper. Quick-tempered, short-tempered.

3. Complete the sentences with appropriate prepositions. Use the correct forms of the verbs in brackets.

1. They say that some nations are brilliant... (express) emotions.
2. Others aren’t so good... (show) their feelings.
3. Russians are great... (express) their emotions in music and dance.
4. Spanish people are hopeless... (control) their emotions.
5. Japanese are capable... (look) calm even when they are anxious.
6. Italians are incapable... (conceal) their feelings.

4. a) Do you agree or disagree with the statements in Exercise 3? Give your reasons.

b) Look at the Map of Emotions prepared by the US researchers. What does it suggest? Do you agree with this division? Discuss it with your classmates.
5. a) Listen to the radio programme *Emotions and Stereotypes* and answer the questions.

1. What are the French accused of and why?
2. What is the truth about the French?
3. What rules of behaviour should you follow in France?
4. What is the "American syndrome" and why does the speaker warn us against it?
5. What do the French have in common with American and Japanese people?

b) Describe the French national character, according to the speaker's ideas.

6. Read the text about cultural differences in expressing emotions. Then answer the questions before the text.

- Which emotions are considered "basic" by scientists?
- Are emotions and their expressions universal?
- What are the main cultural differences in expressing emotions?

**Interesting Facts about Emotions**

Some aspects of emotion are universal to all cultures, while other aspects differ across cultures. Scientists have found that people in different cultures can identify six basic emotions: happiness, sadness, anger, fear, surprise, and disgust. Facial expressions are inborn. Both people who can see and people who have been blind since birth have similar facial expressions of emotions. It means that facial expressions are inborn since blind people could not have learned these expressions by watching others.

Although many emotions and expressions of emotions are universal, there are some differences among cultures. Firstly, people in different cultures categorize emotions differently. Some languages have labels for emotions that are not labelled in other languages. For example, Tahitians do not have a word for sadness. Germans have a word "Schadenfreude", meaning joy...
at someone else's bad luck, which has no equivalent in English.

Secondly, different cultures consider different emotions to be primary. For instance, shame is considered a key emotion in some non-Western cultures, but it is less likely to be considered a primary emotion in many Western cultures.

Thirdly, the same situation may arouse different emotions in different cultures. For example, a pork chop served for dinner might seem disgusting to most people in Saudi Arabia, while it's likely to arouse happiness in many people in the United States.

Fourthly, physical expression of emotion differs across cultures, partly because different cultures have different display rules. Display rules are norms that tell people whether, when, how and which emotions should be displayed. In the United States, male friends usually do not embrace and kiss each other as a form of greeting. Such behaviour would make most American men uncomfortable or even angry. In many European countries, however, acquaintances normally embrace and kiss each other on both cheeks, and avoiding this greeting would seem unfriendly.

Finally, cultural norms determine how and when to show emotions that are not actually felt. Acting out an emotion that is not felt is called emotion work. In some cultures, it is appropriate for people who attend a funeral to show extreme sadness and pain. In others, it is appropriate to appear calm.

If you are interested in this topic, you can read more about expressing emotions at https://www.verywellmind.com/an-overview-of-the-types-of-emotions-4163976.

*7. Think about Russian culture and answer the questions.

1. Do we have words to talk about sadness and joy at somebody's bad luck?
2. Which emotion is considered to be primary?
3. What forms of greeting do we have? Do we express our emotions physically?
4. Do we have to show any emotions that we do not feel?

8. Revise your presentation of the project Stereotypes and Facts and be ready to talk about it in the next class.

Useful Language: brilliant, arouse, conceal, temper

Homework: 1. Ex. 4  2. Ex. 7, 8  3. Ex. 1-4
Lesson 29

1. Look at the pictures and describe them. Is it always a good thing to control your emotions? Could you behave in the same way in these situations?

2. Present the Stereotypes and Facts project to your classmates.

Verb + Noun + Preposition + Noun/Gerund
(GR, p. 172)

3. a) Revise the prepositions.

- to accuse sb of
- to suspect sb of
- to prevent sb from
- to stop sb from

b) Complete the sentences with appropriate prepositions. Use the correct forms of the verbs in brackets.

1. In some countries display rules prevent people ... (express) their emotions openly.
2. They disapprove ... direct behaviour and stop people ... (be) open and straightforward.
3. They warn people ... (greet) each other in a very emotional way.
4. In some cultures people just congratulate each other ... the birth of a baby, in others they make a big party and celebrate all together.
5. In some cultures people thank each other ... (help) them very briefly, in others they are expected to give many thanks and bring presents.
6. If you do not say “hi” and smile in the USA, you might be accused ... (be) rude.
7. If you smile at complete strangers in Russia, you might be suspected ... (be) crazy. Most people do not approve ... such behaviour.
8. You will be easily forgiven ... (make) a mistake in a foreign language. However, you will have to apologise a lot ... (make) a cultural mistake, which is much more serious.
4. Comment on the statements in Exercise 3b. Do you agree or disagree with them? Give reasons to prove your point of view.

5. a) Read this famous joke and say what stereotypes about the skills and abilities of different nations it shows. Follow the example.

Example

The French are said to be good at cooking but bad at mechanics.

b) Do you believe that different nations have different skills and abilities? Discuss the questions with your classmates and give examples to prove your point of view.

6. Listen to the beginning of a presentation called *Myths about Different Nations* and answer the questions.

1. What are the two definitions of “myth” that the speaker gives?
2. What nations does he mention?
3. What strong and weak points are they believed to have?
4. What is the speaker’s attitude to myths?

7. Read the continuation of the presentation and find facts to argue against each of the myths.
Myths about Different Nations

1. The Italians are bad and unreliable workers. They are hopeless at doing work properly.

Italy is often seen as the land of careless, unreliable and disorganized people. This traditional view is truly unfair to the Italians. If they were such bad workers who could only spend the entire day at a restaurant, eating pasta and pizza or taking revenge in a Mafia-style, how could they keep their huge textile, chemical and engineering industries going?

Besides, the Italians run and organize everything in Italy, which is one of the most glorious countries in the world. Italy can boast of its great cuisine, fantastic culture and gorgeous architecture. If they were careless and unreliable people, do you think that Italian history would be full of wonderful achievements?

2. The Canadians are boring. They are incapable of having fun.

Those who say that the Canadians are boring are probably the same people who think that the Canadian capital is Toronto, that Canadian culture is based around Celine Dion, and that they live in igloos.

The truth is, Canada offers a lot of exciting activities such as snowboarding, kayaking and many other sports for adventurous and daring people. You will also find plenty of reasons to laugh in that country. After all, many comedians in Hollywood are the Canadians — Mike Myers, John Candy, Matthew Perry, Eugene Levy and Jim Carrey among others. Their names don’t sound boring, do they?

3. The Indians are narrow-minded and conservative people. They are bad at understanding the modern world and they are incapable of developing.

India has a long history of slavery, so this type of stereotype doesn’t really come as a surprise. Even so, it is still incorrect. Although a significant part of the Indian population is still below poverty line, India has improved a lot over the recent years. In fact, it is one of the fastest growing economies in the world, viewed as a potential superpower.

Moreover, it is also one of the countries with leading software industries as well as a well-developed film industry. It is also the largest democracy in the world. In India we can find a variety of religions — Hinduism, Islam, Buddhism and Christianity among others, — all of which survive in tolerance. Do you think we can call such open and respectful people narrow-minded?

4. The Chinese eat anything that moves. They are capable of eating anything.

They say that the Chinese can eat anything with four legs except tables, anything on water except boats, and anything that flies except airplanes. It is true that they have a wide range of foods to choose from, but saying that the Chinese eat anything is definitely too extreme.
Many people fail to realize that every culture has its own food taboos. Some Asians find eating rabbits terrible but it is quite normal to Westerners. Moreover, for a culture as diverse as the Chinese, it would be very hard to group over one billion people and say that they all eat a certain “exotic” food. While some Chinese eat dogs, others don’t. Some like eating meat, others are Buddhist vegetarians. Some find cheese plain and tasteless, but you’ll find cheese shops in some streets of Beijing and Shanghai. Besides, if people really don’t trust the taste of Chinese people, why is Chinese food so popular around the world?

8. Has your view of other nations changed as a result of reading Unit 2? Think of 3–4 stereotypes that you had and describe how they have changed. Follow the example.

*Example*

I used to think of Italians as careless and unreliable people, but now I consider them reliable and hard-working.

**Homework**

1. Ex. 6  
2. Ex. 8  
3. Ex. 1–4
РАЗДЕЛ 1. АУДИРОВАНИЕ

1. Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение.

1. It is difficult to make the perfect tea.
2. The British only make jokes about the people they like.
3. Say “sorry” even if you have done nothing wrong.
4. You should learn to speak British English.
5. The most important thing is to get rid of prejudices.
6. You should remember that Britain is very diverse.

Говорящий | A | B | C | D | E
--- | --- | --- | --- | --- | ---
Утверждение

2. Вы услышите диалог. Определите, какие из приведённых утверждений А–G соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Вы услышите запись дважды.

A. According to Mike, most stereotypes are true to life.
B. Mike thinks the reason behind some stereotypes is genetics.
C. It is stated by the speaker that the reason for many national patterns of behaviour is the environment.
D. Mike is sure that the children of immigrants who come to the USA behave like real Americans because of their parents’ influence.

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According to Mike, many people who meet him are surprised because he speaks good English.

According to the speaker, how national patterns of behaviour are formed is a mystery.

Mike is sure that some patterns of behaviour have appeared because of mass media.

### Table: Утверждение vs Соответствие диалогу

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<thead>
<tr>
<th>Утверждение</th>
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### Задания 3–9

**Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.**

**Задание 3**

Before coming to the USA, Peter thought that

1) the people were slim and nice-looking there.
2) everything was huge there.
3) his school would have fewer than 500 students.

Ответ:

**Задание 4**

Peter's roommate turned out very open and sociable, which

1) made Peter very happy.
2) surprised Peter.
3) met Peter's expectations.

Ответ:

**Задание 5**

Anna was surprised when her host mother

1) embraced her.
2) gave her a present.
3) called her by her first name.

Ответ:

**Задание 6**

Anna talked about shampoo and soap because

1) she wanted to have a bath after her trip.
2) she felt stupid.
3) she thought "bathroom" meant "shower room".

Ответ:

**Задание 7**

Jessica cried a lot before her trip because

1) she was leaving her parents.
2) she was leaving her friends.
3) she didn't want to go at all.

According to Jessica, Americans turned out to be
1) mean and nasty.
2) communicative and kind.
3) similar to the TV image.

Jessica felt that she had adjusted to the USA after
1) staying there for several months.
2) staying there for several years.
3) leaving the country.

РАЗДЕЛ 2. ЧТЕНИЕ

Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1 Training Options
2 Communicating about Experience
3 Definition of Reverse Culture Shock
4 Training Benefits
5 Travellers' Main Problems
6 Research into Culture Shock
7 Sticking to the Same Lifestyle
8 International Perspective

A “Reverse culture shock is experienced when returning back home. Actually, it means coming back to a place that one expects to be home but it is no longer home. It is far more subtle, and therefore, more difficult to manage than normal culture shock because it is unexpected and unusual,” says Dean Foster. Mr Foster is the founder and president of DFA Intercultural Global Solutions, a company that provides intercultural training and coaching worldwide.

B Travellers returning home can expect their top re-entry challenges to be as follows:
1) Boredom. 2) No one wants to listen. 3) You can’t explain what is going on. 4) Reverse homesickness. 5) Relationships have changed. 6) People see “wrong” changes. 7) People misunderstand you. 8) Feelings of alienation. 9) Inability to apply new knowledge and skills. 10) Loss of experience.

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C How can we cope with that? First, share your experience with others. Although you might feel like no one wants to listen, there will be close ones who will support you with open ears and honest interest. Start a blog, contact friends you made abroad, write articles, — so find new ways to incorporate your urge to share stories with an audience who will listen intently.

D Next, maintain your style. Things might be different, people (including yourself) might have changed, but this doesn’t mean you should give up your foreign experience just to fit in. Maintain your lifestyle, from the food you ate abroad to the nature of your evolving personality. “Remember that being flexible and expecting the unexpected helped you get through the difficult times abroad. The same attitude can help you back home,” says the Office of International Studies at Northeastern University.

E “Reverse culture shock can be seen as a transition and an important learning experience. Use this time to rebuild relationships, interests, and your new worldly self.” Keeping an international perspective is a special skill not to take for granted or put away. Read international magazines and foreign newspapers, or access news from your host country via websites and forums.

F Finally, you can also ask for training. DFA Intercultural Global Solutions offers training courses for businessmen returning back home. To help them have a successful repatriation, Foster recommends a special type of courses not just for a businessman but for the entire family that is returning. “It needs to involve the Human Resources Department at least six months prior to the return, so that the company can ensure a position for the employees that value their new skills”.

G “Our training helps the entire family adjust to the fact that they have all changed a lot,” says Foster. “They will assess and value those changes, and see how their home country changed while they were abroad.” In the end, the transition requires patience and open mind. Training will help overcome the obstacles faced by the entire family. Prepare yourself for the shock and enjoy the unique thrills of seeing your home from this different and, in a sense, “distant” perspective.

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**My Canadian Experience**

I am John, an English student studying in Canada. In my opinion, similarities between England and Canada **A**... Due to Canada’s historical
development and the impact of English settlers, Canada's culture almost mirrors my native culture.

The obvious difference is that Canada is much colder and bigger. Apart from the climate and the immense size of Canada, however, one could argue that the UK and Canada are very much alike. Normally, moving to any new country is a scary experience. However, the similar culture of Canada and England B

The biggest culture shock for me was that some people could not understand me. I have a strong Yorkshire accent, which confused them. I was asked if I came from numerous countries, from South Africa to the Bahamas. The accent made it difficult to introduce myself to other people. It also caused a few problems in class. One professor completely rejected my project proposal on fair trade towns because he thought it was a project C

Another shock was that, despite my accent, everybody seemed to be very friendly in Canada. When entering a shop or bar in the UK, the highest level of human interaction D . It happens when I try to start a conversation, but in Canada it's a whole different story.

One day I decided to go and watch some English football in a bar. I found myself overwhelmed with offers to buy drinks and share stories as soon as a word slipped from my English lips. E of the general public compared to the people in England.

On the whole, my Canadian experience could be described as really positive. F of fantastic landscapes and welcoming people. It seems to have a lot of nice surprises in store. Even though I have already learnt a lot about the country, I am pretty sure I can still make many interesting discoveries.

1 on factory towns in an area with no factories
2 far outweigh their differences
3 I was amazed at the terrifying friendliness and openness
4 resulted in a much smoother transition than expected
5 Canada is a vast and beautiful country full
6 I can normally expect is some sort of snort or grunt
7 These similarities between Canada and England remind

Chinese Culture

In her book China's Peasants (1988), the author Sulamith Potter asks a question about the importance of emotions in Chinese social life. She describes her experience of studying Chinese villages. Pot-

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ter concludes that individualism in China is, in fact, based on one’s social status, family members and personal deeds that are aimed towards society. When people express feelings, it is often considered meaningless and inappropriate. Below is an extract from her book:

“While I was getting off the train in Langfang, I noticed a young girl being waved off by her mother. The mother was telling her young child (who appeared to be approximately 10 years of age) to take care of herself. As the young girl and I were walking side by side on the platform towards the exit, she suddenly broke into tears. She had just parted with her mother for a long time and was very sad. This situation was especially peculiar and difficult for me, because the mother did not offer her child a hug, a goodbye kiss or any other form of human contact. She simply said, “Take care”.

It seems that Chinese people do not express feelings in the same way as Western nations. In China, it is not common to see people hugging, kissing or even shaking hands. Emotions are rather expressed in actions and in deeds which are aimed towards certain individuals or towards society as a whole.

In the Western world, it is common to express feelings by human contact. In Israel, for example, it is acceptable for men to shake hands with business partners and for women to kiss hello once on the cheek. In certain European countries, it is common to kiss once on each cheek when meeting an acquaintance or a friend. In China, on the other hand, it is customary to exchange business cards when meeting with business partners and to wave from a short distance when departing from friends, co-workers and even close family members.

Can we conclude that Chinese people intentionally choose to conceal or suppress their emotions? No. It is my impression that Chinese people are simply unaware of human contact as a form of social interaction. Human contact, in the eyes of Chinese people, is culturally connected with intimacy, so it is only acceptable in a family, but prohibited among friends or business partners.

Nevertheless, hugging and other forms of human contact should express closeness and arouse happiness. Expressing feelings in the form of human contact releases social tension; it allows people in a society to be more open and warmer towards one another. So do you think that Chinese people are less happy than their Western counterparts because of the way they express feelings?”

12 In her book China’s Peasants, the author
1) says that emotions are important in Chinese social life.
2) asks if emotions are important in Chinese social life.
3) says which emotions are the most important in Chinese social life.
4) says which emotions are the least important in Chinese social life.

Order:

13 When people express emotions in China, it is often considered
1) to be rude.
2) to be nice.
3) to have no meaning or purpose.
4) to be good manners.

14 The young girl broke into tears because
1) she was going away for a long time.
2) her mother had just arrived.
3) her mother had blamed her for bad behaviour.
4) her mother had gone away for a long time.

15 The situation on the platform seemed strange to the author because
1) the mother did not look at her daughter.
2) the mother did not embrace or kiss her daughter.
3) the girl was crying.
4) the girl did not kiss or embrace her mother.

16 According to the author, in the West it is common to
1) express feelings by shaking hands, hugging or kissing each other.
2) conceal feelings.
3) express feelings with your eyes.
4) express emotions by talking about them.

17 “Chinese people are simply unaware of human contact as a form of social interaction.” It means that Chinese people
1) are not able to communicate, using physical contact.
2) are simply happy to use physical contact.
3) do not realize that they can communicate, using physical contact.
4) are afraid of using physical contact.

18 When people express feelings, using physical contact, it should
1) cause a lot of problems.
2) make them more aggressive.
3) create some tension.
4) make them happy and less tense.
**RAЗДЕЛ 3. ГРАММАТИКА И ЛЕКСИКА**

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19-25, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 19-25.

**Travelling to Great Britain**

If you 19 ______ to go to Great Britain, here are some practical tips for you.

In the first place, get used to 20 ______ British English.

I guess you 21 ______ of the cultural mistakes people make when they ignore its peculiarities. The problem is that the British use quite a lot of different words and pronounce words differently.

I recommend you to look them up on the Internet or buy books about the vocabulary 22 ______ by the British.

When I 23 ______ to Britain for the first time, I faced a lot of problems due to my American English.

In many cases I had difficulty 24 ______ my message across.

If I 25 ______ thoroughly in advance, I would have avoided most of the awkward situations.

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами 26-31, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы 26-31.

There's more to the UK than London. Although London is an excellent city and the most popular in the United Kingdom, there are many other 26 ______ cities.

Nottingham is a fantastic city to visit. It's certainly smaller than London, but you'll be 27 ______ to find that everything is much cheaper there. So it is a real paradise for shoppers!

By the way, Jay McGuinness from the 28 ______ British boy band The Wanted is from Nottingham.

Among other things, the lush green countryside is a 29 ______ feature of the UK, which is something that should be explored.

There is no doubt that you will be 30 ______ with the colours and smells of nature.

So don't put off your trip till tomorrow! Book your tickets to the hidden corners of Great Britain now, and your visit will definitely turn out an unforgettable and 31 ______ experience.
Benefits and Drawbacks of Stereotyping

What is a stereotype? By stereotyping we mean that a person has a whole range of characteristics and abilities that all the members of a certain group have.

One advantage of a stereotype is that it ___ us to respond rapidly to situations because we may have had a ___ experience before. The use of stereotypes is a major way in which we simplify our social world. The reason is that they reduce the amount of thinking we have to do when we meet a new person.

One disadvantage is that it ___ us ignore differences between individuals, so we think things about people that might not be true (i.e. make generalisations). We tend to ___ people in accordance with our image of them. Also, we develop all kinds of ___ against certain individuals or groups of people.

For instance, Spanish people are ___ for ___ a lot of their precious time during the so-called siesta. Instead of just doing nothing, they might have accomplished so many things in those hours! They are generally believed to be inefficient, unreliable and light-minded. So when we meet somebody from Spain, we automatically think of him or her along the same lines.

32 1) gives 2) makes 3) enables 4) forces
Ответ: ___

33 1) similar 2) alike 3) same 4) one
Ответ: ___

34 1) forces 2) makes 3) enables 4) allows
Ответ: ___

35 1) communicate 2) take 3) deal 4) treat
Ответ: ___

36 1) ideas 2) prejudices 3) views 4) beliefs
Ответ: ___

37 1) notorious 2) famous 3) expected 4) famed
Ответ: ___

38 1) spending 2) putting away 3) wasting 4) throwing away
Ответ: ___
You have received a letter from your English-speaking pen-friend Tom who writes:

...I would like to visit your home town. How long have you lived in this town? What places do you like visiting with your friends? What is your favourite place?

I've decided to join our school dancing club...

Write a letter to Tom. In your letter
- answer her questions
- ask 3 questions about her school dancing club

Write 100–140 words. Remember the rules of letter writing.

Comment on the following statement.

National stereotypes are useful to understand other cultures.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:
- make an introduction (state the problem paraphrasing the given statement)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don’t agree with the opposing opinion
- make a conclusion restating your position

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will have not more than 1.5 minutes to read the text out loud.
When it comes to learning a language fast, one of the best methods is called “immersion”. It is often associated with the Berlitz network of language schools. In the 1950s and 1960s Berlitz teachers found that their students learned more quickly if they stopped using grammar textbooks and just started speaking the language on the very first day of class.

In a Berlitz school, students learn a language in a natural context. So, for example, you and your classmates might sit down to dinner and start talking about it in Arabic. It is easier to learn the language quickly if your teacher hands out plates and food items while describing them. The idea is that you pick up key phrases and words first, and then learn the grammar almost unconsciously in the process.

Although it sounds quite logical to us now, it was revolutionary at that time. Now, most language schools aimed at teaching languages quickly use some version of the immersion method.

Task 2

Study the advertisement.

Do you want to join an international exchange programme and go to the USA for a year? If your answer is “yes”, don’t hesitate! Come for an interview. You might get a chance of a lifetime!

You have decided to join the programme and now you’d like to get more information. In 1.5 minutes you are to ask five direct questions to find out about the following:

- tuition fee
- programme location
- duration of the programme
- discounts

You have 20 seconds to ask each question.

Task 3

These are photos from your photo album. Choose one photo to describe to your friend.
You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (10—12 sentences). In your talk remember to speak about:

• where and when the photo was taken
• what/who is in the photo
• what is happening
• why you keep the photo in your album
• why you decided to show the picture to your friend

You have to talk continuously, starting with: “I’ve chosen photo number…”

Task 4

Study the two photographs.

In 1.5 minutes be ready to compare and contrast the photographs:

• give a brief description of the photos (action, location)
• say what the pictures have in common
• say in what way the pictures are different
• say which film you would prefer
• explain why

You will speak for not more than 2 minutes (12—15 sentences). You have to talk continuously.
1. a) Speak about famous explorers, using the questions below as a plan.

- What did they explore? What are they famous for?
- When did it happen?
- Where did it happen?
- What country did they come from?
- Why were their explorations important?
- How do people remember them?

b) Match the people in the pictures and the places they explored. Make sentences about these people using the words in the box.

explore ■ search ■ discover ■ dream ■ come true ■ conquer
■ provide ■ cope with ■ respect ■ influence

Edmund Hillary (left) and Tenzing Norgay

the Mariana trench
Roald Amundsen

Vitus Bering

Mount Everest

Alaska

Alexei Leonov

space

US Navy Lieutenant Don Walsh
and Jacques Piccard

the South Pole

Famous People – Famous Stories
2. Read the new words and word combination and guess their meaning.

**Attempt** n, v — to make an attempt to do something, to attempt to do something. *The British made several attempts to conquer Everest.*

**Climb** v — to climb a mountain, to climb a tree, to climb a staircase. *A lot of people want to climb Everest.* **Climbing**, a climber.

**Equip** v — to equip somebody with something. *Early climbers were not equipped with oxygen apparatuses.* **Equipment**, to be equipped.

**Exhausted** adj — exhausted people, to be exhausted, to feel exhausted. *The climbers were exhausted on their way back home.* **Exhaust** — to exhaust natural resources. **Exhausting** — an exhausting trip.

**Fail** v — to fail an exam, an attempt failed. *First attempts to conquer the summit failed.* **Failure.**

**Measure** v — to measure length, height, temperature. *They could measure the height of the mountain.* **Measurements**, to make measurements.

**Supply** v — to supply people with food and money. *The climbers were supplied with food and equipment.* **Supplies**, to make supplies.

**Set out/set off** v — to set off on a trip, to set out in the morning. *A new expedition to Everest set out in 1953. The climbers set off early in the morning.*

**Set up** v — to set up a new company, school, club. *The climbers set up several camps on their way to the top.*

3. Fill in the gaps with the words from the box. Use the correct grammar form.

```
1. The new cars ... with GPS navigation devices.
2. She made a few ... to join in their conversation.
3. I'm worried about ... my English test tomorrow. All my friends say that it's going to be rather difficult.
4. My grandfather is seventy years old and he finds it difficult ... stairs now.
5. What time will we have ... for the station tomorrow?
6. As he was too ... to walk his dog himself, he asked his neighbour to help.
7. They ... a fund for talented children.
8. The distances on the map ... in miles and it took them some time to convert miles into kilometres.
9. At the beginning of the term we usually ... our students with a list of books they are expected to read during the term.
```

*4. a) Before reading the text, say what you know about conquering Everest.*
b) Listen and repeat the words from the text you are going to read.

Mount Everest  Buddhists
the Himalayas  yak
Tibet, Nepal  Sherpas
Chomolungma  oxygen apparatus
Dalai Lama  inadequately supported

c) Read the text about the first expeditions to Everest. Match the years and events. One event and one year have no matches.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>The height of the mountain was measured.</td>
</tr>
<tr>
<td>1921</td>
<td>The mountain got the name Everest.</td>
</tr>
<tr>
<td>1922</td>
<td>The first British expedition to Everest was organized.</td>
</tr>
<tr>
<td>1930</td>
<td>The second British expedition was organized.</td>
</tr>
</tbody>
</table>

d) Read the text again and say how the mountain got the name Everest and why the first expeditions were not successful.

Conquering Everest  Part 1

Mount Everest is the highest peak in the Himalayan Mountains and the highest point on earth. Its height is 8,848 metres.

Europeans have always been interested in the Himalayas and have made a lot of attempts to conquer its highest peak. Some of these attempts were successful, while others were a failure.

Before the 1850s the Himalayas were unknown to the rest of the world. Few Europeans had ever made the long and difficult journey to Tibet and Nepal. At that time India was part of the British Empire and the British government wanted to know exactly how large India was. General George Everest was sent by the British government to travel across India and to make measurements. The exploration team never got closer than 150 kilometres to the peak, which local people called Chomolungma (the Goddess Mother of the World). Yet their measurements showed that its height was more than 8,840 metres and it was undoubtedly the highest mountain in the world. At first the new mountain was marked on the maps as simply Peak XX, but later in 1863 it was given the name Mount Everest after George Everest.

For many years after the discovery of Everest, neither Tibet nor Nepal would allow foreigners to approach the mountain. It was not until 1921 that the Dalai Lama, the leader of Tibet's Buddhists, gave permission to explore the peak.

The first British expedition set out in 1921. It was a long way to the summit, and at first the members of the exploration team used ponies and yaks to carry their equipment. As they came nearer to Mount Everest, they hired local porters called Sherpas, who were used to height and were very strong. Each porter carried a pack weighing more than 30 kilograms, while the British felt exhausted because of thin air and could hardly go without any load. Cold and severe weather made the team return home, but they managed to reach the point from where they saw a seemingly safe route to the summit.
nized; they were full of confidence and desire to conquer Everest. This time they brought oxygen breathing apparatus to overcome the problem of thin air. At first all went well. Five camps were set up on the way and climbers were only 600 metres off the summit. But high wind and heavy snow made them give up and return home. Seven people died on the way back home. The tragic end to the attempt showed that Everest would not be conquered easily and quickly.

During the next thirty years Great Britain and other European countries organized several expeditions to the mountain, but all the attempts to conquer Everest failed. The early attempts on Everest failed not because the climbers lacked skill or courage. They failed because the climbing teams were inadequately supported. Success on Everest depended on choosing the right equipment, on organization of camps with supplies on the way to the summit and on having a big support team for those who would make their final attack on the summit. Climbers also realized that an expedition had to be planned carefully, since strong freezing winds and heavy snow were frequent in the Himalayas and made several expeditions return.

5. Read the sentences below and decide whether they are true or false. Correct the false sentences.

1. Everest and Chomolungma are two different mountains in the Himalayas.
2. George Everest never reached the top of the mountain.
3. George Everest claimed that the mountain was 8,840 metres high.
4. For many years Europeans couldn’t explore Everest for political reasons.
5. Sherpas were local people, who helped the British explorers carry heavy loads.
6. The first expedition had to return home, because people were exhausted.
7. The British first used oxygen apparatuses to climb Everest in 1921.
8. Several members of the second expedition died on the mountain.
9. The second expedition had to return home because of bad weather conditions.
10. The climbers finally realized that it would be possible to conquer Everest only with well-equipped support teams.

6. a) Look at the list of equipment and supplies and guess which of them were used by the climbers in the 1950s. Write them down in your exercise book.

<table>
<thead>
<tr>
<th>List of Equipment and Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxygen apparatuses</td>
</tr>
<tr>
<td>Computers</td>
</tr>
<tr>
<td>Helmets</td>
</tr>
<tr>
<td>Gas stoves</td>
</tr>
<tr>
<td>Electric headlamps</td>
</tr>
<tr>
<td>with batteries</td>
</tr>
</tbody>
</table>

b) Listen to part of the lecture on the 1953 expedition to Everest and check your guesses.
7. a) Listen to the recording from Exercise 6 again and answer the questions.

1. How many Sherpas helped the climbers in the training camp?
2. How long did the whole climbing team move from the training camp to the top?
3. How many camps were set up on the way?
4. What was the distance between the highest camp and the summit?
5. How many people were selected for the final climbing?
6. Why didn’t the first pair reach the summit?
7. When did Edmund Hillary and Tenzing Norgay reach the summit?
8. Where were Hillary and Norgay from? Was it their first attempt to climb Everest?
9. How long did they climb from Camp 9 to the summit?
10. How long did they stand on the summit?

*b) Make a summary of the lecture you have heard. Use the questions above as a plan.

**GRAMMAR Revision** Verb Tenses (GR, p. 173–175)

8. Complete the sentences about conquering Everest, putting the words in brackets in the correct forms. Read the completed sentences aloud.

1. Mount Everest ... (always, attract) explorers.
2. George Everest ... (measure) the height of the mountain in 1852.
3. The first British climbers ... (send) to the mountain in 1921 to look for a possible route to the summit.
4. During the next thirty years several expeditions to the mountain ... (organize) by Great Britain and other European countries, but all these attempts to conquer Everest ... (fail).
5. A new British expedition of 1953 finally ... (bring) success.
6. On May 29, 1953 Edmund Hillary and Tenzing Norgay ... (reach) the summit.
7. Hillary ... (be) a 33-year-old beekeeper from New Zealand and Tenzing ... (be) a Sherpa, 6 years older than Hillary, and he ... (already, climb) Everest six times with different climbing teams.
8. It ... (take) the two men five hours to climb 350 metres from camp 9 to the summit.
9. For 15 minutes Hillary and Tenzing ... (stand) on the top of the world.
10. While Hillary ... (take) pictures, Tenzing ... (leave) chocolate and some biscuit on the top to please the gods.
11. By now Everest ... (climb) several times, but still it ... (remain) one of the most difficult peaks for climbers.
12. There ... (be) thousands of those who ... (dream) of conquering the mountain today and there ... (be) thousands of those who ... (dream) of conquering the mountain tomorrow.

9. a) Look at the two photographs. Compare and contrast them using the plan under the photographs.
1. Give a brief description of the pictures (action, location).
2. Say what they have in common.
3. Say in what way they are different.
4. Say which activity presented in the picture you'd prefer.
5. Explain why you'd prefer it.

*b) Imagine that you want to open an indoor or outdoor climbing club. Write an advertisement (10—12 sentences) which can attract people to join your club.

**Useful Language**
- attempt, climb, climber, equip, equipment, exhausted, fail, failure, measure, measurement, supply, supplies, set out, set off, set up

**Homework**

1. Work in pairs. Your friend from Great Britain wants to go to Russia and climb Mount Elbrus. Look at the pictures on page 120 and read about the programme the travel agency Russian Adventures offers. Answer your friend's questions about the programme and give your recommendations.

**Lesson 38**
We offer a particular programme that is more than just climbing Mount Elbrus. We spend time exploring the region and offer a better acclimatisation programme than other companies. We also offer an excellent cultural experience of the Kabardino-Balkarian region.

We offer accommodation in Priut-11 Camp and our programme allows for 3 possible summit days. Incorporating extra days gives us additional safety on the mountain and a better chance of sumitting.

We teach people to use climbing equipment and how to climb safely. It is our belief that just standing on the top of a mountain is not enough, we want people to return with some knowledge of the mountains.

2. Listen to a radio programme about the Cave of the Crystals in Mexico. Explain why people can be there only for a few minutes.
3. Listen to the recording from Exercise 2 again. Decide which sentences are true, false or on which no information is given in the recording.

1. The mine had existed in Naica Mountain for more than one hundred years before the discovery of the Cave of the Crystals.
2. The Cave of the Crystals was discovered by chance.
3. Giant crystals are not met in any other places on earth.
4. The cave is located close to the Sahara desert.
5. People have to take breathing apparatus, because there is little oxygen in the air.
6. Although the temperature in the cave is very hot, the crystals are cool and icy.
7. The door to the cave was made to protect the crystals from contacts with cool air.
8. Wearing a protective suit, people can stay in the cave for more than an hour without risking their lives.

4. a) Read the advert of the MIT Caving Club. Would you like to join the club? Explain why.

An Introduction to Caving
MIT Caving Club
► Take nothing but pictures.
► Leave nothing but footprints.
► Kill nothing but time.

b) Read the text and complete the sentences (1–9) with the missing parts (A–J). There is one extra part you do not need to use.

What is Caving?

Caving is many things. The reasons why people go include adventure, sport, scientific study, companionship, fun, and other things. It is one of the few sports

1) ______.
The most commonly asked question is probably "What do you find down there?" The answers are as different 2) ______.

Another commonly asked question is, "Is caving dangerous?" The answer is that caving is as safe 3) ______. For this reason, caving is a sport for thinkers. Accidents are rare if you think first.

Who can go caving? Most people. Men or women. Age is a barrier only to the very young and very old. Great strength is generally not required. Big people will have problems with small caves. Small people will have problems with wet caves. The first caves you go to should be caves 4) ______. Always go on your first trips with experienced cavers.

---

1 MIT = Massachusetts Institute of Technology
2 cave — пещера
Caving is a potentially dangerous sport. Caving can be compared to driving. If you had never driven a car you could get into a lot of trouble by driving in a heavy traffic. When you have the knowledge and experience, you can drive safely. The same is true of caving.

The General Rules of Caving Safety

- **NEVER** go caving alone. Three people is the absolute minimum number for a trip. The reason for this is that if a person is hurt, someone must remain with the injured person 5).
- **ALWAYS** have three independent sources of light. Include extra bulbs, batteries, waterproof matches.
- **Wear the proper clothing.** Helmets should be worn in any case, 6) Caves are generally cold and wet; so wear warm, waterproof suits. Caving will do awful things to your equipment. Everything usually gets covered with mud. You and your equipment will get wet. So wear cheap trousers and gloves, 7).

For further information

Caving is a group sport. If you are not already connected with a caving group, contact the National Speleological Society and ask them for the name and address of a local NSS caver.

Their address is:
National Speleological Society
2813 Cave Avenue
Huntsville, AL 35810
(256) 852-1300
nss@caves.org

---

A so there is no panic.
B there is no danger of running out of oxygen.
C in which you can go to places no one has ever been before.
D as the caves themselves: mud; beautiful rock formations; beautiful underground rivers; strange animals; and, of course, strange people.
E even if you have only a mild cold.
F as you want it to be and have the knowledge to make it.
G while the third person goes for help.
H which you can throw away after the trip.
I even if you see no potential danger.
J which are easy.
c) Explain the motto¹ of the Caving Club:

Take nothing but pictures. Leave nothing but footprints. Kill nothing but time.

5. a) Read a blog about an expedition to the deepest cave in the world and complete the sentences. Put the words in the correct form.

“Everest of Caves” Explorers Return from Record-breaking Mission

By Scott Brown

A team of 1) _____ has just returned to the surface after a record-breaking expedition to Krubera (Voronya) Cave — called the "Everest of Caves" because it is the deepest known cave on the planet. Gennady Samokhin reached a 2) _____ of 2,197 metres below the surface, breaking his 2009 record by 6 metres.

Krubera (Voronya) Cave lies underneath the Arabika Massif, an area of the Caucasus mountain range, in 3) _____ Russia. Although the area was explored as early as 1909, by Russian scientist Alexander Kruber, the cave was not discovered until 1960.

The first groups of 4) _____ went as deep as 310 metres. The next expeditions pushed the record to 1,710 metres, and teams, improving the climbing 5) _____, have steadily pushed that limit over the past 11 years to Samokhin’s recent record.

Last week, communication was lost with the team due to a technical 6) _____, but it was later restored, and the team was fine. Just thinking of the dangers these people were facing, makes me feel 7) _____ One mistake could mean getting stuck somewhere, or 8) _____ injured in an area far from any help.

In addition to breaking the previous record, the team also discovered a strange species of transparent fish that lives in water only a couple of degrees above zero and over 2 kilometres below the Earth’s surface, and made a lot of 9) _____ of the bottom of the cave!

Even thinking of scientific 10) _____, there is no way that you would get me to go on an expedition like this, but Professor Amos Frumkin, of Hebrew University's Department of Geography, does make a good point: "One has to remember that caves are the last place in the world where it is still possible to be the first human to step on unexplored territory."

¹ motto — девиз
b) Make a summary of the blog. Use different verb tenses: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous. (You should use at least 5 tenses.)

6. Work in groups. Discuss whether there are any unexplored places left on the Earth today. Do you agree with the blogger that in dangerous sports, like mountain climbing or caving, potential risk is higher than potential reward? Make group presentations to express your opinion.

7. You have received a letter from your English-speaking pen-friend Mary who writes:

Yesterday I saw a documentary film about the Cave of Crystals in Mexico. I was so impressed! Have you heard anything about this cave? What's your attitude to caving? Do you have any interesting places like that in Russia?

Next week I'm going to the first lesson of indoor climbing! I can't wait ...

Write a letter to Mary. In your letter
- answer her questions
- ask 3 questions about her lesson of indoor climbing

Write 100–140 words. Remember the rules of letter writing.

Homework

1. Ex. 2  2. Ex. 7  3. Ex. 1–4

Lesson 39

1. Work in groups. Make up an adventurous story connected with the picture. Use the questions as a plan.

- Who is in the picture?
- Where was the picture taken?
- Why is he there?
2. a) Listen to the interview with Eric Larsen and answer the questions.
1. Why has Eric decided to organize his expedition?
2. Who will he travel with?
3. What is he afraid of? Why?

b) Listen to the interview once again, read the sentences and choose the correct option.
1. Eric will have a big support team, which will help him
   a) to get prepared for the trip.
   b) to repair the bike during the trip.
   c) to transport supplies during the trip.

2. When Eric was 12
   a) he bought a mountain bike.
   b) he started riding his bike.
   c) he got a job in the local bike shop.

3. In 2010, Eric travelled
   a) to the South Pole.
   b) to the North Pole.
   c) to the South Pole, North Pole and climbed Everest.

4. When Eric set off on his trip, he will eat ... per day.
   a) 5,500 calories
   b) 7,200 calories
   c) 7,500 calories

5. Eric will not eat ... during his trip.
   a) meat
   b) dairy products
   c) tinned food

6. We can conclude from the interview that Eric has
   a) a father.
   b) a brother.
   c) a child.

3. Tell a short story about Eric Larsen and his expedition. Include the information from his interview in your story.

GRAMMAR Revision Verb Tenses (GR, p.173-175)

4. Complete the sentences from Eric Larsen's interview. Use the correct forms of the verbs in brackets.
1. Why ... (you, decide) to organize the Cycle South expedition?
2. When I was 12, ... (save) enough money to buy a bike.
3. I ... (do) arctic and polar expeditions for over 15 years.
4. In 2010, I ... (make) the Save the Poles expedition.
5. My daily food portion ... (weigh) a little more than two pounds now.
6. By the time I ... (get) to the South Pole my daily food portion ... (become) 7,200 calories per day.
7. There ... (be) opportunities to send me a message when I ... (be) on the ice.
8. We ... (look forward) to reading about Eric’s progress during the expedition and wish him much success.

5. a) Now listen to Kristina’s story and say what adventure she is talking about.

b) Listen to Kristina’s story again. Pay attention to adjectives, adverbs and synonyms she uses. Match the adjectives with the objects, as they are used in the recording. There is one extra object which has no match.

- exciting
- amazing
- magnificent
- terrifying
- fascinating
- darkness
- wall of rock
- trip
- the Lower Cave
- the Upper Cave
- skylight

c) Complete the sentences with the synonyms, used by Kristina.
1. I know that some caves out there ... (need) helmets and climbing equipment, but Ape Cave is a bit easier than that.
2. They give guided tours through this section, it’s ... (good) for kids, and it’s mostly flat walking.
3. You have a quick ... (look) at daylight, but there’s no way out at this point.

6. They say a good title and an unexpected ending make your story more dramatic! Decide which of these titles would be good for Kristina’s story.

- You never know
- Jumping into the hole
- We were lucky
- CAVING ADVENTURE

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7. Write your own story different from Kristina's (150–180 words). Your story must include at least one of the following sentences. Mind the Checklist while writing.

1. We got lost after we took that wrong turn.
2. We were standing in complete blackness, hearing only the breathing of our friends.
3. With a hand from him, I was able to make it.
4. There was no way out at this point — so we had to go back into the darkness.

**Checklist**

- I have made an interesting title.
- I have used at least five different adjectives and three different adverbs.
- I have used synonyms.
- I have used at least one of the required sentences.
- I have made an unexpected ending.
- My story is different from Kristina's story.
- I have checked the story for grammar mistakes.
- I have checked the story for spelling mistakes.

**Homework**

1. Ex. 2  
2. Ex. 7  
3. Ex. 1-4

**Lesson 40**

1. Read the profiles of the two men and tell the class about their lives.

<table>
<thead>
<tr>
<th>Born</th>
<th>16 July 1872, Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Died</td>
<td>June 1928</td>
</tr>
<tr>
<td></td>
<td>His plane crashed in the Arctic. The plane and the crew were not found.</td>
</tr>
<tr>
<td>Occupation</td>
<td>Explorer</td>
</tr>
<tr>
<td>Married</td>
<td>Not married, no children</td>
</tr>
<tr>
<td>Known for</td>
<td>Expeditions to the South and North Poles</td>
</tr>
</tbody>
</table>

Famous People – Famous Stories – 127
| Born       | 6 June 1868, England, UK |
| Died       | 29 March 1912 in Antarctica |
| Occupation | Royal Navy officer, Antarctic explorer |
| Married    | Kathleen Bruce |
| Children   | Peter Markham Scott |
| Known for  | Expeditions to the South Pole |

2. Read the new words and word combinations and guess their meaning.

**Beat (beat, beaten) v** — to beat somebody in a race, to beat an enemy, to beat a record. *His new plan is to beat another world record.*

**Complete v, adj** — to complete a sentence, to complete work, a complete story. *In 2010, I completed the Save the Poles expedition. Completely, incomplete.*

**Expect v** — to expect something/somebody, to be expected. *What difficulties do you expect during the trip? Expectation, unexpectedly.*

**Experience v, n** — to experience something, to have experience in something. *I have enough experience in this. Experienced, inexperienced.*

**Follow v** — to follow somebody/something, to follow a rule, to follow an example, to follow a path, to follow directions. *People will be able to follow my progress in real time. Following, the following.*

**Freeze v** — to freeze somebody/something. *I'll be eating freeze-dried food. Freezing, a freezer.*

**Local adj** — local people, local places. *I got a job in the local bike shop. Locate, location. It is located in Russia.*

**Race v, n** — to race on a bike, a car race, to win a race, a racing bike. *started racing on my bike right away. A racer.*

**Reason n** — reason for something. *The main reason for the expedition is ecological. Reasonable.*

**Schedule n** — a train schedule, a work schedule, to have a busy schedule, to be ahead of schedule/on schedule/two days behind the schedule. *We would like to thank Eric for taking time out of his busy schedule.*

3. Replace the underlined parts of the sentences with the words from the box. Put the words in the correct grammar form.

<table>
<thead>
<tr>
<th>beat</th>
<th>complete</th>
<th>expect</th>
<th>experience</th>
<th>follow</th>
<th>freeze</th>
<th>local</th>
<th>race</th>
<th>reason</th>
<th>schedule</th>
</tr>
</thead>
</table>

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1. Winning in a car competition largely depends on the work of the technical support teams.
2. His aim was not to break the record, but to show his best result.
3. We had a lot of difficulty in getting to our house during a snowstorm.
4. Climbers should put on warm clothes not to get cold on the mountain.
5. It took the artist three years to finish this picture.
6. Travel along the main road down to the traffic lights and then turn left.
7. I knew Professor Brown was going to the meeting — that was why I went there.
8. I think that she'll be very angry about this terrible mess.
9. I’m glad that the project was finished on time.
10. She went to a nearby school and knew a lot of people in their neighbourhood.

4. a) Listen and repeat the words from the text you are going to read.

Captain Robert Scott
Ernest Shackleton
Antarctica
a Norwegian explorer
Roald Amundsen

Fram
a schedule
Robert Peary
complete exhaustion

b) Read the story about the discovery of the South Pole. Explain the title. Say what Scott’s main dream was as an explorer. Did it come true? Say what Scott’s last dream was as a father. Did it come true?

The Race to the South Pole

It all began in 1901, when the first British expedition with Captain Robert Scott at its head was sent to the South Pole. Unfortunately, their first attempt to reach the Pole failed for several reasons, the most important of which was awful local weather. That year the Pole remained unconquered. But the courageous explorers were not going to give up.

Another attempt was made by Ernest Shackleton, who previously had been a member of Scott’s team. In 1907 Shackleton reached what he thought was the South Pole. Tragically, his measurements were wrong, he stopped in 160 km from the real South Pole and turned back home, being sure that he had completed his mission.

When the news about Shackleton’s failure reached Great Britain, Robert Scott started to plan his second trip to Antarctica. He set off from England on June 1, 1910. He was sure that he was sailing to his triumph. Scott had already reached Australia when he received a strange telegram from a Norwegian explorer Roald Amundsen. Amundsen informed Scott that his ship Fram was also heading to Antarctica. Amundsen’s aim was to beat Scott in the race to the Pole and to be there first. Scott was surprised, but decided to follow the schedule he had worked out in England.

The reason for Scott’s surprise was clear. In 1909 Amundsen organized a team and set out for... the North Pole. His dream as a boy was to be the first man to set foot at the North Pole. He was confident that he had enough experience to achieve this goal. When Fram was sailing to the North Pole, Amundsen suddenly heard that an American Robert Peary had already reached the North Pole. Amundsen’s dream died. All of a sudden, Amundsen changed his plans and turned to the South Pole. Amundsen was sure that his experienced team, skis and dogs, ready for the Arctic,
would be equally suitable for the Antarctic continent. The race was on and the telegram to Scott was sent.

On November 1, 1911, Scott's team set off from their base camp to the pole. They had motor sledges and ponies to carry supplies. Unfortunately, the motor sledges were left at the very beginning of the journey because of mechanical failure. The ponies couldn't walk in freezing cold. The men went slowly, because they had to pull heavy sledges with all the supplies themselves. They were also less experienced skiers than Amundsen's team. On January 17, 1912, Scott's team finally arrived at the Pole — just to see the Norwegian flag and Amundsen's tent there. They were beaten in the race. Amundsen's team had been at the Pole 33 days before Scott.

Scott's team started their way back. They were exhausted and very upset. Their progress was very slow. They were suffering from hunger and freezing cold. On March 17, a snowstorm started and they had to put up a tent and wait for the end of the storm. The storm was not going to stop. Scott had been lying in his sleeping bag for two days, when he decided to write a letter to his wife. His last thought was about his little son Peter, who was only two years old. "Take care of Peter and make the boy interested in natural history if you can; it is better than games....," wrote Scott in his very last letter. Next morning he died of complete exhaustion. After several years Scott’s last dream about his child came true.

Scott's team was found eight months later, their tent was located only 20 kilometres from their support camp with supplies. It was only a one-day walk from the tent to the camp. They couldn't make it. The race to the Pole was over.

5. Read the text again. Say which sentences are true, false or on which no information is given in the text.

1. Scott couldn't reach the South Pole in 1901 because of the problems with equipment.
2. Shackleton had no experience in polar exploration before 1907.
3. Amundsen didn't want to go to the South Pole at first.
4. As Amundsen decided not to follow his original plan, he had to change his team and equipment very quickly.
5. Scott's ship was called Terra Nova.
6. Scott didn't expect to compete with Amundsen in the race to the pole.
7. Scott's team reached the pole safely.
8. Scott's team was found and saved eight months after their set off.
9. One of the reasons for Scott's failure was the wrong equipment.
10. Scott's son Peter grew into a famous biologist, one of the founders of World Wide Fund for Nature.

6. a) Find the sentences in the text (Exercise 4b) with the following words or their derivatives, read them out loud to the class and translate into Russian.

- attempt, exhausted, fail, measure, supply, set out, set off,
- beat, complete, experience, follow, freeze, local, race, reason, schedule

*b) Write out all the adjectives and adverbs from the text into your exercise book and translate them into Russian. Use a dictionary, if you don’t know the meaning.
7. Make up and write down your own story about the discovery of the South Pole (150–180 words). Mind the Checklist while writing.

CHECKLIST
- I have made an interesting title.
- I have used at least five different adjectives and three different adverbs.
- I have used synonyms.
- I have used different verb tenses.
- I have checked for grammar mistakes.
- I have checked for spelling mistakes.

Useful Language
beat, complete, expect, experience, follow, freeze, local, race, reason, schedule

Lesson 41

1. Let's speak about dreams. Use the following questions as a plan.

- Do you have a dream?
- What dream did you have a year ago? Did it come true?
- What dreams did you have when you were little (10 years ago)? Did all of them come true?

*2. Work in groups. Work out instructions on how to make your friends'/ your parents'/ your grandparents' dreams come true.
Make Your Dreams Come True!

You can do it! You can make your dreams come true! How? Exactly what do you need to do to be able to see the desires of your heart become a reality? Take these five steps and you will be amazed by the results!

1. Step One
You have ideas and dreams. Everyone does. What do you do with them? You must see them! Ideas and dreams will pass into nothingness if you do not develop them with the tool of your imagination. Create a picture of what you want on the screen of your mind. If you can see something, you are on your way to achieve it!

2. Step Two
Once you have created that picture within your mind, what are you to do with it? The second step is to come back to this vision frequently. As often as you can, make the eyes of your mind focus again on the scene you have imagined. If you do this repeatedly, the vision of your dream will become an integral part of you. Think on it over and over... until it is so real inside your head that it pushes you to take action!

3. Step Three
The next step in this process is not just one step. It is many steps. To bring your dreams into reality, you MUST take daily steps in the direction of your goal. Begin each day by asking yourself, "What can I do today to come closer to the reality of my dream?" Then do it! Fantastic dreams do not become realities overnight but if every day contains some action toward your dream, the picture that you have created in your mind will be moving closer and closer to becoming a reality.

4. Step Four
There will always be obstacles to overcome. Life is a series of problems to be solved. When you face an obstacle (and you will), do not stop! You are almost there. When the direct route to what you want is blocked, you must either move the roadblock, go around it or push through it. Taking even the smallest action every day will bring you closer and closer to completing your mission. The important thing is to keep moving in the correct direction.
5. Step Five

"You have arrived!" Those are beautiful words but you have one more thing to do. What more is there to do? Are you not at the end of your journey? No! You have made only one dream come true. Now you must bathe in the sunshine of your success! While you are enjoying your victory, you will feel more confident in your ability to win another race.

Now, what do you do? After taking a while to celebrate your victory, you can start moving again! Yesterday's victories should be seen as a foundation from which you move toward new victories of tomorrow. Choose another dream and start the process over again. Come back to step one and continue on to another victory. You can do it again... and again... and again! You can make dream after dream come true by following these five simple steps.

b) Find 7 sentences in the text where future tenses are used. Explain the use of the tenses in these sentences.

c) Make your own sentences with verbs in future tenses (Future Simple, Future Continuous, Future Perfect) and the words from the box or their derivatives.

* Attempt ■ Climb ■ Equip ■ Exhausted ■ Fail ■ Measure ■ Supply ■ Set Out ■ Set Off ■ Set Up ■ Beat ■ Complete ■ Expect ■ Experience ■ Follow ■ Freeze ■ Local ■ Race ■ Reason ■ Schedule

4. British explorers Ben Saunders and Tarka L’Herpiniere want to complete the tragic journey of legendary British explorer Robert Falcon Scott. Listen to the parts of Ben Saunders’s short interview (1–8) and match them with the titles (A–H):

A. Setting Out
B. Reasons for Starting in October
C. Our Experience
D. Our Route
E. Our Schedule
F. How We Are Different from the Scott Expedition
G. Entertaining Ourselves During Snowstorms
H. Why We Are Making It At All

* Ben Saunders (left), Patrick Bliemer of Intel and Tarka L’Herpiniere (right) at the Scott Monument in London
5. Tell the class about the expedition of Ben Saunders and Tarka L'Herpiniere. Use the following questions as a plan.

1. When are the British explorers going to start?
2. How will they get to the Antarctic?
3. How many days will the journey last?
4. What are the reasons for starting in October?
5. What experience do the explorers have?
6. What makes them different from Scott’s expedition?
7. How will they entertain themselves during snowstorms?
8. Why did they decide to make this expedition?

6. Look at the monuments on the photos. They are devoted to a person who is often called the greatest dreamer in the world. Try to guess his name. Say what you can conclude about this person from the pictures.

7. Read the sentences about Konstantin Tsiolkovsky. Guess which sentences are true and read them out loud.

1. When Tsiolkovsky was a child, he fell ill and became deaf.
2. His education was only three classes of elementary school.
3. He invented a lot of apparatuses, but failed to enter a technical college in Moscow.
4. For several years in Moscow he lived on bread and water, because he had no money even to buy tea and potatoes.
5. He had never had a job.
6. He wrote a short story “On the Moon” about two people walking on the Moon.
7. He was sure that people would live on other planets and described space stations in his works.
8. He had never flown by plane.
9. He died before the first plane was made.
10. He died before the first sputnik was made.
11. The science ship in one of the Star Trek episodes is named “Tsiolkovsky”.
12. His name is mentioned in a novel.
8. a) Listen and repeat the words from the text you are going to read.

- rocketry
- astronautics
- province
- paradox
- era
- gravity
- deaf
- technical
- chemical reagents

experiments
vehicle
neutralize
crater
episode
a lunar station
Stanislaw Lem
a novel

b) Read the text about K. Tsiolkovsky and fill in the missing sentences (A–G) in the appropriate places (1–7).

A Dreamer

More than 150 years ago, on September 17, 1857 Konstantin Tsiolkovsky, one of the founders of rocketry and astronautics, was born in the Russian province. His life was full of paradoxes. Long before the beginning of the space era this great Russian scientist wrote a formula for space rockets overcoming the earth's gravity and described space stations, but he never flew a plane. 1) He never had a degree and studied in elementary school for just three years.

When the boy was ten, he got seriously ill, and the disease left him almost deaf. 2) However, he became fond of reading every book he could find and tried to put into practice what he learned from them.

Soon Konstantin started to invent things and his father agreed to pay for his education in Moscow, but for some reason Tsiolkovsky failed to enter the technical school there. 3) Konstantin spent very little on food and clothing (actually, he lived on bread and water), buying books and chemical reagents for his experiments. After moving to Kaluga, Tsiolkovsky got a job as a math teacher at a state school.

His experiments in the provincial Russian town of Borovsk and later in the city of Kaluga gave him the reputation of a crazy inventor among local people. One day he used a small sail to ski on a frozen river. He frightened people, and people shouted at him, but he failed to understand them because of his poor hearing.

Tsiolkovsky dreamt about space since he was a child. 4) For a very long time Tsiolkovsky did not know how the earth gravity could be overcome. When he was 15 he learnt from the Malinin physics textbook (one of the best physics textbooks of that time) that to do this it was necessary to have speed at least 28,000 km per hour. But what a flying vehicle should look like to develop such a speed, he did not know. Once when he was 17, it seemed to him that he had invented this vehicle. 5) The next 20 years of his life Tsiolkovsky devoted to space. He was confident that a man would live in space and would learn how to neutralize the dangerous effects of zero gravity. In the late 1880s Tsiolkovsky wrote his first fiction book, which described what people could experience on the Moon. 6) The world's first spaceman Yury Gagarin said that during his flight he had been able to see how true Tsiolkovsky's ideas of all the factors of a space flight were. Modern scientists are still surprised by Tsiolkovsky's ability to look into the future. Today, an International Space Station has been built on the orbit. 7) A lot of things were named after him: a crater on the Moon, a spaceship in one episode of the Star Trek, a lunar station in one of Stanislaw Lem's novels.
He thought that he was born with this dream. He decided to stay in Moscow and educate himself by reading books at the city's only free public library. The book gave a lot of details on how the environment with lower gravity and no air was different from the life on the Earth. He was not a scientist in the proper sense of the word. The idea of a space station belongs to Tsiolkovsky who was also confident that people would be able to explore the Moon and Mars. This gave him trouble at school and made him drop it after the death of his mother. He walked all night long down the streets of Moscow where he lived then but finally he came to the conclusion that he was wrong in his measurements.

c) Read the sentences from Exercise 7 again and check your guesses.

9. Write a summary of the text about Tsiolkovsky's life. Find additional information about his family and include it in your summary (10 sentences).

You can find additional information here: https://www.prilib.ru/en/collections/1040826

Lesson 42

1. Look at the pictures. Try to guess what ship is in them and what story is behind the pictures.
2. There are 12 questions connected with the information in articles A, B and C. Read are not answered and decide which article answers which questions. You can find answers to several questions in one of the articles. Find two questions which are not answered in the articles.

1. What was the Titanic's route in 1912?
2. How many people were on board the ship in 1912?
3. How many people died?
4. Why couldn't the ship avoid the iceberg?
5. What time did the ship crash into the iceberg?
6. What time did the ship sink?
7. Why was the number of lifeboats not enough?
8. How many ships were not far from the Titanic?
9. What ship came for help?
10. How did the disaster change international sea rules?
11. What was the band doing during the shipwreck?
12. When was the Titanic wreck found in the ocean?

A The Titanic sailed on her fateful first voyage to New York from Queenstown, Ireland, on 11 April, 1912. On board were 1,318 passengers and a crew of 885. Four days later, the ship struck on an iceberg off the Newfoundland coast, breaking a hole in the ship's side, below the waterline. In less than three hours, the Titanic broke in half and sank. At that time, regulations stated that the number of lifeboats carried on a ship was dependent upon the tonnage of the ship and not the number of passengers. This meant the Titanic had only enough lifeboats for half the people on board, leaving 916 passengers and 673 of the crew to die in the freezing water.

B The sinking of the Titanic caused the deaths of 1,514 of its 2,229 passengers and crew. The 712 survivors were taken aboard the Carpathia. Few disasters have had such resonance and far-reaching effects on the society as the sinking of the Titanic. It affected attitudes toward the existence in different social classes, changed the regulations for the numbers of lifeboats carried aboard passenger ships and created an International Ice Patrol (meaning that trade ships crossing the North Atlantic today have to radio about any icebergs around). The 1985 discovery of the Titanic wreck on the ocean floor marked a turning point for public awareness of the ocean and for the development of new areas of science and technology. April 15, 2012 marks the 100th anniversary of the Titanic disaster. It has become one of the most famous ships in history, her memory kept alive by numerous books, films, exhibits and memorials.
A cruise ship which has left Southampton with 1,309 passengers will be going on exactly the same route as the Titanic. On board there are passengers that are relatives of those who died on the Titanic or at sea when the ship sank. Some people are dressed in clothes that would have been worn on the Titanic when it set off.

It will be a 12-night voyage. On the way the ship will be holding 2 memorial services. The first memorial service will be held at 23.40 pm on April 14 when the iceberg was hit. The second Memorial service will be held at 2.20 am on April 15 when the ship actually sank.

The Titanic sank on April 15, 1912, there were 1,514 lives lost on the Titanic. There will also be a band on this voyage in remembrance to the band that was playing while the ship was sinking.

3. Combine the information from the articles and retell the story of the Titanic. Use the following questions as a plan.

- What disaster happened in 1912?
- Why did the disaster happen?
- Could it have been prevented?
- Did the disaster influence the society?
- How do people remember the Titanic?

4. Read the following text about the Titanic and put the verbs in the correct grammar form.

Do you believe in mysteries?

On April 10, 1912, the British luxury liner Titanic 1) ... (set out) on her very first voyage from Southampton to New York. Nearly 305 metres long with 11 decks, she was the biggest ship ever built. It was so huge that it 2) ... (can) carry over 2,000 people. Her captain 3) ... (be) confident that the ship was unsinkable. Yet, incredibly, within a week she 4) ... (lie) deep beneath the Atlantic Ocean.

Shortly before midnight on April 14, the Titanic 5) ... (hit) an iceberg 153 km south of Newfoundland. It 6) ... (break) a 91-metre hole in her side. Less than three hours later, the huge liner 7) ... (sink) with the loss of about 1,500 lives.

The tragedy 8) ... (make) more than the headlines of world news. But some strange circumstances 9) ... (never, explain). The Titanic 10) ... (go) with very fast speed when it 11) ... (crash) into the iceberg, although the captain 12) ... (warn) of ice by radio. Although the liner Californian was only 16 km away, her radio 13) ... (turn off) and she 14) ... (not, get) the SOS message. So it was a more distant liner, Carpathia, which finally 15) ... (arrive) to save 711 people. If help 16) ... (come) earlier, hundreds of people 17) ... (not, die) in freezing water.

Strangely, the Titanic disaster 18) ... (describe) in fiction many years before it 19) ... (happen) in reality. In 1898 an American writer Morgan
Robertson 20) ... (write) a novel about an imaginary ship Titan, which
21) ... (crash) into an iceberg.
A strange story, isn’t it?

5. Listen to the instructions for passengers of a ship. What should you do on board the ship according to the instructions? Choose the correct statements.

1. Give passports to the captain.
2. Dive only from the boat.
3. Do not move around the ship in bad weather.
4. Use safety belts\(^1\) during meals.
5. Do not smoke on the deck.
6. Do not drink alcohol on board.
7. Be in time for meals.
8. Do not carry cabin keys with you.
9. Do not pollute the sea by throwing rubbish.
10. Do not waste water and electricity on board.

6. Work in groups. Using the cruise ship instructions as a model, propose instructions for your school. Present them to the class.
Mention the following:
• What should/should not be done during lessons.
• What should/should not be done during breaks.
• What should/should not be done in the dining area.
• What should/should not be done in the gym.
• What should/should not be done after classes.

7. Write down your instructions for your school (10–12 sentences).

Homework
1. Ex. 5 2. Ex. 7 3. Ex. 1–4

Lesson 43

1. Work in pairs. Discuss with your partner what makes a movie popular with the audience. Use the questions as a plan.

1. Should it be praised by the critics?
2. Should it have stars as actors?
3. Should it have an interesting story behind?

\(^1\) safety belts — ремни безопасности
2. Read about The Titanic movie, one of the most popular movies in film history.

Match the titles (A–I) with the texts (1–7). There are two extra titles.

A. How Close to Reality the Movie Was
B. The Most Successful Movie in History
C. The Choice of the Actors
D. How They Fell in Love
E. A Mysterious Object
F. A Secret Recording
G. Making the Movie
H. The Most Dramatic Moments of the Story
I. How They Got on Board the Titanic

1. James Cameron’s Titanic was released in December, 1997. The Titanic has become the most nominated movie in film history. In total, the film was nominated for 14 Oscars and got 11 awards. No other film in history had won so many awards. The Titanic’s visual and sound effects contributed to the film’s success and were responsible for several Oscars. The Titanic movie also won awards for the best music, best original song, and best costume design. The movie was also given the award for the Best Picture and Cameron was awarded as the Best Director.

2. One of the major conflicts in the film centres around the location of an expensive necklace with the diamond “Heart of the Ocean”. In the Titanic movie, the magnificent jewel was presented to Rose by her fiancé. One of the last scenes in the movie shows a much older Rose returning the necklace to the depths of the ocean. In reality, while such a necklace did exist, its location has remained a mystery since the owner of the diamond, King Louis XVI, died. There are no reports to indicate that the original “Heart of the Ocean” diamond was on board the Titanic.

1 fiancé [fiˈɛnsɛ] — жених
3. The Titanic soundtrack was a great success, the bestselling US album of 1998. The song, called "My Heart Will Go On", was written in secret because James Cameron didn’t want voice in the music. Celine Dion recorded the song and presented it to James Cameron when he was in a good mood. After hearing it, James agreed to include it in the movie. The song won the Oscar for the Best Original Song.

4. The main story is of course the love story between Jack and Rose, two passengers from different social classes. Jack Dawson (played by Leonardo DiCaprio) is a poor man from Wisconsin who has been travelling in Europe (mainly Paris). He wins 2 third-class tickets for the Titanic in a poker game and boards the ship with his friend Fabrizio. Rose DeWitt Bukater (played by Kate Winslet) is a 17-year-old woman from Philadelphia. Rose boards the ship with her fiancé Cal and her mother Ruth. Rose is pushed into a marriage by her mother for financial reasons. Rose is not happy with that and attempts to avoid the marriage.

5. Rose falls in love. The romance goes on until the Titanic hits the iceberg. Then real drama starts. Jack and Rose are washed into the freezing Atlantic Ocean. They manage to catch a floating door, which unfortunately has only space for one person. Jack dies from cold in Rose’s arms. Rose is picked up by the Carpathia, where she names herself Rose Dawson.

6. For the most part, the production team, script writers and actors of the movie attempted to portray the tragedy of the original ship’s story as accurately as possible. "Were Rose DeWitt Bukater and Jack Dawson real passengers on the Titanic?" is a question Cameron gets a lot from readers. He answers that there was no one aboard the ship with the same names as the movie’s leading characters. However, a number of other real characters were portrayed in the movie.

7. James Cameron started the production of the movie in 1995. He began by taking pictures of the wreck of the real Titanic. The reconstruction of the Titanic ship was made in California. Computers and scale models were used to create the images of the sinking ship. All this made the Titanic movie the most expensive movie of its time (about $200 million).

3. Tell the class what facts you have learned about the movie Titanic from the text.

4. Read the new words and word combinations from the texts and guess their meaning.

Anniversary n — my parents' wedding anniversary, to celebrate the tenth anniversary of their victory. This is how we marked the 15th anniversary of our school.

Director n — a film director, a company director, under the direction of... Direct, direction. The film was directed by James Cameron.

Disaster n — to prevent a disaster, it was a real disaster. What can we do to prevent the disaster? Disastrous.

Do with phr v — His job is something to do with computers. It's nothing to do with you.

Event n — an event happened, a historic/historical event. It is just retelling of the historical event.

Involve v — to involve something, to involve somebody in doing something, to be involved in something. I wanted to be involved in every step of that process. Involvement.
Realise v — to realise somebody's mistake, to realise how to do it. I don’t think many people realise how difficult the process of making 3D movie is.

Release v — to release somebody from prison, to be released from duty, to release a film. The new “Titanic” is released in 3D.

Sleeve n — a long-sleeved shirt, a short-sleeved T-shirt. I wanted to roll up my sleeves and start working immediately. To roll up one’s sleeves.

Sudden adj — a sudden decision. And you suddenly feel like you’re physically present there. Suddenly, all of a sudden.

5. Complete the sentences with the words from the box in the correct grammar form.

anniversary ■ director ■ disaster ■ do with ■ event ■ involve ■ realize ■ release ■ sleeve ■ sudden

1. I’m sure this year's Olympic Games will be the biggest ... in this country.
2. It would be ... for me if I didn’t get this job.
3. I ... how difficult it’s going to be, but we must try.
4. My parents always celebrate their wedding ... with a dinner at a restaurant.
5. If you don’t roll your ... up, you’ll get them dirty.
6. A film ... is a person who is in charge of a film and tells the actors how to play their parts.
7. His ... decision to change the career surprised his relatives and friends.
8. "Why did you want to talk to me?" "Well, it has ... your new project."
9. The police ... a picture of the man they were looking for.
10. Teaching methods that actively ... students in learning are becoming more popular.

6. Listen to James Cameron’s interview and say which sentences below are true, false, or on which no information is given in the interview.

1. James Cameron presents a new 3D version of his film Titanic.
2. The previous version of the film was released 15 years ago.
3. It took them five years to make the film in 3D.
4. The new 3D version is for the big screen only.
5. Cameron worked with a team of 300 computer artists.
6. Cameron was not involved in the process of making the 3D version himself.
7. Cameron thinks that 3D effects are more for kids than for experienced audience.
8. Cameron is planning to make 3D versions of all his previous films, because they will be more dramatic in this way.
7. a) Read another interview with James Cameron and complete the sentences (1–7) with the missing parts (a–h). There is one extra ending you do not have to use.

**Interview**

**Part 1**

**Interviewer:** Is that true that you had dived several times to the bottom of the Atlantic Ocean to film the Titanic’s wreckage before you set off making the film?

**Cameron:** I actually got involved into the Titanic story a decade ago. At that time I met an explorer Robert Ballard, leader of the crew 1). I heard the story, got interested and made twelve deep-sea dives to the Atlantic floor in 1995, and brought back pictures of the real Titanic wreckage. Many of these dives lasted from fifteen to seventeen hours — so I spent more hours on the Titanic 2) .

**Interviewer:** Was your real diving experience important for your film?

**Cameron:** Certainly! We’ve got the real ship on film — everything else has to live up to that level of reality from this point on. Then, seeing the real wreck, you realise 3) . Working around the wreck for so much time, you get such a strong sense of deep sadness that you want to show real emotions of these people on screen.

**Interviewer:** Before your film there was another film about the same disaster. What did you think of the 1958 Titanic film, A Night to Remember? Did that show you how not to do your story?

**Cameron:** Yeah. But I liked A Night to Remember. I admire the film, but it is just retelling of the historical event. I wanted to do something very different. All my films are love stories, 4) . It’s not a disaster film. It’s a love story with scenes of real history.

**Interviewer:** Does it help that you’re not only the writer of the story, but also the director?

**Cameron:** Yes, in the Hollywood system, a lot of directors probably wouldn’t do that, because the studio already has the script in most cases, 5) .

**Interviewer:** Did the costumes play a big role in the film Titanic?

**Cameron:** Yes, our actors were wearing costumes of that time, 6) .

**Interviewer:** How did Kate work?

**Cameron:** Kate is very serious: “We’re here to do a job, and we’re very disciplined, and I’m thinking about my character.” That is her way.

**Interviewer:** What about Leo? How much of Leo is in Jack?

**Cameron:** Jack’s as much of a creation as any of Leo’s other characters. Leo’s very serious. He’s absolutely disciplined. He releases his emotions at the right moment and this is fantastic! Working with actors who are that good is 7) .
a) that it was an event that happened to real people who really died.
b) which helped them to understand their characters better.
c) as other divers from Ballard's team.
d) that had recently located the Titanic wreckage near the coast of Newfoundland.
e) but in Titanic I finally got the balance right.
f) than the passengers did back in 1912.
g) but for me writing is just part of the directing process.
h) what I love most about filmmaking.

b) Say what facts about Cameron you did not know before.

8. Using the Internet resources find information
a) about Cameron's family;
   *b) about Cameron's future plans.

Useful Language

anniversary, director, disaster, event, involve, realise, release, sleeve, sudden
to do with; to roll up one's sleeves

Homework

1. Ex. 6  2. Ex. 8  3. Ex. 1-4

Lesson 44

1. Tell the class what you have found about James Cameron's family and his future plans.

2. Listen to the second part of the interview with James Cameron. Fill in the gaps with the missing information using no more than 3 words.

Interviewer: Could you tell me about your family?
Cameron: My mum and dad have always been busy. There were 1) ... children in my family.

Interviewer: How many hours do you sleep?
Cameron: Normally, I sleep 2) ... a night. When I'm making a film, I usually sleep 3) ...

Interviewer: Why did you choose not to show the ship that was close to the Titanic, but had turned off its radio for the night and didn’t hear their SOS calls?
Cameron: I thought that for the film it 4) ...
Interviewer: In a way, *Titanic* is a story about the dangers of technology. What's the next technological disaster awaiting us?

Cameron: There are areas that we know are dangerous, such as nuclear power, biological weapons, and maybe, genetic research. But real danger today can come from 5) ..., which have become part of our life.

Interviewer: What film influenced you most of all?

Cameron: A film that influenced me a lot when I was 6) ... was *Dr Zhivago*.

Interviewer: What are your future plans?

Cameron: Spiderman is something which attracts me now. It's not a 7) ..., it's something I've loved since childhood.

**GRAMMAR Revision**  
**Indirect Speech** (GR, p. 175)

3. Choose the correct option.

1. We didn’t know what ... our relatives.
   a) he had told
   b) did he say to
   c) had he said to
   d) has he told

2. Ann ... you have been to hospital.
   a) said
   b) told
   c) says
   d) was told

3. Two days ago my friend asked me ... I knew Spanish.
   a) did
   b) do
   c) how
   d) if

4. Tell me if ... getting your tickets next week. I’ll help you.
   a) you’ll have any difficulty
   b) will you have any difficulty
   c) you had any difficulty
   d) have you any difficulty

5. I'm not sure what ...
   a) his name
   b) his name is
   c) 's his name
   d) was his name
6. He finally admitted that he ... my camera the day before yesterday.
   a) has broken
   b) broke
   c) had been broken
   d) had broken

7. Last week Jane warned John that she ... to him again.
   a) will never speak
   b) never spoke
   c) would never speak
   d) will have never spoken

8. She asked us ... so quickly because she couldn’t understand us.
   a) to speak
   b) don’t speak
   c) not to speak
   d) we didn’t speak

4. Interview one of your classmates about his/her favourite film. Change his/her answers into Indirect Speech. Use the example.

   **Example**

   **Interviewer:** When did you last go to the cinema?
   
   **Your classmate Ann:** I last went to the cinema two weeks ago. *(Direct Speech)*
   
   Ann said that she had gone to the cinema two weeks before. *(Indirect Speech)*

5. Richard is a British student, who has seen the famous Russian movie *Moscow Does Not Believe in Tears*. Read Richard’s blog about the movie and put the words in brackets in the correct form.

   **Moscow Does Not Believe in Tears (1980)**
   *Posted on April 25, 2015*

   **By Richard White**

   **My rating:** 9 out of 10
   
   **Released:** February 10, 1980
   
   **Runtime:** 2 hours 22 minutes
   
   **Director:** Vladimir Menshov
   
   **Studio:** Mosfilm
This film is a 1) ... (favour) movie of many people and was awarded the Oscar for the best foreign film in 1980. The story is about three young women who live in one room in a dormitory. Their hopes, dreams, and characters are shown in the first part and then the second half examines them several years later, showing how much they have changed.

The characters look real and 2) ... (believe). I found myself liking them right from the beginning and got interested in their lives. Lyudmila (Irina Muravyova) makes attempts to find a rich husband. Katerina (Vera Alentova) starts out as shy and naïve, but then turns into a strong, 3) ... (success), confident woman by the end. The film takes its time in telling the story, letting you get to know the characters and allowing the scenes and situations to develop. I also think the film director Vladimir Menshov does an excellent job with the women’s aging, which is natural but 4) ... (impress) without any use of make-up. At first I thought the movie had been filmed over a several year period in order to make the aging look so realistic, but I was wrong.

The film is not a 5) ... (bore) drama and has some portion of humour. I laughed several times, while I was watching the movie.

I like the film, because I have seen a lot of Moscow of that period. Everything is filmed in places that are 6) ... (culture) interesting. The word ‘Moscow’ in the title really invites 7) ... (view) to learn more about the region. There is a lot of music in the film, which I also like.

However, my biggest 8) ... (complain) is that the second half spends too much time focusing on Katia and no one else. I liked Lyudmila and I wanted to see more of her and the third woman, Antonina, who is shown very little. Katia’s romantic story with Gosha seems a bit 9) ... (realistic) to me.

In my opinion, the story behind the film is both 10) ... (entertain) and dramatic. The film also shows you Russian culture of different periods. That’s why I believe it’s worth seeing by young people today.

*6. Have you seen the movie Moscow Does Not Believe in Tears? What is your opinion about it?

7. What Russian film would you recommend Richard to see? Why?

8. Choose any Russian film you have seen recently and write at home a story based on this film. The word combinations and tips below will help you. Do not write the title of the film (150—180 words).

- **Time phrases:** It all began... It was one of those days when... At first... Some time later... Then... Eventually... In the end... Finally... At last...
- **Dramatic vocabulary:** Suddenly... Unexpectedly... All of a sudden... Just at that moment...
- **Ending:** It had all been... After everything that had happened...
- **Use different verb tenses** (Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous)
- **Use Indirect Speech.**
9. **Project work.** Start preparing the project *Top 10 List of the Most Famous People of the 21st Century* in groups. Imagine that you are the committee chosen by Encyclopedia of the 21st century to complete a *Top 10 List*. Your group should choose only one person and present him/her for publication. Your presentation should last for 10–15 minutes.

- Ask your classmates in advance what questions they want to ask this person.
- Act out an imaginary interview with the person of your choice, using your classmates’ questions.
- Find photos, collect information on the person from different sources, give references.
- Find interesting/dramatic facts about the person.
- Explain the reasons for your choice. Persuade your classmates that your candidate should be included in the Top 10 List.

### Homework

- 1. Hometask check (Lesson 44, Exercise 8). Read your stories based on Russian films in class. Ask your classmates to guess the title of the film.

- 2. **Quiz.** Match the writer and the literary character. There are three extra writers in the right-hand column.

   1. David Copperfield
   2. Uncle Tom
   3. Miss Marple
   4. Hamlet
   5. Emma

   A. William Shakespeare  
   B. Jane Austen  
   C. Harriet Beecher Stowe  
   D. Charles Dickens  
   E. Agatha Christie  
   F. Sir Arthur Conan Doyle  
   G. Mark Twain  
   H. Walter Scott

- 3. Listen to the story *A Bit of Luck* by Erick Bean and choose the correct option.

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1. The author of the story first met the girl
   a) at the railway station.
   b) at the bus station.
   c) at the airport.

2. During the journey, the author didn't
   a) talk to the girl.
   b) ask the girl's name.
   c) order any drinks.

3. The author thought that the girl had got to the station
   a) by bus.
   b) on foot.
   c) by another train.

4. The author concluded that the girl could work
   a) as a shop assistant.
   b) in a hospital.
   c) a nurse.

5. Zena Yates was
   a) the girl's name.
   b) the girl's friend's name.
   c) Valeria Watson's nickname.

4. Read the review of the story and complete the sentences with the words from the box. You do not need to use all the words from the list. Put the words in the correct grammar form.

   anniversary ■ attempt ■ beat ■ climb ■ complete ■ director ■ disaster
   ■ do with ■ equip ■ event ■ exhausted ■ expect ■ experience ■ fail
   ■ follow ■ freeze ■ involve ■ local ■ measure ■ race ■ realise ■ reason
   ■ release ■ schedule ■ set off ■ set up ■ sleeve ■ sudden ■ supply

   It's an exciting story from the life of a young man, who all of a 1) ... met a girl of his dream. The author describes the 2) ... in detail. He remembers the day when it all happened. He first saw her when she was buying a magazine in a 3) ... book shop. They liked each other, and when the young man got on the train he 4) ... that he had fallen in love. As the author had no 5) ... of communication with girls, he made several 6) ... to start a conversation, but 7) ... . When the girl got off the train, the man didn't have enough courage to 8) ... her. That was a real 9) ... . He wanted to see the girl again and he knew nothing about her.
The author 10) ... on an amazing 11) ... after his love. He rolls up his 12) ... and starts his investigation. He has all the 13) ... to believe that the girl works in one of the hospitals. Finally, when he thinks that he almost found her, it turns out that the initials “Z.Y.” have nothing 14) ... the girl of the author’s dream.

Read the story! It’s worth it. As for the title of the story, I take it as a piece of irony, since in the case of the author a bit of luck went together with a lot of effort.

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**GRAMMAR Revision**  
*Indirect Speech. Reported Questions* (GR, p. 175)

5. Rewrite the questions in Indirect Speech in your exercise book.  
The beginning of the questions is given for you.

1. “Do you have good equipment for the climb?”  
   My friend wanted to know whether ... .
2. “Will you measure our route?”  
   I asked Jim if ... .
3. “Why haven’t we taken enough supplies?”  
   We asked our team leader why ... .
4. “How will we celebrate the fifth anniversary of our first climb?”  
   Matt wondered how ... .
5. “Is there any chance that we can complete our route tomorrow?”  
   We all wanted to know if ... .

6. a) Read and remember reporting verbs.

   *say, explain, whisper, admit, advice, cry ...*

b) **Work in groups.** Name as many reporting verbs as you can.

c) Make five sentences with different reporting verbs and write them down in your exercise book. Use the example.

**Example**

Ann whispered to her friend that the bear was somewhere near them.

---

7. a) Listen and repeat the words from the texts you are going to read.
b) Read the texts about two famous writers and compare their lives using the plan in Exercise 7c.

Harriet Beecher Stowe was born in Litchfield, Connecticut, on June 14, 1811. She was the seventh of the 13 children born in a deeply religious family. She completed her education in a school run by her sister, where they studied classical literature, languages and mathematics.

She was involved in an anti-slavery struggle and even hid run-away slaves in her house and provided them with supplies.

At the age of 21, she moved to Cincinnati, Ohio, and in 1836 she got married. She had seven children. Harriet wrote at that time: "I feel now that the time has come when even a woman or a child who can speak a word for freedom and humanity is bound to speak... I hope every woman who can write will not be silent." In June 1851 her most famous novel "Uncle Tom's Cabin" was released. The book became very popular.

After the start of the Civil War, Stowe travelled to Washington, D.C., and there met President Abraham Lincoln on November 25, 1862. Her son later reported that Lincoln greeted her by saying, "So you are the little woman who wrote the book that started this great war."

Harriet Beecher Stowe died on July 1, 1896, at the age of eighty-five in Hartford, Connecticut.

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Agatha Mary Clarissa Christie, (born Miller; 15 September 1890 – 12 January 1976) was an English crime writer of novels, short stories and plays. She also wrote six romantic novels under the name Mary Westmacott, but she is best remembered for the 66 detective novels and 14 short story collections written under her own name, most of which involve the investigations of such characters as Hercule Poirot and Miss Jane Marple.

Agatha Christie was born to a rich upper-middle-class family in England and described her childhood as "very happy". Christie received a home education, and her parents taught her reading, writing and basic arithmetic, a subject that she particularly enjoyed. In 1905, after the death of her father, she was sent to Paris to complete her education there.

During the First World War Christie returned to England and worked as a nurse in a hospital, before marrying Archibald Christie in 1914 and starting a family in London. In August 1919 her only daughter Rosalind was born.

Her first attempts to publish her stories were unsuccessful. Christie had long been a fan of detective novels, having enjoyed Wilkie Collins' "The Woman in White" and "The Moonstone" as well as Sir Arthur Conan Doyle's early Sherlock Holmes stories. In 1919 she wrote her own detective novel "The Mysterious Affair at Styles", featuring Hercule Poirot. In 1920 this novel was published, which set off her literary career. A former Belgian police officer with a large moustache and an egg-shaped head made her famous. In 1928 she divorced her husband and married her second husband two years later.

According to the "Guinness Book of World Records", Christie is the best-selling novelist of all time. Her novels have sold almost 4 billion copies, and her works rank third, after those of William Shakespeare and the Bible, as the world's most-widely published books. Christie is the most-translated author: her books have been translated into 103 languages. In 1971, she got a special award from Queen Elizabeth II at Buckingham Palace.

Christie's play "The Mousetrap" holds the record for the longest play on stage: the first performance was in London on 25 November 1952 and it is still running in London after more than 25,000 performances. Many of her books and short stories have been filmed, and many have been adapted for television, radio, video games and comics.

From 1971 to 1974, Christie's health began to fail, although she continued to write. In 1976, she died at the age of 85, feeling exhausted.

c) Using the information from the texts, compare the writers' lives according to the plan. Say what they had in common and how their lives were different.
8. Write a short story. Make an unexpected ending. Your story must
end with the following words: "Luck," I said smiling. "I had a
bit of luck." Include:

- The title
- Different adjectives and adverbs
- Direct and indirect speech (use different reporting verbs)
- Different verb tenses

**Homework**

1. Ex. 3  
2. Ex. 6c, 8  
3. Ex. 1-4

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**Lesson 46**

1. A short story competition. Present your stories (Lesson 45, Exercise 8) to the class.

2. a) Listen to ten rules from famous story writers how to write good stories. Match the names of the writers to their rules.

   *b) Do you agree with all the rules? Write why or why not?*

**Top Ten Writing Rules from Famous Authors**

<table>
<thead>
<tr>
<th>Writers</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pierre Burton</td>
<td>1. Write a plan and then wait for a while.</td>
</tr>
<tr>
<td>B. Bob Cooper</td>
<td>2. Read a lot.</td>
</tr>
<tr>
<td>C. Al Kennedy</td>
<td>3. Prefer short words.</td>
</tr>
<tr>
<td>D. Stephen King</td>
<td>4. Prefer active voice.</td>
</tr>
<tr>
<td>E. Andrew Morton</td>
<td>5. Try to understand your readers before you start writing.</td>
</tr>
<tr>
<td>F. George Orwell</td>
<td>6. Read pieces of good writing before you write yourself.</td>
</tr>
<tr>
<td></td>
<td>7. You can write good stories about ordinary things.</td>
</tr>
<tr>
<td></td>
<td>8. Use the words you can’t do without.</td>
</tr>
<tr>
<td></td>
<td>9. The final version of your story should be smaller than your original plan.</td>
</tr>
<tr>
<td></td>
<td>10. To write well, you should love writing.</td>
</tr>
</tbody>
</table>

---

*Famous People – Famous Stories*
3. Match two parts of the quotations from Oscar Wilde’s plays. Explain how you understand the statements. There are two extra parts, which you don’t need to use.

1. A moment may (a) though it is not always worth answering one.
2. What a pity that in life we (b) that we all carry about with us.
   only get our lessons (c) ruin a life.
3. In this word there are only (d) One is not getting what one wants,
   two tragedies. and the other is getting it.
4. Don’t use big words. (e) Answers sometimes are.
5. Duty is what one expects (f) They mean so little.
   from others, (g) what one really is.
6. It is always worth asking a (h) it is not what one does oneself.
   question, (i) when they are of no use to us!
7. Experience is the name (j) everyone gives to their mistakes.
8. Memory is the diary

4. Present your project Top 10 List of the Most Famous People of the 21st Century to your classmates.

Homework

1. Ex. 2b
2. Ex. 1–4
ЗАПИСЫВАЙ ОТВЕТЫ В ТЕТРАДЬ

RUSSIAN STATE EXAM TRAINING

Lessons 47–51

РАЗДЕЛ 1. АУДИРОВАНИЕ

1 Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего A–F и утверждениями, данными в списке 1–7. Используйте каждое утверждение, обозначённое соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение.

<table>
<thead>
<tr>
<th>Говорящий</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Утверждение</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Make notes during the call.
2 Learn telephone etiquette.
3 Plan what you are going to say.
4 Control your facial expression.
5 Give the call your full attention.
6 Speak with expression.
7 Make sure you understand the other speaker.

2 Вы услышите диалог. Определите, какие из приведённых утверждений A–G соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Вы услышите запись дважды.

A Jerry is going to sleep all day during summer holidays.
B Jerry enjoyed his trip to Italy last summer, although it was too hot.
C Jerry would like to go to Italy again sometime.
D Jerry is glad that their house at the lake will be equipped with an air conditioner.
E Nick thinks that it's too hot in Washington in summer.
F  Jerry is planning to try local food at Baikal.
G  Jerry is going to take special diving equipment with him.

<table>
<thead>
<tr>
<th>Утверждение</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Соответствие диалогу</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Вы услышите интервью. В заданиях 3–9 запишите в поле ответа цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

3  The silent language of North American Indians is also called
   1) a deaf language.
   2) a sign language.
   3) a body language.
   Ответ:

4  The silent language of American Indians has
   1) vocal expressions.
   2) complicated intonation.
   3) a unique grammar.
   Ответ:

5  The silent language of American Indians was especially popular during
   1) the sixteenth century.
   2) the eighteenth and nineteenth centuries.
   3) the twentieth century.
   Ответ:

6  The way Arabs say “no” may be misinterpreted by people from Western cultures if they ignore
   1) a clicking sound made with the tongue.
   2) a clicking sound made with the fingers.
   3) a clicking sound made with the head.
   Ответ:

7  In the United States, the correct distance between people during a conversation is
   1) from thirty to eighty inches.
   2) from eight to thirteen inches.
   3) from eighteen to thirty inches.
   Ответ:
It's considered rude in any culture

1) to look into someone’s eyes if you don’t know the person.
2) not to look into someone’s eyes during the conversation.
3) to look into someone’s eyes too long.

Ответ:

We use

1) more nonverbal communication than verbal communication.
2) more verbal communication than nonverbal communication.
3) nonverbal and verbal communication in equal proportion.

Ответ:

РАЗДЕЛ 2. ЧТЕНИЕ

Установите соответствие между заголовками 1-8 и текстами A-G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1  Admiring Seaside Scenery
2  Ruined Dreams
3  An Awful Holiday in Europe
4  Five Days in the Sea
5  Surviving in the Lakes
6  Two Boys Having Fun
7  An Artist’s Holiday
8  An Awful Journey to the Campsite

A When I was thirteen I went to stay with my pen friend in Rome for a couple of days. It was my first trip to another continent and I hated every minute of it. From the moment we met, Laura and I disliked each other. The worst moment was when I was alone in the house and there was a persistent ringing at the bell which I ignored. Later it turned out that it was not Laura, but her mother, who had left her key behind and had needed to pick up some papers from the house.

B What a summer we’ve had on the West Coast this year! I went camping there for a week in July, with my husband David. We re-acquainted ourselves with the joys of tenting and making a campfire, and took walks on the beach and through the rain forest, often accompanied by our daughter Jessie. I spent some time with my sketch book, trying to capture the lines of the waves, as surfers rode them in to shore; and the lines of ferns growing under the canopy of coniferous trees, and the lines of long-dead cedars arising from the bog. And I took lots and lots of photos!
C I come from a family of campers. I remember my poor brother being sent off to canoe down the Mississippi with a cousin, when they were both just twelve. My first summer adventure was waiting for me when I was fourteen. I was sent to the Great Lakes with a tent and two friends of mine. We were in the mountains for a week. We got cold and wet and scared. But, strangely enough, we survived.

D Our family has a long-standing summer tradition of going to the nearest mountain camp and spending two weeks "having a rest from Indian summer heat". Even though I'm fully aware of the horror that awaits me, I inevitably spend the hellish car ride dreaming of afternoon siestas by the resort pool, evening walks with my iPod and nights spent writing under the moonlight (on people's Facebook walls). After 12 hours of bumpy, half-completed roads, we reach the resort, our hair sticking to our faces and our hope long gone. We trudge to our cottage and go to sleep sticky and sweaty, too tired to bother about showers or food. My vacation has officially started — and it's pretty much ruined already.

E Having an older brother meant we could drive somewhere on our own when I was about sixteen. We took a cross-channel ferry and went camping in the Ardennes. We cooked badly, but it was then that I realised everything tastes wonderful in a tent, thanks to the fresh air. We walked a bit, but what we mainly did was driving around playing music loudly. We didn't even mind that we were in unexciting Belgium.

F Cabo is a place where you really don't want to forget your camera at home. And no, not just your cell phone camera. You'll need a big one. There's plenty to shoot here. You want to make sure that you see the whales around the coastline. Yes, that's right — whales! Real, real whales. We liked the views at Land's End as well. This is where you have a lot of different rock formations that are literally carved into weird shapes through wind and water power. Wow! There are also some nice cruises available if you're intrigued by going around the Pacific. They'll drop you back off in Cabo, so you aren't going to miss a thing.

G During my last school holidays, I spent a few days at my cousin's house at Morib, a well-known sea resort. I shall never forget that visit. On the day I arrived at Morib, my cousin told me that he would do his utmost to make my stay there a very interesting one. He said that he would make a raft to use it in the sea. Then he would buy a fishing net to catch some fish in the shallow water near the coast. When I heard all that, I was very delighted because it had been one of the reasons that I had decided to visit my cousin. Unfortunately, bad weather spoiled everything. We had to stay inside, watching the drizzle all five days. I got bored.
Taking Children to Sea

When we first took our two children to sea with us, it was rare to come across other families on sailing boats. Usually such meetings resulted in the children A _____ , while we parents discussed how we managed. At first, I was worried about taking children to sea and I had many questions. How would I amuse them? What if they fell ill at sea? Added to such questions B _____ . When we set out on our voyage, my daughter was seven, my son five, and we planned to sail for three years. That we only returned to England six years later with 60,000 miles behind us and children of thirteen and eleven years old, is an indication C _____ . One change over these years has been the increase in the number of parents who take their children to sea on long voyages. Thus what I shall be saying here and in later chapters is based not only on my own experiences, but also on those of others, many of whom have taken their children cruising the world.

Those experiences show that D _____ , they can be solved with some thought and careful planning. The same basic principles are applied at sea as on land. Careful parents take precautions to avoid accidents in the home, and should behave the same way on a boat. Few people would let a small child alone near a busy road, without being convinced that the child was aware of the dangers of traffic. Similarly most parents do not let non-swimmers near water alone or without protection. Water safety has many parallels with road safety and, regarded as such, it is simply common sense to teach children to live near water safely.

There are also benefits in taking children to sea. In our society we are in great danger E _____ . A certain amount of stress is necessary for every child’s development. Overprotection can damage a child’s personality and prevent the development of independence. Sailing is one way of providing some stress and limited hardship, F _____ . Thoughts such as these played an important part in our decision to take our children on a voyage around the world.

1 of how my worries had been answered
2 question of children's safety on sea
3 was the major problem of their education
4 of making life too easy for our children
5 quickly making friends
6 which will help to build the child's character
7 although there are problems and worries in taking children on cruises
**Interpreting: a Tough Job in Any Language**

**Interpreter needed.** Russian speaker (with some knowledge of Lithuanian). Must be expert in legal terminology, preferably in the oil and gas industry.

NOT, you might think, the sort of job brief that is going to have applicants queuing in their thousands. But, according to Helen Fairfax, it is typical of the background required these days of translators and interpreters.

Ms Fairfax is the managing director of Alpnet Interlingua, Britain’s biggest linguistic services company, with seven offices and 82 full-time employees. For anyone who thinks a language degree is an express ticket to highly-paid employment as a language expert, she has this message: it isn’t.

“It’s not just the language, it’s what goes with it,” says Ms Fairfax. She points out that as well as being au fait with the latest technical jargon in their specialised field, anyone looking for the career as a commercial linguist needs to demonstrate an aptitude for translating concepts as well as words, and must be able to think themselves into the corporate cultures of their clients. For most students who plan to make a career out of languages, translating and interpreting would probably come top of the list of occupations, but although these two roles represent a vital service to government and big business, the language business itself remains quite a small one.

There are probably only three or four thousand people working full time as translators or interpreters in the UK, with about the same number working part-time. Most are freelancers, many of them women, and a large proportion operate from home, fitting the work between family commitments.

There is a school of thought that interpreting suits outgoing types, while translation is for their more introverted colleagues. The former are certainly liable to find themselves standing on a platform in front of several hundred people, while the latter will spend much of their time in a small room hunched over a word processor.

There are differences in the type of work, too. Translators are employed in just about every corner of industry and commerce, the spectrum of assignments ranging from coding computer software to penning advertising copy. Interpreters work largely for international organisations, such as the European Commission and the United Nations, but they are also employed on a sporadic basis by the courts, police and a variety of commercial clients. Geoffrey Bowden, secretary of the British Association of Translation Companies, points out that the rewards — for translators, at least — are far from lavish. “The average annual turnover for freelances is about £22,000, but if you are very good you could earn £40-48,000.”

Diana Castellano, Secretary of the Institute of Translation and Interpreting, says that although interpreters are paid well on days when they work, many, like actors, spend much of their time between jobs.

She says that for either career you will need a degree in your chosen language, plus a post-graduate linguistic qualification and, if possible, some relevant work experience. Those already bilingual, she says, would do better to take a degree in a different subject which could lead to vocational experience.

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1 freelancer — a person who sells his services to various employers

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French and German represent by far the biggest slice of the market for both translators and interpreters, but Ms Castellano says, "Because of their scarcity, people who can offer the new EC languages like Spanish, Portuguese and Greek will do well. Scandinavian languages are always in demand, and Korean seems to be the flavour of the month."

For many of the 5,000 or so students who graduate in modern languages each year, linguistic abilities will play no more than a secondary role in their careers. With the imminent arrival of the single market, languages are becoming an invaluable asset in many jobs, especially in fields such as marketing and tourism.

To put a language to good use, there is another option — teaching. There are around 43,000 language teachers in secondary schools in the UK — 22,000 of them teaching French. With the British Government stipulating that all 11- to 16-year-olds must study a foreign language, there are good prospects for expansion.

"Because there is a shortage of modern language teachers, you'll be able to pick and choose," says Department of Education & Science spokeswoman, Sue Clarke.

The qualifications required are a first degree in the chosen language — or a combination — followed by a Post-Graduate Certificate in Education. Although UK teachers' salaries are not in the same bracket as those of British Telecom chief executives, incentive allowances can top the pay up to a maximum of $40,000.

Anyone opting for a career in languages can expect one additional bonus. When they're on that foreign holiday and the Brits around them are struggling to order a cup of coffee, they can cast a weary smile at the waiter and sigh, "Pfff ... Les Anglais!"

12 These days interpreters and translators are required to
1) speak dialects of the language they know.
2) speak Russian.
3) have knowledge of a subject as well as a language.
4) think like a senior executive.

Ответ:

13 Translating and interpreting represent
1) a large industry.
2) a small industry.
3) a way to make money quickly.
4) jobs for quiet, introverted people.

Ответ:

14 Translators often work in
1) the police, the court and the Home Office.
2) advertising agencies.
3) large international organisations.
4) a variety of companies and organisations.

Ответ:

15 Interpreters can be compared to actors because
1) they have long periods without any work.
2) they are often outgoing types.
3) They are paid very well.
4) They have to work in front of huge groups of people.

Which language was unusually in demand from interpreters when the article was written?
1) Greek
2) Korean
3) Danish
4) Spanish

In Great Britain studying a foreign language
1) is not a part of a school curriculum.
2) means studying French in school.
3) is optional in school.
4) is compulsory in school.

Comparing the UK teachers and interpreters, the author concludes that
1) there is a shortage of both in the UK.
2) the teachers' salaries are lower than the average salaries of interpreters.
3) the qualifications required for both careers are a first degree in the chosen language and a post-graduate linguistic qualification.
4) the majority in both professions deal with the French language.

It is a strange experience coming back to a place after an absence of several years. This happened to me a few months ago when I decided to return to Dunley as the chief reporter in a local newspaper.

I got the job by chance through the father of an old school friend of mine. I met him at his son's wedding and when I finally decided to go back to Dunley, principally because I enjoyed living in small towns, I wrote to him in the hope that he might help me.
By a strange coincidence, right after he got my letter, he 22 ___________ by his colleague from Dunley that the editor of the newspaper 23 ___________ for a reporter. As it turned out, I was just the right person for the job.

I quickly discovered that I did not know the town at all well when I came to look for somewhere to live. Many parts of it 24 ___________ by the time I came back. Having to look for a flat helped me to rediscover it, for I had to search 25 ___________ before I found what I wanted.

In the end I got the right sort of place: a flat in a large house in a very quiet street. It looked on to the park and I felt at once that this was just the place for me.

It has been proved that people like to collect things. There exist different sorts of 26 ___________ in the world. People collect a large 27 ___________ of objects: stamps, postcards, dolls.

Some people keep objects which are connected with 28 ___________ events, some people collect kitchen utensils or similar household items, such as spoons, plates or glasses which belonged to 29 ___________ people.

Kevin Baker from Cardiff is not an 30 ___________. He has ten thousand eggcups at home. He keeps his favourites in a cupboard and occasionally 31 ___________ it to show his eggcups to his guests.

Safer Driving

Scientists are developing cars nowadays which allow hands-free driving on motorways. Computers will be linked to sensors to control steering, speed and 32 ___________. Drivers will simply push a button to let the car go.

Experts have already found a way to 33 ___________ cars in lane without the driver’s control. “The system uses TV cameras at the front of the car, which 34 ___________ up white lane markings,” says one of the experts. “Images are 35 ___________ into computers linked to the steering mechanism. The problem now is to reduce the cost and weight of the equipment.”

Several teams of scientists are also engaged 36 ___________ development of collision avoidance systems using radar and ultrasonic equipment. Special devices will maintain safe, efficient distances between vehicles, making the car stop in case of emergency.

On the other hand, research is being 37 ___________ nowadays in different countries into the problem of traffic jams in big cities. The mea-
surements made by scientists last year showed that car journeys in big cities had risen by 20 per cent in the last ten years, putting immense strain on motorways. If all cars were programmed to travel at 105 kilometres per hour, experts believe vehicles would be able to use the motorways without traffic jams and in greater safety. Effective cruise-control devices have already been designed, which can maintain speeds at a steady level.

32 1) breaking 2) braking 3) slowing 4) accelerating

33 1) maintain 2) limit 3) remain 4) keep

34 1) pick 2) look 3) set 4) make

35 1) gone 2) fed 3) included 4) inserted

36 1) at 2) in 3) on 4) with

37 1) made 2) operated 3) carried out 4) looked into

38 1) risen 2) raised 3) lifted 4) elevated

РАЗДЕЛ 4. ПИСЬМО

39 You have received a letter from your English-speaking pen-friend Jane, who writes:

...I've finally got the chance to come to your country. I hope to stay in Russia for about a month, and I can either come in June or in December — I'm not sure which would be better. I'd like to visit different places to get the full impression of your country. What is the best time to come? Which places do you recommend me to visit? What is the best way of travelling around Russia? ...Imagine my elder sister Helen has just started to learn Russian!

Write a letter to Jane in your exercise book. In your letter
• answer her 3 questions
• ask 3 questions about Jane's impressions from learning Russian
Write 100–140 words. Remember the rules of letter writing.
Comment on the following statement in your exercise book:

Parents should give their children more freedom.

What is your opinion? Do you agree with this statement?

Write 200–250 words.

Use the following plan:

• make an introduction (state the problem paraphrasing the given statement)
• express your personal opinion and give 2–3 reasons for your opinion
• express an opposing opinion and give 1–2 reasons for this opposing opinion
• explain why you do not agree with the opposing opinion
• make a conclusion restating your position

РАЗДЕЛ 5. ГОВОРЕНІЕ

Task 1

Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read the text out loud.

Oscar Wilde was an Irish writer and poet. After writing in different forms throughout the 1880s, he became one of London's most popular playwrights in the early 1890s. Today he is remembered for his epigrams, his only novel The Picture of Dorian Gray and his plays.

Wilde's parents were successful Dublin intellectuals. Their son became fluent in French and German early in life. Wilde got a good education first at Dublin University, then at Oxford University.

After university, Wilde moved to London into fashionable cultural and social circles. He tried his hand at various literary activities: he published a book of poems, lectured in the United States and Canada on the new "English Renaissance in Art" and then returned to London where he worked as a journalist. Known for his witty paradoxes, fashionable dress and glittering conversation, Wilde became one of the best-known personalities of his day.

Task 2

Study the advertisement.

Travel-All-Around-Russia

GOLDEN RING

Explore the ancient towns of the Golden Ring around Moscow. They are open air museums of Russian ancient history.
You are going to book the tour and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

• dates of departures
• accommodation
• price
• towns to be visited
• number of people in a group

Task 3

These are photos from your photo album. Choose one photo to describe to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12—15 sentences). In your talk remember to speak about:

• where and when the photo was taken
• what/who is in the photo
• what is happening
• why you keep the photo in your album
• why you decided to show the picture to your friend

You have to talk continuously, starting with: “I’ve chosen photo number ...”

Task 4

Study the two photographs.

In 1.5 minutes be ready to compare and contrast the photographs:

• give a brief description of the photos (action, location)
• say what the pictures have in common
• say in what way the pictures are different
• say which room you’d prefer
• explain why

You will speak for not more than 2 minutes (12—15 sentences). You have to talk continuously.